2022 Midterm Report

Submitted by:
Hawai‘i Community College
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Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Date Submitted:
October 17, 2022
Hawai‘i Community College - 2022 Midterm Report

College Certification Page

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

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

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Rachel Solemsaas, Chancellor, Hawai‘i Community College 05/18/22

Reshela DuPuis, College Council Chair, Hawai‘i Community College 05/19/22

David Tsugawa May 26, 2022

David Tsugawa, Faculty Senate Chair, Hawai‘i Community College Date

Akeamakamae Kiyuna, Ho‘olulu Council Chair, Hawai‘i Community College 05/25/22

Jeff Yamauchi Jun 9, 2022

Jeff Yamauchi, Student Government President, Hawai‘i Community College Date

E. Kalani Flores Jun 9, 2022

E. Kalani Flores, Accreditation Liaison Officer, Hawai‘i Community College Date
To: Accreditng Commission for Community and Junior Colleges, Western Association of Schools and Colleges

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Signatures:

__________________________________________ Date
Erika Lacro, Vice President for Community Colleges

__________________________________________ Date
David Lassner, President, University of Hawai‘i

__________________________________________ Date
Ernest Wilson, Chair, Committee on Academic and Student Affairs

__________________________________________ Date
Randolph Moore, Chair, UH Board of Regents
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I. REPORT PREPARATION

Background

Hawaiʻi Community College (Hawaiʻi CC/College) submitted its 2018 Institutional Self Evaluation Report (ISER), 2018 Addendum for Hawaiʻi CC ISER, and 2018 Addendum for UHCC ISER to the Accrediting Commission for Community and Junior Colleges (ACCJC/Commission). Subsequently, the 2018 External Evaluation Team Report was submitted by the peer review team that conducted its onsite visit October 15-18, 2018.

Through the ACCJC action letter, dated January 25, 2019, ACCJC notified Hawaiʻi CC that it took action to reaffirm its accreditation for seven years. Hawaiʻi CC’s Kauhale was notified soon afterwards. Hawaiʻi CC was also informed that its next report would be the Midterm Report due on October 17, 2022.

Process of Report Preparation

The compilation and preparation of the Midterm Report was assigned to the accreditation liaison officer (ALO) who worked in conjunction with members of the College’s administrative team (the chancellor, interim vice chancellor for academic affairs, vice chancellor for administrative affairs, interim vice chancellor for student affairs, interim dean of career technical education, and interim director of Hawaiʻi CC - Pālamanui, director Kō Education Center) as well as the Accreditation Steering Committee.

Narratives, data, and documents for this report were also prepared and/or reviewed by the administrative team, College Council, institutional assessment coordinator (IAC), institutional research staff, and QFE chairs.

1 Kauhale - Unique to Hawaiʻi CC is the academic celebration of the indigenous, host culture by embracing the concept of Kauhale, which traditionally means the Hawaiian village. Kauhale is an ‘ohana (family) of administrators, faculty, staff, students, their families, and the Hawaiʻi Island community that contributes measurably to the success of our college’s mission and outcomes. Kauhale maximizes the “community” in our mission through dialogue, planning, innovation, and assessment across traditional college divisions and units. Kauhale enables all members of the college ‘ohana to recognize and celebrate our own individual skills, knowledge, and experiences as well as the skills, knowledge, and experiences of others. Kauhale unites all components of Hawaiʻi CC into an “academic village without walls” for the overall success of our learners, the learners’ communities and their families, in the spirit of E ‘Imi Pono (seeking excellence).
In addition, narratives, data, and documents for the University of Hawai'i Community Colleges (UHCC) System were prepared by the Office of the Vice President for Community Colleges (VPCC).

**Review and Approval of Report**

Prior to submission to ACCJC by the October 17, 2022 deadline, a draft of the Midterm Report was circulated to College’s campus community during the spring 2022 semester to allow for a general campus review and to provide the opportunity for Hawai’i CC’s Kauhale to submit comments. The ALO informed the College faculty, staff, administrators, and students of the review process through presentations, All-College meetings and via email to encourage broad participation by the campus community.

Comments from the campus community were compiled and taken into consideration for inclusion in the final report, which was submitted via the Vice President for Community Colleges to the University President for submission to the University of Hawai’i (UH) Board of Regents (BOR) for their review and approval.

The signatures on the certification pages of this Midterm Report certify there was broad participation/review by the campus community and that this report accurately reflects the nature and substance of this institution.

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**II. COMMENDATIONS**

Hawai‘i CC and UHCC’s diligent work towards meeting eligibility requirements and accreditation standards was acknowledged in the 2018 External Evaluation Team Report with the following commendations.

**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 Hawai‘i 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)

III. PLANS ARISING FROM THE SELF-EVALUATION PROCESS

The following matrix provides an update as to the progress of plans identified in the 2018 self-evaluation process.

<table>
<thead>
<tr>
<th>Action</th>
<th>Standard</th>
<th>Responsible Party(ies)</th>
<th>Timeline</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule of data updates to reflect current information (transparency)</td>
<td>I.B.3</td>
<td>Institutional Research, Institutional Assessment Coordinator</td>
<td>2018-2019 (upon approval of campus reorganization and creation of Office of Kauhale Analytics and Intelligence)</td>
<td>Increase access to campus data needed for evaluation and planning</td>
</tr>
</tbody>
</table>

Status: COMPLETED
Campus data is posted online in the Hawai‘i CC FactBook which is updated regularly. The website now links directly to UH IRAPO, Hawai‘i County Census data. As these sites are updated, the information regarding the campus is also updated.

| Determine how assessment management system and assessment design can enable disaggregation of assessment results | I.B.6 | Vice Chancellor for Academic Affairs, Institutional Assessment Coordinator | Begin fall 2018 | Disaggregation of learning outcomes data |

**Status: COMPLETED**

Hawai‘i CC’s assessment management system (AMS), “Campus Labs Outcomes,” provided by third-party vendor Anthology-Campus Labs, allows disaggregation of course-level student learning assessment data (I.B.6-1) by programs and the institution. This can include, for example, disaggregation of student data by first-year cohort(s) enrolled in the new QFE #2 - First Year Experience: Ka‘ao Initiative courses.

Assessment design practices and principles embedded in our assessment policy (Haw 4.202 Assessment Policy) and technical support resources available on the Hawai‘i CC’s Assessment webpage, (e.g., Steps in the Course Assessment Process), provide guidance to strengthen assessment design aimed at improvements in learning for all students, including identified disaggregated student cohorts. Note: One of the responsible parties, Institutional Research, was removed from this particular plan.

| Review and revise the integrated planning process (including evaluation of master plans) | I.B.9, III.B.2, III.C.1, III.D.2 | (Related to QFE Project #1) |
**Status: IN PROGRESS**

Anticipated proposal changes to be submitted to College Council in spring 2022 for their review/approval. (See QFE Project #1 section below for more details.)

<table>
<thead>
<tr>
<th>Creation of a systematic formalized process and annual schedule and timeline for website content review and updating</th>
<th>I.C.1</th>
<th>Web Developer, Vice Chancellor for Administrative Services</th>
<th>Started spring 2018</th>
<th>Website content is reviewed annually for accuracy and updated in a timely manner</th>
</tr>
</thead>
</table>

**Status: COMPLETED**

Academic program website updates are performed once the college catalog is confirmed. Divisions, units, and departments are contacted during the summer session. Beginning fall 2022, an online form will be used to acknowledge review and to track their status. Note: One of the responsible parties, vice chancellor for administrative services, has been changed to vice chancellor for academic affairs.

<table>
<thead>
<tr>
<th>Hawaiʻi CC HAW 1.001 Policy was updated to include a policy review schedule</th>
<th>I.C.5, IV.A.4 IV.A.7</th>
<th>Administrative Team</th>
<th>Completed spring 2018</th>
<th>Systematic, regular review of College policies and procedures</th>
</tr>
</thead>
</table>

**Status: COMPLETED**

Hawaiʻi CC updated this policy in May 2018, clarifying the roles of the Office of the Chancellor and Administrative Services. Although the policy provides for a three-year review of each policy, members of the Admin Team have been reviewing the Policy Review List annually.
<table>
<thead>
<tr>
<th>Language related to the objective presentation of instructional content was included in the syllabus guidelines</th>
<th>I.C.9</th>
<th>Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs</th>
<th>Completed and posted on the College website fall 2017</th>
<th>Increased awareness of expectations related to the presentation of instructional content</th>
</tr>
</thead>
</table>

**Status: COMPLETED**

The language and expectations related to the presentation of instructional content to be included in course syllabi were created and are posted on Hawaiʻi CC’s website in *Teaching Resources* at [Resources for Faculty & Staff](#).

<table>
<thead>
<tr>
<th>Review and revise the Program/Unit Review Process</th>
<th>II.A.2, II.A.16</th>
<th>(Related to QFE Project #1)</th>
<th>---</th>
<th>---</th>
</tr>
</thead>
</table>

**Status: IN PROGRESS**

Anticipated proposal changes to be submitted to College Council in spring 2022 for their review/approval. (See QFE Project #1 section below for more details.)

<table>
<thead>
<tr>
<th>College-wide guidelines and general expectations for course syllabi were created</th>
<th>II.A.3</th>
<th>Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs</th>
<th>Completed and posted on the website fall 2017</th>
<th>Increased consistency in course syllabi content across departments</th>
</tr>
</thead>
</table>

**Status: COMPLETED**
College-wide guidelines and general expectations for course syllabi were created and are posted on Hawai’i CC’s website in *Teaching Resources* at Resources for Faculty & Staff.

<table>
<thead>
<tr>
<th>Review of Liberal Arts course sequencing and prerequisites</th>
<th>II.A.5</th>
<th>Liberal Arts Dean and Department Chairs</th>
<th>Started fall 2017; ongoing</th>
<th>Improve sequencing and effectiveness of learning in 100-level courses before moving to upper level courses. Ensure that prerequisites for 200-level courses are appropriate and consistent.</th>
</tr>
</thead>
</table>

**Status: IN PROGRESS**

A comparison of Hawaii CC’s top 25 enrolled courses’ prerequisites and corequisites with the same courses across UHCC is in progress. Goal to be in alignment system wide by AY 2023-24 is in place. Prerequisite evaluation for 200-level courses for appropriateness and consistency will be completed by the end of AY 2021-22.

<table>
<thead>
<tr>
<th>Gather, analyze and provide data to the College on a regular basis. (post in Fact Book)</th>
<th>II.A.7</th>
<th>Institutional Researcher</th>
<th>Planned for fall 2018 (after new Institutional Researcher hired)</th>
<th>Improved use of data to determine effectiveness of different modes, methodologies, and support services with specific student groups</th>
</tr>
</thead>
</table>

**Status: COMPLETED**

As part of the UHCC Organizational and Resource Planning, operational centralization and program/service alignment included Institutional Research (IR) functions. This has resulted in the system and campus IR staffing level supporting integrated data analytics capacity at the UHCC level. Hawai’i CC moved in the direction of maintaining its IR staffing level from 2.0 to 1.0 FTE with the resulting vacancy in this
A Kauhale Analytics and Intelligence (KAI) plan was then presented to the College Council on October 8, 2021 by the chancellor. The plan outlines how shared responsibility in analytics, evaluation and data functions would be accomplished.

In this same meeting, a proposal was presented to the College Council to delete Article VI, Section 7 of the College Council Charter. The change will result in the dissolution of the KAIAC given the changes in the College's IR staffing level. Despite this change, our Kauhale continues to be committed to institutional effectiveness by fostering a culture of evidence in our operations and decision making.

For AY 2022, the chancellor would lead our Kauhale with two objectives:

1) Raise awareness of the various data sets that are available to us. With UH and UHCC investments to more robust datasets and dashboards, members of our Kauhale need to be aware and also access these datasets that may inform their work and that of their group. They include 1) UH & UHCC Dashboards, 2) DXP or Hawai‘i P-20, 3) Hawaii Data Collaborative Policy Map (census data) and simulated HI data and 4) Campus data that is posted online in the Hawai‘i CC FactBook.

2) Provide guidance on storytelling and analytics. A framework building on the Ka‘ao model is being developed to assist us in looking at these data sets with a lens on how it contributes to Mission fulfillment, goals and ILOs. These guidelines called Ka‘ao KAI will be shared with the College Council for feedback.

<table>
<thead>
<tr>
<th>General Education Learning Outcomes (GELO) aligned with Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO)</th>
<th>II.A.11</th>
<th>Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs</th>
<th>Completed spring 2018: GELO to PLO alignments approved by Vice Chancellor for Academic Affairs GELO to ILO alignments approved by</th>
<th>Clear and documented alignment of College outcomes</th>
</tr>
</thead>
</table>

_Hawai‘i Community College - 2022 Midterm Report_
Each program at Hawai‘i CC identified PLO to GELOs alignments that can be found in the *PLO-GELO Alignment Tables* listed under each program in the tab, *Program & Course*, on the Assessment website. In addition, the PLO to CLO alignments for each course can be found in the *Course Learning Outcomes (Link)* listed under each program on this same webpage. The ILOs alignments are presently available on the course and program pages on Kuali. There are plans to post these ILOs alignments on the Assessment website during the summer of 2022.

Additional information regarding GE and GELOs is found on Hawai‘i CC’s [General Education](#) webpage.

<table>
<thead>
<tr>
<th>Transition to UH Mānoa’s Foundations and Diversifications General Education (GE) requirements for AA and AS degrees</th>
<th>II.A.12</th>
<th>Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs</th>
<th>Transition for AA degree will be completed in fall 2018 (approved by Academic Senate spring 2017)</th>
<th>Improve GE alignment to UH System</th>
</tr>
</thead>
</table>

**Status: IN PROGRESS**

**Status: COMPLETED**

Hawai‘i CC’s transition to UH Mānoa’s Foundations and Diversifications GE
requirements became effective fall 2018 for the AA degrees and fall 2019 for the AS degrees. This was done to improve the GE alignment to the UH system and articulation of degrees. The **General Education Committee** (GEC) is responsible for the GE designation process for the AA and AS degrees in accordance with the current GE requirements.

<table>
<thead>
<tr>
<th>Added The Learning Center tutoring services to MySuccess system</th>
<th>II.B.1</th>
<th>MySuccess Campus Leads, The Learning Center Coordinator</th>
<th>Completed in 2017-2018</th>
<th>Students able to make appointments at The Learning Center via the MySuccess system</th>
</tr>
</thead>
</table>

**Status: COMPLETED**

MySuccess has been discontinued by the UH System. Hawai‘i CC now uses a [Google Referral Form](https://example.com) to refer students for services.

<table>
<thead>
<tr>
<th>Formalize comprehensive assessment of student needs regarding Student Services</th>
<th>II.C.1 II.C.3</th>
<th>Vice Chancellor for Student Affairs, Student Affairs managers</th>
<th>Begin fall 2018</th>
<th>Increase data to better identify needs for student services for all students (including DE)</th>
</tr>
</thead>
</table>

**Status: COMPLETED**

In 2021, Hawai‘i CC participated in the Community College Survey of Student Engagement (CCSSE) to assist with increasing data from students.

[**UH Student Basic Needs Master Plan**](https://example.com) was released on March 22, 2022. On March 29, 2022, a webinar was scheduled to review UH System and national data found in The Hope Center's #RealCollege survey.
<table>
<thead>
<tr>
<th>Reorganize Student Life structure</th>
<th>I.II.C.4</th>
<th>Vice Chancellor for Student Affairs</th>
<th>Begin fall 2018</th>
<th>Clearly defined Student Life structure and program</th>
</tr>
</thead>
</table>

**Status: IN PROGRESS**

A Student Life counselor (faculty) position was hired in 2019 to support this action. However, it was later vacated in 2020 and the position was eliminated in 2021. The Student Life structure and program is now being supported by the Counseling Office. The chancellor convened a Chartered Student Organization (CSO) **Constitutional Convention** in October 2021 to address the structure; the convention will conclude in April 2022 with a new structure beginning in fall 2022.

<table>
<thead>
<tr>
<th>Create evaluation/assessment process or system to measure effectiveness of placement instruments/qualifiers</th>
<th>I.II.C.7</th>
<th>Vice Chancellor for Academic Affairs, Institutional Researcher, Student Success Council, Vice Chancellor for Student Affairs, Hale Kea Manager</th>
<th>Planned for fall 2018 (after Institutional Researcher position filled)</th>
<th>Structured and scheduled data analysis of placement instruments and qualifiers</th>
</tr>
</thead>
</table>

**Status: IN PROGRESS**

Math: The UH System math EdReady group met to adjust qualifiers. Multiple measures placement vs. course success data will soon be available from the UH System data office. Data analysis is in progress to look at how students were placed compared to their success rates in the courses in which they were placed.

English: ESL writing samples (rotating prompts) were examined for placement. Hawai‘i CC still needs to compare student success rates to placement and is planning a
pilot using writing samples to determine the appropriate placement for English courses. Accuplacer writing samples will be examined compared to reading scores.

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**IV. INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS**

A. Response to Recommendations for Improvement

The 2018 External Evaluation Team Report (Team Report) outlined the following recommendations:

**Compliance Requirements**

None.

**Recommendations for Improving Institutional Effectiveness**

The Team Report noted Recommendations 1 and 2 and one UHCC System Recommendation for improving institutional effectiveness. The [ACCJC action letter](#) further stated, “These recommendations do not identify current areas of deficiency in institutional practice, but consistent with its mission to foster continuous improvement through the peer review process, the Commission encourages institutions to give serious consideration to the advice contained in the peer reviewers’ recommendations. The Commission anticipates that you will bring them and the team's full report to the attention of your institution for serious consideration. In the Midterm Report, the College will include actions taken in response to the peer review team's improvement recommendations”.

Outlined below are the actions taken by Hawai‘i CC and UHCC System in response to these recommendations.

**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)*
Actions Taken

Hawai‘i CC has taken the actions outlined below to strengthen assessment practices in order to provide valid, robust data on students’ achievement of course and program learning outcomes and service unit outcomes. Faculty and staff in programs and units have used their analyses of their assessment data to inform and guide the development of their action plans for improvements in teaching, learning and services for students.

Hawai‘i CC’s assessment management system, Anthology-Campus Labs Outcomes (Campus Labs, CL, CL Outcomes), has been fully adopted by all instructional programs and currently holds Hawai‘i CC’s online archive of all course assessment reports from AY 2017 through AY 2022. The CL system provides College administrators, faculty and staff with a secure, transparent and accessible data collection and reporting tool that encourages programs to consider assessment data in planning for improvements. Based on approved curriculum outlines of record in the Kuali curriculum database, the CL system identifies and connects alignments of course level to program level to institutional level student learning outcomes, and allows both longitudinal and cross-program analyses of student achievements.

Program faculty enter their course assessment reports directly into the CL system, including quantitative student achievement data, qualitative descriptive and analytical narrative discussions, action plans for improvement, and supporting attachments such as summative assignments/tests and rubrics. The CL system displays quantitative data in easy-to-understand, color-coded graphs, provides numeric evaluations of the quantitative data via hover-screens, and “rolls up” the results at each level to the level above, i.e., course to program to institutional results. This allows faculty to immediately see and respond to their students’ learning challenges, by developing and implementing improvements in curriculum and/or teaching and assessment strategies. See Figures 1 and 2 highlighting Hawai‘i CC’s aggregated ILOs for AY 2020 and AY 2021.

Per the recently updated (January 2022) Haw 4.202 Assessment Policy, “[t]he course assessment cycle requires that all courses be assessed at least every five years; each course assessment cycle includes an initial assessment and a follow-up “closing the loop” re-assessment after the implementation of an action plan for improvement based on the results of the initial assessment.” This assessment protocol has been fully normalized as regular assessment practice in all programs for all regularly-taught courses.

Hawai‘i CC’s Institutional Assessment Coordinator (IAC) provides a wide range of assessment resources for faculty on Hawai‘i CC’s Assessment webpage. Most of these resources are publicly available without UH ID log-in, including, for example, the online
Assessment Schedules for Programs & Courses, which is managed by the IAC in collaboration with instructional department chairs. Additional resources such as assessment status reports are provided by the IAC to program and unit administrators and curriculum review committees. The IAC also provides individual, small-group and large-group assessment coaching, training and professional development for all instructional program and service unit faculty and staff, and works closely with program and unit administrators to ensure that assessment is a “top of mind” consideration in programmatic and curricular planning.

As an example, faculty teaching in Hawai‘i CC’s Pālamanui Culinary Arts Program reported and analyzed students’ results on an Initial assessment of CULN 170 - Food/Beverage Purchasing in fall 2020, then used those results to improve their online and face-to-face teaching strategies and re-assessed a new cohort of students to Close the Loop in Fall 2021. See Figures 3 and 4 of CULN 170’s aggregated CLOs that demonstrated improvement in student learning in fall 2021 due to the program’s implementation of action plans based on the fall 2020 assessment data; their analyses and action plans are detailed in the narrative reports in the CL Outcomes system.

Through Hawai‘i CC’s Program-Unit Review (PUR) process, assessment data for all instructional programs and courses are publicly reported with detailed analyses of results and action plans for improvement. Both Annual and Comprehensive (3-year) Reviews are publicly available on Hawai‘i CC’s Program-Unit Review webpage. All programs are required to report assessment results and discuss improvements or changes made based on those results. See for example, the information prompts in the 2021 Annual Program-Unit Review template. A slightly modified version of this Annual template is used by programs submitting 3-year Comprehensive Reviews, so those also include detailed reports of assessment data and discussions of changes implemented based on those results. Most programs include their assessment data graphs from the Campus Labs system in their Program Reviews; see, e.g., Information Technology AY19 to AY21 Comprehensive Program Review, pp. 3-19.

Hawai‘i CC’s non-instructional service and support units also have strongly embraced multi-variant, multi-instrument assessment practices and continue to incorporate analyses of student response data in their action plans for improvements of unit services to support student success. Like instructional programs’ course assessment data, non-instructional unit assessment data is reported in Annual and Comprehensive Unit Reviews, which use the same template as Program Reviews and which also are publicly available on Hawai‘i CC’s Program-Unit Review webpage. For a recent example of assessment of unit service outcomes being used in planning for unit service improvements, see the Counseling, Advising and Support Services Center AY19 to AY21 Comprehensive Unit Review.

In addition to direct support for robust assessment practices, Hawai‘i CC’s curriculum designation committees, organized under the Academic Senate, have embraced the role of assessment in helping to ensure that students will be provided the best learning opportunities available. For example, the Academic Senate’s General Education Committee (GEC) requires that all courses being proposed for general education designation as either Foundations or Diversification courses must provide an approved assessment plan prior to the initial 5-year designation being granted, and courses being proposed for a further 5-year re-designation must show compliance with, or satisfactory progress toward compliance with, the Haw 4.202 Assessment Policy (see e.g., SSCI 111 Assessment Status Memo. 2022-01-31). As well, all courses proposed for general education, writing intensive, Hawaiian-Asian-Pacific ASC, and Sustainability ASC designations must provide documentation of the alignments of course learning outcomes to the designated curriculum Hallmarks (see e.g., SCI 111 S22 Diversification Hallmarks Alignment. DS_renewal).

At the institutional level, in AY 2022 the College Council, Academic Senate and College administration unanimously approved renumbering the Haw 4.202 Assessment Policy for inclusion in the Institutional Effectiveness/Planning policy sector, emphasizing that, “assessment is the responsibility of everyone employed by Hawai‘i Community College.”

Further, as a result of the overall reinvigoration of the Hawai‘i CC’s assessment practices and the renewed focus on using assessment data to improve student learning and success, the College Council’s campus-wide Assessment Committee (AC) has been stabilized as a permanent Standing Committee of the College Council, and its role in supporting institutional effectiveness has been clarified and strengthened (see the College Council Charter, Article VI: Standing Committees, Section 2: Assessment Committee, p. 5). The AC’s annual tasks have been expanded to include close collaboration with the College Council’s College Effectiveness Review Committee (CERC), both of which provide evaluative response memos to programs and units that have submitted 3-year Comprehensive Reviews. Like the CERC’s evaluations, the AC’s memos provide commendations and recommendations for improvement, but are specifically focused on program and unit assessment practices. All response memos provided by the AC and CERC, as well as the committees’ bi-annual summary reports to the College Council, are publicly available within the College Council Committee Reports as well as on the College Council webpage.
Analysis and Evaluation

Hawai‘i CC has strengthened the link between assessment data and resulting analysis in order to support student learning and student achievement.

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)

Actions Taken

Hawai‘i CC has prescribed guidelines for evaluating civil service and Administrative/Professional/Technical (APT) employees and has an established process for monitoring evaluations as noted below.

Civil service employees are evaluated annually based on their initial hire date and follow the State Department of Human Resources Development (DHRD) guidelines as outlined in the Annual Employee Performance Appraisal System Guidelines for Employees (HRD Form 526A). The Performance Appraisal System operates in three phases:

Phase I, Performance Planning, Communication of Performance Expectations/Requirements, and Goals/Projects – By, or shortly after, the start of the performance rating period, your supervisor will meet with you to talk about your job duties, how the Performance Categories relate to your job, and performance expectations/requirements for the upcoming rating period. You should be sure you understand what your supervisor expects of you. If you are not sure, this is the time to ask your supervisor questions and get clarification.

Phase II, Performance Monitoring and Coaching – Your supervisor will observe your work, talk with you about it, and record significant work performance (on HRD 529, Supervisor’s Discussion Notes Form [SDN]), if necessary, throughout the rating period. Notes recorded on the SDN will be shown and discussed with you; you may write a rebuttal. You will be given a copy of notes that describe performance problems/deficiencies and you or your union representative may also review your supervisor’s PAS documents by making an appointment.

Phase III, Completion of the Appraisal – This Phase is completed at the end of your rating period. At that time, your supervisor will meet with you to go over your performance for the rating period and will discuss expectations/requirements for the upcoming rating period.
APT employees are evaluated based upon the procedures and performance expectations noted in the following policies:

**A9.170 Performance Evaluation of Administrative, Professional and Technical Personnel - BOR Personnel**

The objectives of this policy are to:

a. To develop on a system-wide basis a uniform and consistent employee performance evaluation program for APT employees;

b. To facilitate supervisor-employee discussions relative to employee work performance and to accomplish this in a supportive climate;

c. To document information that may be used for determination of employment status, e.g., passing probation and acquiring employment security;

d. To provide the mechanism to recognize and document performance awards for exceptional work performance; and

e. To establish a standard evaluation period for all APT employees.

**EP 9.203 Evaluation of Faculty and Administrative, Professional & Technical Employees**

The objectives of this Executive Policy are to:

A. Delegate to the University Chancellors and the Vice President for Community Colleges, on behalf of the community college system, responsibility for development of faculty evaluation procedures in consultation with the faculty governance organization and the exclusive collective bargaining representative. The Vice President for Community Colleges will also consult with the community college chancellors when developing the CC’s faculty evaluation procedures.

B. Delegate to the Vice President for Administration responsibility for development of system wide procedures to be used in evaluating Administrative, Professional, and Technical (APT) employees.

C. Specify the procedures to be used in evaluating faculty in programs which do not have approved procedures in accordance with this policy.

**RP 9.213 Evaluation of Board of Regents Appointees**
This BOR policy sets forth the purpose and procedures for the evaluations of BOR’s appointees.

*RP 9.212, Executive and Managerial Personnel Policies*

This BOR policy sets forth the purpose and procedures for the evaluations of executive and managerial personnel.

Outlined below are the stats for civil service and APT employee evaluations completed and compiled by fiscal year:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Percentage of Evaluations Completed for Civil Service Employees</th>
<th>Percentage of Evaluations Completed for APT Employees</th>
</tr>
</thead>
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<tr>
<td>2018-2019</td>
<td>16%</td>
<td>84%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>14%</td>
<td>88%</td>
</tr>
<tr>
<td>2020-2021</td>
<td>19%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Analysis and Evaluation**

Hawai‘i CC adheres to established policies and procedures related to the performance evaluation of all personnel including civil service and APT employees and is regularly monitoring the completion rate of these evaluations. The reason for the discrepancy of the completion rates between civil service and APT employees is due in part to the method the evaluations are completed and tracked. APT evaluations are done electronically and their status can be easily seen in the system so that any email reminders or follow-ups if needed can be sent out by Human Resources to administrators and supervisors of APT employees. As a result, a 100 percent completion rate was accomplished and documented for FY 2021. Whereas, the evaluations for civil service employees that are administered by the State DHRD are done with hard copy forms and their status must be manually logged. In past years, there have been some issues with manually tracking and monitoring these evaluations in a timely manner. These issues are presently being addressed internally by Human Resources to better track and remind supervisors of evaluation due dates or follow-ups if needed.
**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)*

The UH System includes three universities, seven community colleges and community-based learning centers across Hawai‘i. The seven community colleges comprise the UHCC System and are led by the Vice President for Community Colleges (VPCC).

To respond to the System Recommendation, the VPCC convened the six campus ALOs that represent the UH community colleges accredited by ACCJC and began holding monthly meetings. UH Maui College (UHMC) is accredited by the WASC Senior College and University Commission, and their ALO did not participate in responding to the ACCJC recommendation.

In early meetings, discussion centered around the External Evaluation Team Report. The report noted, “While assessment of system-wide role delineation, governance and decision-making is ‘organic and ongoing,’ a formalized structure for assessment does not exist.” Based on this statement, the VPCC, the Interim Director of Academic Programs, and ALOs began work on developing a formalized assessment process. After much discussion, the group determined a baseline systemwide survey was needed. The UH/UHCC Shared Governance survey was disseminated to all seven community colleges, including UHMC, and the UHCC System Office as the goal of the UH/UHCC Shared Governance Survey is to provide feedback to the UHCC System Office and the colleges as a whole.

**Survey Design**

The survey solicited feedback on communication, role delineation, and shared governance across the UH System. At UH there is a three-tiered system of governance - the UH System, the UHCC System, and each college’s own governance structure. While the UHCC System is part of the UH System, the offices have different roles and responsibilities, although there is some overlap. The chancellors have a dual reporting authority to the VPCC as well as to the President of UH. See the organizational chart below.
To address the two tiers of system governance, the same survey statements were repeated for the UH System and UHCC System separately. The goal is to understand if there are differences in how faculty and staff perceive communication and governance at the UH System level versus the UHCC System level. Additionally, the structure of the survey was designed to address the specific elements mentioned in the recommendation: Communication, Shared Governance, and Decision-Making.

The Interim Director of Academic Programs reviewed other community college surveys and drafted a UH/UHCC Shared Governance Survey. The draft survey was shared with the ALOs to garner feedback and suggestions for revisions. Over a period of several months, with feedback from the ALOs, a revised survey was produced. The survey was then shared with the seven community college chancellors and further revised. By early October 2021, a final Shared Governance Survey was completed.

Survey Results

The survey was conducted in October 2021 over a period of two weeks. Each chancellor invited their community college faculty and staff to participate in the survey. There were 318 survey respondents from the seven community colleges and the UHCC System Office, which represents a 15 percent response rate for the 2,135 positions in the UHCC System. Of the 318 survey respondents, 102 respondents, or 32 percent, provided written comments that are summarized in the sections below.

The survey results indicate the diversity of respondents accurately reflects the various campus functions. The number of respondents is evenly distributed across the campuses,
though not proportional with the size of each college. About one-third of the respondents have participated on a systemwide committee and should have some understanding of how systemwide committees function.

**Communication**

Quantitative results indicate that more respondents agree or strongly agree than disagree (42-44% vs 33-35%) that the UH System and UHCC System provide timely and accurate information. There is also agreement that the UH System website and the UHCC System website are reliable sources of information, however, respondents noted that most do not use either system website on a regular basis.

With respect to communication, the most frequent theme found in the qualitative comments is related to a lack of quality and timely communication. Some responses indicate a lack of communication at a specific college or branch campus. There are also several comments about the need to improve the UHCC website and provide more timely information.

**Shared Governance**

Perceptions about the effectiveness of system committees indicate an equivalent number of respondents agree and disagree about their effectiveness. In response to whether the system assists the college with meeting educational goals for student achievement and learning, more respondents agree than disagree with this statement for both the UH System and the UHCC System.

The statement regarding the role delineation between the UH System, UHCC System and the college shows about the same percentage of respondents agree or strongly agree that roles are clear as the percentage that disagree or strongly disagree.

Several themes emerged from the qualitative comments with two overarching themes of Decision-Making and Leadership.

**Decision-Making**

The largest number of comments were centered on the use of systemwide committees and the perception that administrators do not actually use the committee recommendations. Several respondents believe the administration is using the systemwide committees to “check the box” and often will make decisions without getting feedback at all or by simply ignoring the feedback.

Another area that was represented in the feedback was a concern that “[w]hile the ability to dialogue with colleagues on a systemwide committee is very valuable, the individuals
who represent the campus on those committees are not always the most effective representatives.” The concern about appropriate representation on systemwide committees appeared in several comments.

Several respondents also mentioned a perception of bias with decision-making in favor of the four-year institutions and against the community colleges. Lastly, there is support for more collaboration to better serve students but also an opposing concern that colleges have become too centralized.

**Leadership**

Under the theme of Leadership, the most mentioned area was the lack of strong leadership and management experience in administration. A specific comment was, “There are too few senior leaders at the system and cc system who have recent campus leadership/management experience.” A few comments also mentioned a lack of vision.

A few respondents commented on the lack of role delineation. “There is no clear delineation between the purview of individual campuses, the UHCC system, and the UH system. This yields a scenario in which campuses are expected to act as if they are part of the same body, while in fact, they are competing in many regards for limited enrollment potential and resources.”

It was also suggested that it “would be nice if the Vice President of the CC's would engage more directly with each campus.” And one respondent suggested, “I think it would be important to have administrators placed in permanent positions vs interim.”

The UH System Office and chancellors will continue to reflect on the survey results and consider what additional actions may be needed to enhance shared governance and communication system wide.

**Plans and Timeline**

1. Share the survey results with the faculty and staff in the UHCC System.
   a. The VPCC will share the results at the regular college meetings in spring 2022.
   b. The UHCC System Office will distribute online feedback forms with the survey results for constituents to include additional suggestions for improvement by May 2022.

2. To address Communication:
   a. The UHCC System Office will review the UHCC System website during summer 2022 for accuracy and currency and revise by the beginning of the fall semester.
b. The UHCC System Office will email systemwide committees annually every September to improve availability and accessibility of all systemwide committees meeting minutes.

3. To address Shared Governance:
   a. During fall 2022, the VPCC and chancellors will discuss feedback regarding a need for a clarified definition of shared governance and recent changes in role delineations.
   b. The UHCC System Office will disseminate a survey to systemwide committees to get more in-depth feedback on ways to improve shared governance and communication across the community colleges during the 2022-2023 academic year.

4. The UH System and UHCC System are currently reviewing the strategic plan. The UHCC System Office will look to integrate appropriate actions related to this recommendation into the 2023-2028 strategic plan.

5. The UHCC System Office will conduct the UH/UHCC Shared Governance Survey annually in the fall semester to gauge progress toward improving areas of concern.

B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

1. Student Learning Outcomes (Standard I.B.2)
   ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.”

   Reflect on assessment processes since the last comprehensive review:

   **What are the strengths of the process that help the college to improve teaching and learning?**

   During the past seven years, Hawai‘i CC has engaged in a dynamic reinvigoration of its assessment process and practices. Central to the success of this initiative has been the development of consistent, cogent protocols and requirements for course/program and non-instructional unit assessment, which are clearly defined in detail in Hawai‘i CC’s [Haw 4.202 Assessment Policy](#). The tenets of the process are reasonable, practical, and wholly focused on using assessment as a tool to improve teaching, learning and services with the clear aim of enhancing student success through evidence-based decision-making. Implementation of the assessment process is fully supported by Hawai‘i CC for both instructional and non-instructional divisions via the resources and professional development training provided by the Institutional Assessment Office.
Critically, the inclusion of assessment data, including analyses, action plans for improvements and changes made based on assessment results, is a core component of the Program-Unit Review (PUR) process. This contributes to “closing the loop” between the direct assessment practices of data collection and analyses at the course/program and individual unit levels, and those activities related to institutional effectiveness at the program, unit and division levels, including programmatic decision-making, planning for improvement, and implementation of action items to enhance the educational opportunities and experiences of students.

Hawai‘i CC’s successful integration of assessment in a broad range of arenas and activities is particularly evident in the key role assessment now plays in the development, review and revision of curriculum, including revision of learning outcomes statements and alignments and related elements of approved course outlines. Consideration of a course’s history of assessment has been a core component of the approval process for general education and other special curriculum designations for the last four years (see, e.g., the Course Designation Checklist on the Academic Senate’s General Education Committee webpage); and assessment is a required agenda item on all of the CTE programs’ industry/trade Advisory Council annual meetings (see, e.g., 2022 CTE Advisory Councils Agenda template).

Among the key elements in Hawai‘i CC’s approach to fully integrating assessment into all programs’ and units’ efforts toward continuous improvement is the work of the College Council’s Assessment Committee (AC). The committee, composed of faculty and staff peer representatives from all divisions of Hawai‘i CC, closely reviews assessment projects at the course/program and unit levels that are identified in the PUR processes’ three-year Comprehensive Reviews. The AC then provides those programs and units, as well as the College Council and administration, with written evaluations that include commendations and recommendations for improvement in assessment practices. These memos are publicly accessible within the College Council Committee Reports as well as on the College Council webpage.

**What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?**

As Hawai‘i CC works to constantly improve our ability to “close the loop” by more closely integrating assessment results data and analyses into curricular, programmatic, and budget resource allocation planning, we continue to refine and streamline ways for faculty and staff to efficiently provide their colleagues and administrators with their assessment data and analyses, and for faculty, staff and administrators to be able to
effectively use that data in decision making.

One recent innovation Hawai‘i CC has strongly supported is our new PUR online submission process, which employs a home-built “portal” designed by the vice chancellor of administrative affairs in collaboration with the IAC, using free software provided to the UH System by one of our major third-party vendors, Kuali. This new online portal allows ground-level faculty and staff review writers, most of whom are program coordinators and unit managers, to upload their draft PUR narrative documents quickly and securely. These PUR documents include required information about assessment practices, schedules, results data and analyses, along with discussions of improvements made and planned (see, for example, Part 3 of the 2021 Annual Program-Unit Review template).

This new PUR submission system allows program- and division-level administrators to review these draft PUR documents completely online and to provide the review writers with immediate feedback and/or requests for additional information. The administrators’ approval workflow is transparent and trackable at all stages of the process. Importantly, when assessment data are used as supporting evidence for action plans and/or one-time resource allocation requests, this new system enhances opportunities for that data to be readily and easily available to decision-makers and implementation teams.

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

Assessment results data and analyses have guided changes and improvements in curriculum, teaching strategies, assessment strategies and overall action planning for improvements in almost all of Hawai‘i CC’s instructional programs and the majority of non-instructional units during the past seven years. Hawai‘i CC’s Assessment webpage includes a comprehensive listing of Assessment Schedules for Programs & Courses. Below are examples from one instructional program in the Division of Liberal Arts and Sciences and one non-instructional unit in the Division of Student Affairs.

The I Ola Hāloa Center for Hawai‘i Life Styles program (HLS) offers the AA HWST degree with a Concentration in Hula (AA-HWST-HULA) and a Concentration in Kapuahi Foundations (AA-HWST-KAPU), as well as the Hawai‘i Life Styles Academic Subject Certificate (HLS ASC). The program has engaged in an uncompromisingly rigorous assessment schedule for its Hawaiian language (HAW) and Hawaiian Studies (HWST) courses. As the program notes in its Hawaiian Studies 2021 Comprehensive Program Review (see pp. 24 – 27), between AYs 2019 and 2020, the program conducted
Initial and/or Closing the Loop assessments on eight of its fourteen actively-taught HWST courses and two of its four actively-taught HAW courses. This provided the program with robust assessment data about its students’ achievement on slightly more than half of its CLOs and all three of its PLOs across a three-semester period.\(^2\)

The HLS program’s assessment schedule has been full over the past few years, and demonstrates how the program integrates its assessment projects into its overall work to assure courses can fully meet the criteria for general education and other special course designations for students.

As the program notes in its three-year 2021 Comprehensive Program Review (link above), this “aggressive” schedule of assessment has led to significant changes and improvements across the program: “Throughout this reporting period, a number of changes have been implemented based on the assessment results. Actions include updating rubrics, scoring guides, changing lead writers, clarification on collection of artifacts, updating CLOs, standardized verbiage, etc. In May 2021, the HLS program met for a summer residency where assessment and course information was reviewed and other adjustments were made to improve our courses to improve learner success.” (p. 27)

See Figures 5 and 6 highlighting the HLS program’s aggregated PLOs in AYs 2019 and 2020 that targeted specific improvements for student learning that demonstrated a positive impact in their courses.

The College Council Assessment Committee’s evaluation memo responding to the HLS program’s assessments as reported in their 2021 Comprehensive Program Review (link above) can be accessed via the Council’s Committee Reports webpage: Assessment Committee Response Memo HWST AY19-21.

An example of service improvements based on outcomes assessment data occurred in the Division of Student Affairs. The staff of the Admissions and Records Office (ARO) collaborated with the Marketing Program faculty and students to develop and run “Mystery Shopper” assessment projects in 2018 and 2019. Students acted as “shoppers” using the unit’s services via in-person, over-the-phone, and email transactions. At the end of the evaluation period, the students collated their information and developed a presentation for ARO staff on their experiences and described several improvements they recommended could be made in the unit’s customer service areas.

\(^2\) The HLS program took an administration-approved break from assessment in spring 2020 and throughout AY 2021 due to the rapid change in teaching modalities required as a response to the COVID-19 pandemic.
As the staff noted in their Admissions and Records Office 2021 Comprehensive Unit Review, the unit “used the presentations provided by mystery shopper students and their assessment results as a platform to celebrate things that are working well and offer training with the areas that need improvement.” (p. 11, Unit Outcome #2).

The unit had to postpone the mystery shopper assessment project in AY’s 2020 and 2021 due to COVID-based reductions in-person services. However, as their 2021 Comprehensive Unit Review (link above) noted, staff continued to develop new tools to gather data on student satisfaction with their services and operations: “There were no Mystery Shopper Results for 20-21 as the COVID-19 pandemic shifted focus to other priorities. The latter part of 2021, the unit developed a customer satisfaction survey with Paepae Haumana, which includes Admissions & Records, Financial Aid, and Information Center.” (p. 10) The ARO unit intends to use the results from this survey to guide their efforts to continuously improve students’ experiences when using their services.

**In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college’s schedule?**

Support for assessment is provided at many levels throughout Hawai‘i CC. In addition to focused assistance from program administrators and the IAC, the College Council’s AC provides guidance and support to programs that are struggling to conduct and report their course assessments, and to units working to develop and implement appropriate assessment strategies. The committee’s evaluations and recommendations are provided to the programs and units based on the assessment portions of their three-year comprehensive Program/Unit Reviews.

The AC’s collaboratively-written evaluation memos provide detailed, specific suggestions for improvements. As an example of the way this type of support can help guide program faculty and staff as they work to improve their assessment practices, see the committee’s response memo to the Human Services Program’s 2020 Comprehensive Program Review: Assessment Committee Response Memo HSER AY18-20.

The AC’s recommendations were shared by the department chair with all faculty and lecturers in the Human Services Program and, after discussion, the teaching team committed to designing and conducting a new, rigorous assessment for the program’s foundational entry course, HSER 110, Introduction to Human Services. As recommended by the AC, this work first meant revising and strengthening the Human Services program learning outcomes (PLOs), the HSER 110 course learning outcomes
(CLOs), and their alignments. Once the program’s student learning goals had been clarified and the new learning statements and alignments had been approved by the IAC and the Social Sciences Department administrators (effective Fall 2021), the instructional team set about redesigning and clarifying the summative writing assignment and rubric used for the HSER 110 assessment.

As recommended by the AC, the team reached out to faculty in other programs and support units to help them identify how elements of the assignment allowed students to demonstrate their achievement levels on each of the CLOs; this then led to a major revision of the CLO-based assessment rubric. Importantly, this process also allowed the teaching faculty to dialogue with each other and colleagues from aligned programs. In these discussions, faculty shared best practices and instructional strategies to help students achieve course learning goals.

At the beginning of the spring 2022 semester, the program called together an assessment hui (team) composed of the department chair and four faculty members from the program and aligned support units. The instructional faculty provided the assessment hui with twenty-two (22) students’ summative papers randomly selected from three (3) instructional sections with a total of seventy-three (73) students from the fall 2021 semester, representing the work of approximately thirty percent (30%) of HSER 110 students that semester.

The assessment hui met several times in January and February 2022 to assess and score the students’ work, analyze their findings and develop action plans for improvements. Among their suggested improvements for upcoming semesters was that the Human Services Program and HSER 110 teaching group should continue to work on more closely aligning the summative assignment and instructions given to students with the new learning outcomes and rubric indicator categories. While the work done in these areas has clearly helped instructors focus more closely on the student-learning goals in their teaching, and likely has contributed to higher overall aggregate assessment results data compared to earlier years’ results, the program agreed with the assessment hui that continued focus in these areas will help strengthen students’ learning opportunities.

The program’s instructional faculty are currently (spring 2022) working on those recommendations and will be implementing the new summative assignment instructions for students on their HSER 110 syllabi in fall 2022. The program is committed to conducting a Closing the Loop reassessment using fall 2022 students’ work and expects to report its findings and further recommendations for improvement in spring 2023.

See Figures 7 and 8 that highlight students’ achievement on the HSER 110’s aggregated CLOs-PLOs in summative assessments in spring 2019, followed by the new assessment
of HSER 110 revised CLOs/PLOs in fall 2021.

2. Institution Set Standards (Standard I.B.3)

The UHCC System implemented [UHCC Policy 4.203](https://www.uh.edu/uhcc/system/4.203) in 2017 that identified eight specific standards for which each campus is held accountable. The standards, baseline (floor) values and aspirational (stretch goal) values are included in [Attachment A](https://www.uh.edu/uhcc/system/4.203) of this policy for each community college. The eight standards are:

1. Course Completion
2. Degrees and Certificates Awarded
3. Native Hawaiian Degrees and Certificates Awarded
4. Pell Recipient Degrees and Certificates Awarded
5. Transfer to Baccalaureate Institutions
6. Integrated Postsecondary Education Data System ([IPEDS](https://nces.ed.gov/ipeds)) Student Success Rate
7. Licensure and Certification Examination Success Rate
8. Job Placement Rate

Hawaiʻi CC met the baseline (floor) standards for Course Completion, Certificates Awarded, Transfers to Baccalaureate Institutions, and IPEDS Student Success Rate during this review period. Whereas, the baseline (floor) standards for Native Hawaiian Degrees and Certificates Awarded, Licensure and Certification Examination Success Rate, and Job Placement Rate were partially met. The baseline (floor) standards for Degrees Awarded and Pell Recipient Degrees and Certificates Awarded were not met. This information is publicly available through the [Hawaiʻi CC FactBook](https://www.cc.hawaii.edu/factbook), [HGI Campus Completion Scorecard - Hawaiʻi CC](https://www.cc.hawaii.edu/factbook), and the ACCJC Annual Reports posted on Hawaiʻi CC’s [Accreditation](https://www.cc.hawaii.edu/acc) webpage. Likewise, the following institutional reflection was also based on data included in the most recent [ACCJC 2022 Annual Report](https://www.cc.hawaii.edu/acc).

**Standard 1 – Course Completion**

The baseline (floor) value is set at 70 percent and the aspirational (stretch goal) value is 75 percent for Course Completion. Successful course completion is defined by the percentage of students receiving a grade of C or better in a course by the end of the official add/drop period during the academic year. Hawaiʻi CC consistently exceeded the baseline and aspirational values each year by an overall average of 7 and 2 percent respectively for successful student course completion.
To improve its outcomes, the College has put into place retention initiatives including data analysis to determine gatekeeper courses, identify courses and instructors with high numbers of incompletes, and evaluate the effectiveness of our First Year Experience (FYE) courses. The intention with this data collection and analysis is to share information and provide support to faculty and students in order to improve retention rates.

<table>
<thead>
<tr>
<th>Category</th>
<th>2018-19</th>
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<td>Difference between Aspirational Value and Actual</td>
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</tr>
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</table>

Source: Office of the Vice President for Community Colleges; data queried Mar. 24, 2022.

**Standard 2 – Degrees and Certificates Awarded**

**Certificates Awarded**

The baseline (floor) value is set at 97 (based upon an average from 2012-2015) and the aspirational (stretch goal) value is 5 percent growth per year for certificates of achievement awarded during the fiscal year. Hawai’i CC consistently exceeded the baseline and aspirational values each year for this standard.

<table>
<thead>
<tr>
<th>Category</th>
<th>2018-19</th>
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<tr>
<td>Baseline (Floor) Value</td>
<td>97</td>
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</tr>
</tbody>
</table>
### Degrees Awarded

The baseline (floor) value is set at 500 (based upon an average from 2012-2015) and the aspirational (stretch goal) value is 5 percent growth per year for associate degrees awarded during the fiscal year. Hawai‘i CC didn’t meet the baseline and aspirational values each year for this standard. Initial analysis of the data shows a number of students in career and technical programs are pursuing Certificate of Achievements (CA) and going directly into the workforce instead of pursuing Associate in Applied Science (AAS) degrees which include courses in these certificates and foundational or general education courses. The CA provides them with credentials to be ready for the workforce and employment. It has also been noted that a number of students are transferring to universities prior to earning their associate degrees.

Actions taken to improve the performance of this standard include:

- Remedial English and Math programs were restructured along with an intensive, regular professional development for English faculty.
- Scheduling efficiency measures were put in place to limit the number of overlapping classes and make sure program courses were offered on a more reliable basis.
- Increased the number and quality of courses offered via distance education.
- Increased the number of GE-Designated courses, particularly Science courses and labs.
- Fostered more interdisciplinary with GE and elective courses to increase completion of GE requirements.
● Established the Hawaiian-Asian-Pacific (HAP) Committee, a UH System designation process, and began soliciting applications for course designations.
● Made significant improvements to the AA Hawaiian Studies degree.
● The Hawai‘i Life Styles (HLS) program emerged as a UH System’s leader in indigenizing the academic process and campus culture through the Ha`akūmalae program (Title III).
● Improved assessment practices and used data to refine teaching and learning.
● Individual programs restructured their curricula and many offered online courses for the first time in order to reach a broader audience of students.
● Obtaining several grants that provide scholarships for STEM students.
● Making use of HEERF funding to supplement students’ financial aid in the form of materials for classes and monetary awards to support students’ basic needs.
● Instituting a First Year Experience program as outlined in the QFE.

<table>
<thead>
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<th>Category</th>
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<td>Aspirational (Stretch Goal) Value</td>
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<td>-308</td>
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Source: Office of the Vice President for Community Colleges; data queried Mar. 24, 2022.

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

The baseline (floor) value is set at 236 (based upon an average from 2012-2015) and the aspirational (stretch goal) value is 5 percent growth per year for associate degrees and certificates of achievement awarded during the fiscal year to students of Native Hawaiian Ancestry. With the exception of this recent FY 2021, Hawai‘i CC typically exceeded the baseline values each year for this standard. This recent drastic drop in degrees and
certificates awarded for this standard appears to be an anomaly and could possibly be attributed to COVID-19 impacts. The college has not met the aspirational values for this standard during this review period. It’s anticipated that actions taken to improve the performance of Standard 2 will also contribute to improving this standard. In addition, the College is reviewing activities and outcomes committed in its US Department of Education Title III and Alaska Native and Native Hawaiian-Serving Institutions Program (ANNH) grants. A number of these activities called Haʻakūmalae will reinforce support to Native Hawaiian students’ success.

<table>
<thead>
<tr>
<th>Category</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (Floor) Value</td>
<td>236</td>
<td>236</td>
<td>236</td>
</tr>
<tr>
<td>Aspirational (Stretch Goal) Value</td>
<td>287</td>
<td>301</td>
<td>316</td>
</tr>
<tr>
<td>Actual Performance</td>
<td>257</td>
<td>272</td>
<td>230</td>
</tr>
<tr>
<td>Difference between Baseline and Actual</td>
<td>+21</td>
<td>+36</td>
<td>-6</td>
</tr>
<tr>
<td>Difference between Aspirational Value</td>
<td>-30</td>
<td>-29</td>
<td>-86</td>
</tr>
</tbody>
</table>

Source: [HGI Campus Completion Scorecard - Hawaiʻi CC](#) ; data queried Feb. 15, 2022.

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

The baseline (floor) value is set at 418 and the aspirational (stretch goal) value is 5 percent growth per year for associate degrees and certificates of achievement awarded during the fiscal year to students who received Pell awards. Hawaiʻi CC has not met the baseline and aspirational values during this review period for this standard. With the exception of this recent FY 2021, Hawaiʻi CC typically averaged around 350 degrees and certificates awarded to Pell recipients. This recent drastic drop in degrees and certificates awarded for this standard appears to be an anomaly and could possibly be attributed to COVID-19 impacts. It’s anticipated that actions taken to improve the performance of Standard 2 will also contribute to improving this standard.
### Standard 5 – Transfers to Baccalaureate Institutions

The baseline (floor) value is set at 398 (based upon an average from 2012-2015) and the aspirational (stretch goal) value is 5 percent growth per year for the number of Hawai‘i CC home-based students who transfer to a baccalaureate institution during the academic year (AY). Hawai‘i CC consistently exceeded the baseline values each year for this standard, but didn’t meet the aspirational values. Hawai‘i CC continually develops articulation agreements with colleges and universities within and outside of the UH system to provide transfer opportunities for our students in order to improve outcomes for this standard such as the recent partnership with Western Governors University. A listing of several transfer opportunities and partnerships are listed on Hawai‘i CC Transfer Partnerships webpage. Hawai‘i CC continues to strengthen and expand the transfer pipeline to UH 4-year campuses with collaboration on UH Transfer Day events, dual-enrollment partnerships such as the UH Mānoa Ka‘ie‘ie Degree Pathway Agreement and by increasing eligibility for 2-year programs to be part of the UH System Automatic Admission initiative which allows UHCC students to transition directly to a UH 4-year university without having to pay the application fee.
<table>
<thead>
<tr>
<th>Category</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (Floor) Value</td>
<td>398</td>
<td>398</td>
<td>398</td>
</tr>
<tr>
<td>Aspirational (Stretch Goal) Value</td>
<td>469</td>
<td>492</td>
<td>517</td>
</tr>
<tr>
<td>Actual Performance</td>
<td>424</td>
<td>432</td>
<td>423</td>
</tr>
<tr>
<td>Difference between Baseline and Actual</td>
<td>+26</td>
<td>+34</td>
<td>+25</td>
</tr>
<tr>
<td>Difference between Aspirational Value and Actual</td>
<td>-45</td>
<td>-60</td>
<td>-94</td>
</tr>
</tbody>
</table>

Source: Office of the Vice President for Community Colleges; data queried Mar. 24, 2022.

**Standard 6 – IPEDS Student Success Rate**

The baseline (floor) value is set at 31.6 percent (based upon the success rate for the fall 2012 IPEDS cohort) and the aspirational (stretch goal) value is an incremental growth to reach a success rate of 50 percent by fiscal year 2021 for IPEDS Student Success Rate. This student success rate is defined at which first time, full-time students either graduate or transfer to a baccalaureate institution within 150 percent of the time of entry. Hawaiʻi CC consistently exceeded the baseline values each year for this standard, but didn’t meet the aspirational values. Although the aspirational values weren’t met, Hawaiʻi CC’s performance trend has been steadily increasing over this reporting period.

To improve its outcomes, Hawaiʻi CC has put into place retention initiatives including data analysis to determine gatekeeper courses, identify courses and instructors with high numbers of incompletes, and evaluate the effectiveness of the FYE courses. The intention with this data collection and analysis is to share information and provide support to faculty and students in order to improve retention rates.
<table>
<thead>
<tr>
<th>Category</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (Floor) Value</td>
<td>31.6%</td>
<td>31.6%</td>
<td>31.6%</td>
</tr>
<tr>
<td>Aspirational (Stretch Goal) Value</td>
<td>44.6%</td>
<td>47.2%</td>
<td>50%</td>
</tr>
<tr>
<td>Actual Performance</td>
<td>37.7%</td>
<td>38.6%</td>
<td>42%</td>
</tr>
<tr>
<td>Difference between Baseline and Actual</td>
<td>+6.1%</td>
<td>+7%</td>
<td>+10.4%</td>
</tr>
<tr>
<td>Difference between Aspirational Value and Actual</td>
<td>-6.9%</td>
<td>-8.6%</td>
<td>-8%</td>
</tr>
</tbody>
</table>

Source: [HGI Campus Completion Scorecard - Hawai‘i CC](#); data queried Feb. 15, 2022.

**Standard 7 – Licensure and Certification Examination Success Rate**

For this review period, the Associate in Science degree in Nursing (ASN) was the only program with ten or more students that was applicable to this standard. The baseline (floor) value is set at the NCSBN’s [NCLEX pass rate](#) for the NCLEX-RN examination for first-time test takers (US educated) for an associate degree completed in the designated year. The pass rate for students in this program is based on the number of students taking the examination. The aspirational (stretch goal) value is 90 percent. Hawai‘i CC didn’t meet the baseline value for this standard by a few percentage points in 2019 and 2020. However, the program exceeded the baseline value for 2021 despite challenges of COVID-19, changes in teaching modality, decreased students' time in the clinical settings, decreased faculty number, and a UH hiring freeze. Overall, the average pass rate for this program has been 81 percent. Also, the aspirational values have not been met during this review period. To meet the aspirational value, three days of NCLEX RN licensure preparation and review have been included in the NURS 257 course for the ASN graduating class.
<table>
<thead>
<tr>
<th>Program - AS Nursing</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (Floor) Value</td>
<td>85%</td>
<td>83%</td>
<td>79%</td>
</tr>
<tr>
<td>Aspirational (Stretch Goal) Value</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Actual Performance</td>
<td>79%</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>Difference between Baseline and Actual</td>
<td>-6%</td>
<td>-2%</td>
<td>+3%</td>
</tr>
<tr>
<td>Difference between Aspirational Value and Actual</td>
<td>-11%</td>
<td>-9%</td>
<td>-8%</td>
</tr>
</tbody>
</table>

Source: NCSBN’s NCLEX pass rate

**Standard 8 – Job Placement Rate**

The baseline (floor) value, identified as ISS, was established by the Perkins placement rate for AY 2014. The aspirational (stretch goal) value was established by the Perkins established improvement rate for each subsequent year. The job placement rate reported for each career and technical education program are from the Perkins annual report. The Perkins program data includes all graduates and concentrators (students who have completed a subset of program courses) who have left the program. The Perkins target is based on a negotiated level of placement within the state plan for Career and Technical Education that includes an expectation of continuous improvement. Programs with fewer than 10 students exiting the program are not reported and are identified as “N/A.” Programs that met or exceeded the ISS/baseline (floor) values, their job placement rates are identified in **bold** below. For those programs that didn’t meet the ISS/baseline (floor) values, their job placement rates are identified in **red** below.

Hawai‘i CC has met its ISS (floor) standard for job placement rates at 50 percent or higher for this review period. For AY 2019, 2020, and 2021; 50, 100, and 86 percent of the programs (with 10 or more students exiting) respectively met or exceeded the baseline job placement rate. Whereas, 38, 92, and 57 percent of these programs respectively met or exceeded the aspirational job placement rate. Overall, the rates have fluctuated and varied yearly for each program without any particular trend.
Actions taken to improve the performance of these programs include:

- For AG, an agreement was signed with local high school that establishes a dual-credit pathway; high school students will receive college credential (up to 1-year of college credit) after successfully completing their high school core pathway courses.
- For BTEC, there were program curriculum modifications. Courses were either deleted or added based on feedback from advisory council members. Additionally, a new certificate, the Virtual Office Assistant CO was added.
- For CARP, faculty members worked to align high school courses and increase the dual-credit courses for students. The program has partnered with our existing Construction Academy faculty and have aligned course content and developed common assessments. Hawai‘i Community College faculty teach for Construction Academy at five local high schools. An agreement has been drafted and will be disseminated for final signatures.
- For CULN, the West Hawaii culinary program is exploring dual credit with high school partners. East Hawaii culinary has piloted work-based learning opportunities with advanced culinary courses. Both programs are seeking to increase their Prior Learning Assessment (PLA) and develop assessments that would award credit to students who have relevant work experience.
- For IT, there were curriculum changes made in the 2018-2019 program year.

<table>
<thead>
<tr>
<th>Program</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aspiration</td>
<td>Job</td>
<td>ISS</td>
</tr>
<tr>
<td></td>
<td>Value (%)</td>
<td>Placement Rate (%)</td>
<td>Baseline Value (%)</td>
</tr>
<tr>
<td>Accounting</td>
<td>70</td>
<td>71.43</td>
<td>66.75</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>70</td>
<td>67.86</td>
<td>66.75</td>
</tr>
<tr>
<td>Agriculture</td>
<td>70</td>
<td>40</td>
<td>66.75</td>
</tr>
<tr>
<td>Program</td>
<td>Units</td>
<td>Grading</td>
<td>GPA</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------</td>
<td>---------</td>
<td>-----</td>
</tr>
<tr>
<td>Architectural, Engineering and CAD Technologies</td>
<td>70</td>
<td>N/A</td>
<td>66.75</td>
</tr>
<tr>
<td>Auto Body Repair and Painting</td>
<td>70</td>
<td>N/A</td>
<td>66.75</td>
</tr>
<tr>
<td>Automotive Mechanics Technology</td>
<td>70</td>
<td>50</td>
<td>66.75</td>
</tr>
<tr>
<td>Business Technology</td>
<td>70</td>
<td>52.94</td>
<td>66.75</td>
</tr>
<tr>
<td>Carpentry</td>
<td>70</td>
<td>56.25</td>
<td>66.75</td>
</tr>
<tr>
<td>Creative Media</td>
<td>70</td>
<td>N/A</td>
<td>66.75</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>70</td>
<td>65.63</td>
<td>66.75</td>
</tr>
<tr>
<td>Diesel Mechanics</td>
<td>70</td>
<td>93.75</td>
<td>66.75</td>
</tr>
<tr>
<td>Digital Media Arts</td>
<td>70</td>
<td>N/A</td>
<td>66.75</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>70</td>
<td>93.33</td>
<td>66.75</td>
</tr>
<tr>
<td>Electrical Installation and Maintenance Technology</td>
<td>70</td>
<td>80.77</td>
<td>66.75</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>70</td>
<td>N/A</td>
<td>66.75</td>
</tr>
<tr>
<td>Fire Science</td>
<td>70</td>
<td>91.18</td>
<td>66.75</td>
</tr>
<tr>
<td>Hawai‘i Life Styles</td>
<td>70</td>
<td>N/A</td>
<td>66.75</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>70</td>
<td>61.54</td>
<td>66.75</td>
</tr>
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</table>
### Programs Met/Exceeded ISS Baseline (Floor) Values

<table>
<thead>
<tr>
<th>Human Services</th>
<th>70</th>
<th>N/A</th>
<th>66.75</th>
<th>N/A</th>
<th>33</th>
<th>N/A</th>
<th>33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology</td>
<td>70</td>
<td>60</td>
<td>66.75</td>
<td><strong>94.44</strong></td>
<td>33</td>
<td>N/A</td>
<td>33</td>
</tr>
<tr>
<td>Machine, Welding and Industrial Mechanics Technologies</td>
<td>70</td>
<td><strong>68.18</strong></td>
<td>66.75</td>
<td><strong>80.95</strong></td>
<td>33</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>Marketing</td>
<td>70</td>
<td><strong>70</strong></td>
<td>66.75</td>
<td>N/A</td>
<td>33</td>
<td>N/A</td>
<td>33</td>
</tr>
<tr>
<td>Nursing: AS</td>
<td>70</td>
<td><strong>72.97</strong></td>
<td>66.75</td>
<td><strong>62.07</strong></td>
<td>33</td>
<td><strong>71</strong></td>
<td>33</td>
</tr>
<tr>
<td>Nursing: Practical</td>
<td>70</td>
<td>N/A</td>
<td>66.75</td>
<td>N/A</td>
<td>33</td>
<td>N/A</td>
<td>33</td>
</tr>
<tr>
<td>Substance Abuse Counseling</td>
<td>70</td>
<td>N/A</td>
<td>66.75</td>
<td>N/A</td>
<td>33</td>
<td>N/A</td>
<td>33</td>
</tr>
<tr>
<td>Tropical Forest Ecosystem and Agroforestry Management</td>
<td>70</td>
<td>N/A</td>
<td>66.75</td>
<td>N/A</td>
<td>33</td>
<td>N/A</td>
<td>33</td>
</tr>
</tbody>
</table>

### Programs Met/Exceeded Aspirational Values

<table>
<thead>
<tr>
<th>Programs Met/Exceeded Aspirational Values</th>
<th>6/16</th>
<th>11/12</th>
<th>4/7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38%</td>
<td>92%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Source: Office of the Vice President for Community Colleges; data queried Mar. 24, 2022.

### C. Report on the outcomes of the Quality Focus Projects

As a result of self-reflection during the 2018 ISER process, Hawai‘i CC’s Quality Focus Essay (QFE) identified two areas on which to focus to better meet the mission of the College and to ultimately increase student learning and achievement. These two action projects aim to improve the College’s 1) integrated planning process, and 2) student FYE.
Action Project 1: Integrated Planning

The goal of integrated institutional planning is to steer Hawaiʻi CC towards effectively fulfilling its mission. Planning incorporates assessment of student learning, program/unit review, strategic and academic plans, and resource allocation for the attainment of institutional objectives. Since integrated planning involves broad-based coordination and collaboration across the College, it is important to create a process that is clear, well-communicated, and useful. The QFE identified that the institutional effectiveness and budget allocation process was in need of review and revision. Although on paper the process appeared sound, the effectiveness and usefulness of the process were in question and the ISER review and the Achieving the Dream’s Institutional Capacity Assessment Tool (ICAT) survey made evident the need to streamline processes to make Hawaiʻi CC’s integrated planning more transparent, meaningful, and sustainable over time.

In fall of 2019, the chancellor pulled together members of the administrative team along with members of the Kauhale who have specific skills and knowledge to create three sub-committees to begin review of the current campus institutional effectiveness and budget allocation process. The sub-committees were each tasked with reviewing one of three areas: 1) planning, 2) evaluation, and 3) resource allocation. Each group was tasked with researching current operations, plans, practices and timelines in their area. The initial timeline for this phase of the QFE project that had been developed in 2018 by the ISER team was difficult to follow, as the scope of this project is quite large since it encompasses a number of major operational areas, including the annual and comprehensive Program/Unit Review (PUR) process, the Strategic Plan and other campus guiding documents such as the Academic Master Plan, the Technology Master Plan, and the Resources Master plan, the work of the College Council’s College Effectiveness Review Committee (CERC), the budget allocation process itself, and numerous other side entities and processes that have developed over time to compensate for operational needs that these plans/processes were not effectively addressing.

These three sub-committees found many inconsistencies and deficiencies in the current institutional effectiveness and budget allocation process, primarily that many of the documented plans were not effectively implemented, some were not being used at all, and many were not producing their intended outcomes. To begin to address these issues, the three separate sub-committees combined into one QFE-Integrated Planning (QFE-IP) committee so that experts over the areas of planning, evaluation and resource allocation could come together to discuss and begin to develop a blueprint for revising and improving the plans and processes related to institutional effectiveness and budget allocation. In fall 2020, the combined QFE-IP committee was transferred to the College
Council as a task force under the provisions of the College Council Charter (see Article II, Section 3, p.2).

The QFE-IP committee’s first order of business was to involve Kauhale members in the process, to find out from their perspectives what the greatest challenges and concerns were regarding all the components of the institutional effectiveness and budget allocation process. Through the spring 2021 semester, ten focus group sessions were held with administrators, faculty, staff, and members of the respective College Council and Academic Senate committees that are actively involved with these processes. For those not able to attend, a campus-wide survey went out to solicit feedback on their thoughts on what the main concerns with the processes/plans were. Over 65 participants gave feedback either at a focus session or via the online form, and the overwhelming majority of comments were focused on concerns regarding the budget allocation process. Participants felt that there was a lack of understanding, transparency, trust and consistency with the process and that it was difficult to have a conversation about how to fix it when everyone was on different levels of understanding of how the budget process actually works. A sub-committee prepared a report to capture the concerns and sentiments of the Kauhale in this Summary of Quantitative Analysis of Focus Group Discussions. The overwhelming sentiment was that budget was the top priority of concern and that systemic issues of trust, oversight and lack of information and transparency needed to be addressed.

In April 2021, an all college in-service day was held to help address some of these specific budget concerns by providing an overview of the budget process and to allow campus members an opportunity to ask questions to clarify their understanding of how the process works. The event was attended by over 70 participants and was a step toward establishing a culture of transparency, change and accountability. Participants’ responses to the event showed most were grateful for the information and felt that they learned a good deal about the budget process, but that further training sessions would be needed to get more into the finer details of how the process worked on a practical level.

Throughout the remaining months of 2021, the QFE-IP committee’s discussions focused on preparing for Kauhale-wide training sessions on the budgeting process. The committee also identified numerous challenges and discussed suggestions for improvement. Key members of the committee then helped guide immediate implementation of identified solutions where possible. These actions align with the overall goals of this QFE:

1) To strengthen the College’s integrated planning process to be more efficient, streamlined and timely.
2) Leverage technology tools for better data and information gathering and improved workflow.

3) 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.

As an example, members of the QFE-IP committee helped develop a new technology tool that allows for the streamlined submission of both annual and comprehensive (3-year) PUR, along with the collection of data about any “one-time” budget requests (i.e., special requests outside of regular operating budgets) that may accompany these narrative reports. This online system was piloted in the fall 2021 PUR cycle and has helped to better organize the secure online submission, tracking and administrator-review workflow of the narrative Review documents, as well as the collection of special-request budget data included with the reviews; see the 2021 Annual Program-Unit Review template and the Program-Unit Review webpage, which holds the archive of all reviews submitted by programs and units to Hawai‘i CC and UHCC System from AY 2005 through 2021.

Working with data collected through this new online review submission system, the vice chancellor for administrative affairs can now easily collate all special budget requests, along with the justifications and action plans related to those requests, into an easily-searchable detailed budget report for consideration by the administration team during their budget decision-making process.

Throughout fall 2021 and spring 2022, the QFE-IP committee met regularly to discuss the various aspects of the institutional effectiveness and budget allocation process. Additional open discussion sessions were scheduled to include the campus Kauhale in this initiative, with timely updates to the Kauhale provided through regular reports to the College Council.

Further, based on lessons learned during the spring 2021 open discussion sessions with the Kauhale, a few members of the QFE-IP committee formed an education sub-committee to work on planning a series of trainings that would continue to empower Kauhale members and provide a basis through which the College can continue to discuss what changes need to happen to improve institutional planning and effectiveness. This education initiative is necessary because it has become evident to the QFE-IP group that many, if not most, members of the Kauhale are not well versed in the institutional effectiveness and budget allocation process, what it encompasses, its timeline and purpose, and how different parts of the College, including their own divisions and units, are involved.
This sub-committee on education was tasked with providing opportunities for Kauhale members to gain a bigger-picture understanding of the various components of the process, starting with understanding the role and values of committee work, as this was a related area of major concern expressed during the QFE-IP focus sessions held in spring 2021. The sub-committee provided an initial report on their activities and plans to the College Council in December 2021; see College Council meeting minutes, Dec 3, 2021, p.10, and the group’s planning document, Transforming Committee Service. This sub-committee also submitted the QFE-IP Education Sub-Committee Report as an update of their accomplishments and proposed future actions as part of this Midterm Report.

The QFE-IP chair has documented their actions and aligned them with the respective goal(s) that each address. The goal of the QFE-IP committee in AY 2022 has been to prepare and present a blueprint for improvements to the overall process to the College Council by the March 11, 2022 meeting; see the QFE - Integrated Planning Task Force Proposed Changes to the Institutional Effectiveness and Budget Allocation Process. This gives Kauhale members an opportunity to provide feedback and have discussions on the proposals before a final plan is presented for adoption to the College Council and administration in May 2022.

The next steps for the current committee include disbanding as a College Council task force at the end of AY 2022 and creating an Implementation task force to take over the next phase of the QFE-IP work. Once the Kauhale has adopted the current committee’s proposed revisions (see link above) to the Integrated Planning process for institutional effectiveness and budget allocation, implementation should be able to start in fall 2022 and continue through spring 2023, with an initial evaluation of the new process scheduled to take place in AY 2024.

**Action Project 2: First-Year Experience (FYE)**

The goal of Hawai‘i CC is to provide high quality learning opportunities that lead students to degree completion and employment. To achieve this goal, Hawai‘i CC aims to support each student from entry to end point. This project focused on improving experiences for students at their most vulnerable stage: their first year at college. Recognizing the potential to improve the retention of students, the Kauhale focused on meeting the needs of students during their first year, both inside and outside of the classroom. This project developed a coordinated program between instruction, student services, and academic support that seeks to improve retention and persistence rates, and ultimately degree attainment.
HUA: The Catalyst (Why FYE?)

The 2018 ISER identified the College’s commitment to “improving experiences for students at their most vulnerable stage: their first year at the College.” The goal was to enhance retention and persistence rates, and ultimately degree attainment.

HA‘ALELE: The Departure (Committing to FYE)

Following the example of many other colleges nationally, Hawai‘i CC decided to build a FYE that would orient students both academically, socially and culturally for success at the college. It was the aim to do this in the following, coordinated ways that included 1) instruction, 2) student services, and 3) academic support services.

HUAKA‘I: The Journey (to FYE)

Since 2018, Hawai‘i CC has done planning, preparation and adjustments for the Kauhale. Even delays caused by the COVID-19 pandemic, this did not deter Hawai‘i CC’s commitment to enhancing the student experience. It looked at how to create an FYE model that would fit the needs of its students and the communities served.

The FYE approach for Hawai‘i CC includes:

1. High engagement (HE) strategies that will be used to strengthen students’ writing, reading, organization, collaboration and questioning skills.
2. The Ka‘ao Framework that will leverage cultural connections to the academic journey. This includes extended learning and support activities based on developing an awareness of Hawai‘i, its environment, kinship relationships, and place-based knowledge.
3. Knowledge of both campus and community resources that will provide well-rounded support to students.

HO‘INA: The Return (Implementation of FYE)

Hawai‘i CC launched its FYE in fall 2021.

These components began to be incorporated in Instructional, Student Services, and Academic Support Services.

Instructional:

- Students in their first semester at the college will take two courses
Student Services:

- Students will be greeted with an in-depth orientation which includes creating social bonds, connecting to Hawai‘i CC and academic success resources, introducing Title IX / PAU Violence, and developing relevant technology skills.
- Student Services will provide advising, counseling, and extension classes on non-cognitive skills, financial planning, scholarship opportunities, etc.

Academic Support services:

- Academic support will participate in classes and extended learning opportunities and activities outside of classes to reinforce learning and skill building, including peer mentors that have been trained in Ka‘ao and high engagement approaches to academics. The faculty referral form for students was updated and expanded to include mental health, academic advising, basic needs (food and housing security).

During the AY 2021, a group was formed to work on an FYE designation process for courses. Hallmarks were created along with a designation process. In fall 2021, 15 FYE designated class sections were offered: ENG 102, BUSN 164, and HWST 100 with an enrollment of 181 unduplicated students. There were 102 students (56%) who passed with C or better and 64 percent continued in the spring 2022 semester. The results of a student survey assessing these FYE courses (fall 2021) are outlined in the FYE 2020 Midterm Report Summary.

Training for faculty is ongoing. Several training sessions for both AVID and the Ka‘ao Model have been offered. Currently, Ka‘ao Laulima Training is available to faculty as well as Ka‘ao Kanak-tions. On October 29, 2021, Hawai‘i CC hosted a Kauhale Day (professional development activity) with the focus on FYE to create a baseline understanding of FYE for the college community. Currently there are two FYE committees that fall under QFE-FYE: FYE Designation Committee (Academic Senate) and Hawai‘i CC FYE (College Council). Hawai‘i CC is currently in its soft launch of FYE for this academic year. A hard launch is scheduled for AY 2023. A summary of past and future FYE activities are also highlighted in the FYE 2020 Midterm Report Summary.

Additional actions taken to strengthen the FYE included updating and expanding the Faculty Referral Form, that instructors use to refer students to support services, to include mental health, academic advising, and basic needs (food and housing security). Tutoring continues to be available to FYE students at Paepae ʻŌhua - Native Hawaiian Student Success Services and The Learning Center. Student Services is also providing targeted support for students who earned incomplete grades for fall 2021 classes and increased
outreach to students who are on academic probation. The Spring 2022 Kaʻao Virtual Student Success Conference was held in January 2022 with sixty-seven students attending. Kaʻao Student Success Workshops are available to students throughout the semester. The Pilina App is also now available to students which is designed to increase communication with students. Additionally, a supplemental instruction/directed learning cohort has been created at Pālamanui to assist with student preparedness, challenges (i.e. test anxiety) that includes high touch services. Additional training and learning opportunities for FYE are ongoing.

Goals to accomplish by end of AY 2022:

- Submit proposal to College Council to become a Standing Committee
- Continue to increase awareness of FYE
- Create a designation process for non-academic units
- Provide ongoing professional development for faculty and staff
- Submit proposal to Academic Senate to have the FYE Academic Designation an official committee
- Develop evaluation and tracking system for FYE students

Other actions scheduled for this academic year include increasing FYE training and services in the Division of Student Affairs/Counseling and Academic Support Units (e.g. The Learning Center, Paepae ʻŌhua, etc.).

D. Fiscal Reporting

The 2022 ACCJC Annual Fiscal Report reflects that Hawaiʻi CC has met its fiscal goals and is not on enhanced fiscal monitoring.

V. APPENDICES

The Appendices includes a listing of all hyperlinks to evidence and other information and are only listed once under the section in the order they first appear in this Midterm Report.

I. REPORT PREPARATION

- 2018 Institutional Self Evaluation Report (ISER)
- 2018 Addendum for Hawaiʻi CC ISER
- 2018 Addendum for UHCC ISER
- 2018 External Evaluation Team Report
- ACCJC action letter
• Hawaiian

III. PLANS ARISING FROM THE SELF-EVALUATION PROCESS
• Hawai‘i CC FactBook
• UH IRAPO
• Hawai‘i County Census
• Haw 4.202 Assessment Policy
• Hawai‘i CC’s Assessment webpage
• Steps in the Course Assessment Process
• HAW 1.001 Policy
• Policy Review List
• Resources for Faculty & Staff
• UHCC Organizational and Resource Planning
• Institutional Research (IR) functions
• Kauhale Analytics and Intelligence (KAI) plan
• UH & UHCC Dashboards
• DXP
• Hawai‘i P-20
• Hawaii Data Collaborative Policy Map
• GELOs
• Program & Course GELO alignments
• ILOs
• General Education webpage
• General Education Committee
• GE requirements
• Google Referral Form
• UH Student Basic Needs Master Plan

IV. INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS
• Campus Labs Outcomes
• Hawai‘i CC’s aggregated ILOs
• Assessment Schedules for Programs & Courses
• Culinary Arts Program
• CULN 170’s aggregated CLOs
• Program-Unit Review
• 2021 Annual Program-Unit Review template
• Information Technology AY19 to AY21 Comprehensive Program Review
• Counseling, Advising & Support Services Center AY19 to AY21 Comprehensive Unit Review
• SSCI 111 Assessment Status Memo. 2022-01-31
• SCI 111 S22 Diversification Hallmarks Alignment. DS_renewal
• Assessment Committee
• College Council Charter
- College Effectiveness Review Committee
- College Council Committee Reports
- College Council
- Annual Employee Performance Appraisal System Guidelines for Employees (HRD 526A)
- EP 9.203 Evaluation of Faculty and Administrative, Professional & Technical Employees
- RP 9.213 Evaluation of Board of Regents Appointees
- RP 9.212, Executive and Managerial Personnel Policies
- UH Community Colleges
- Shared Governance Survey
- Shared Governance Survey Results
- Course Designation Checklist
- 2022 CTE Advisory Councils Agenda template
- I Ola Hāloa Center for Hawai‘i Life Styles program
- Hawaiian Studies 2021 Comprehensive Program Review
- HLS program’s aggregated PLOs
- Assessment Committee Response Memo HWST AY19-21
- Admissions and Records Office 2021 Comprehensive Unit Review
- HSER 110’s aggregated CLOs-PLOs
- UHCC Policy 4.203
- Attachment A
- IPEDS
- HGI Campus Completion Scorecard - Hawai‘i CC
- ACCJC 2022 Annual Report
- Hawai‘i CC Transfer Partnerships
- NCLEX pass rate
- 2019 Table of NCLEX pass rates
- 2020 Table of NCLEX pass rates
- 2021 Table of NCLEX pass rates
- Summary of Quantitative Analysis of Focus Group Discussions
- College Council meeting minutes, Dec 3, 2021
- Transforming Committee Service
- QFE-IP Education Sub-Committee Report
- QFE - Integrated Planning Task Force Proposed Changes to the Institutional Effectiveness and Budget Allocation Process
- FYE 2020 Midterm Report Summary
- Paepae ‘Ōhua - Native Hawaiian Student Success Services
- Spring 2022 Ka‘ao Virtual Student Success Conference
- Ka‘ao Student Success Workshops
- 2022 ACCJC Annual Fiscal Report
- Hawai‘i CC’s Accreditation webpage
INSTITUTIONAL SELF-EVALUATION REPORT

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Submitted by:
Hawai‘i Community College
1175 Manono Street
Hilo, HI 96720
808-934-2500
www.hawaii.hawaii.edu

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

August 2018
Institutional Self-Evaluation Report
Campus Certification Page

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

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

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

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

Signatures:

[Signatures with dates: 4/24/18]

Dr. Rachel Solemsaas, Chancellor, Hawai‘i Community College
Deseree Salvador, College Council Chair, Hawai‘i Community College
Samuel Giordanengo, Faculty Senate Chair, Hawai‘i Community College
Kumu Keolu Kanahele, Ho‘olulu Council Chair, Hawai‘i Community College
Treven Mukai, Assoc. Student Government President, Hawai‘i Community College
E. Kalani Flores, Accreditation Liaison Officer, Hawai‘i Community College
Institutional Self-Evaluation Report
Governing Board Certification Page

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

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

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

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

John Morton, Vice President for Community Colleges  
Date

David Lassner, President, University of Hawai‘i  
Date

Michelle Tagorda, Chair, Committee on Academic and Student Affairs  
Date

Jan Naole Sullivan, Chair, UH Board of Regents  
Date
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<td>AA</td>
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<td>AAP</td>
<td>Affirmative Action Plans</td>
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<tr>
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<td>Associate in Applied Science</td>
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<td>ACCA</td>
<td>American College Counseling Association</td>
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<td>ACCJC</td>
<td>Accrediting Commission for Community and Junior Colleges</td>
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<td>ACEN</td>
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<td>ACFFAC</td>
<td>American Culinary Federation Foundation, Inc. Accrediting Commission</td>
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<td>American Community Survey</td>
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<td>American College Testing</td>
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<td>American Council of Education</td>
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<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<td>ADAD</td>
<td>Hawai‘i State Department of Health, Alcohol and Drug Abuse Division</td>
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<td>AED</td>
<td>Automated External Defibrillator</td>
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<td>AFS</td>
<td>Auxiliary and Facilities Services</td>
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<td>ALO</td>
<td>Accreditation Liaison Officer</td>
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<td>AP</td>
<td>Administrative Procedure</td>
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<td>APT</td>
<td>Administrative, Professional, and Technical</td>
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<td>ARC</td>
<td>Annual Required Contribution</td>
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<td>ARO</td>
<td>Admissions and Records Office</td>
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<td>ARPD</td>
<td>Annual Report of Program Data</td>
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<td>ASNS</td>
<td>Associate in Science Degree in Natural Science</td>
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<td>ASU</td>
<td>Academic Support Unit</td>
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<td>Associated Students of the University of Hawai‘i</td>
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<td>ATG</td>
<td>Advisory Task Group</td>
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<td>Assessment Technologies Institute</td>
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<td>AV</td>
<td>Aspirational Value</td>
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<tr>
<td>AVID</td>
<td>Advancement Via Individual Determination</td>
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<td>AY</td>
<td>Academic Year</td>
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<td>BBeaT</td>
<td>Business Education and Technology</td>
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<td>Board of Regents</td>
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<td>BSN</td>
<td>Bachelor of Science in Nursing</td>
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<td>BTEC</td>
<td>Business Technology</td>
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<td>BV</td>
<td>Baseline Value</td>
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<td>CAFR</td>
<td>Comprehensive Annual Financial Report</td>
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<td>CAJDC</td>
<td>Career and Job Development Center</td>
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<td>CASSC</td>
<td>Counseling, Advising and Support Services Center</td>
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<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
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<td>CDPS</td>
<td>Certified Drug Prevention Specialist</td>
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<tr>
<td>CEO</td>
<td>Chancellor</td>
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<tr>
<td>CERC</td>
<td>College Effectiveness Review Committee</td>
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<td>CIP</td>
<td>Capital Improvements Program</td>
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<td>CLEP</td>
<td>College Level Examination Program</td>
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<td>CLO</td>
<td>Course Learning Outcome</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>COD</td>
<td>Common Origination and Disbursements</td>
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<tr>
<td>COR</td>
<td>Course Outline of Record</td>
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<td>CRC</td>
<td>The Academic Senate Curriculum Review Committee</td>
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<td>CRDM</td>
<td>Capital Renewal and Deferred Maintenance</td>
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<tr>
<td>CSAC</td>
<td>Certified Substance Abuse Counselor</td>
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<tr>
<td>CSO</td>
<td>Chartered Student Organization</td>
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<td>CTE</td>
<td>Career and Technical Education</td>
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<td>DANTES</td>
<td>Defense Activity for Non-Traditional Education Support</td>
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<td>DBEDT</td>
<td>Department of Business and Economic Development and Tourism</td>
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<td>DC</td>
<td>Department/Division Chair</td>
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<tr>
<td>DE</td>
<td>Distance Education</td>
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<td>DHRD</td>
<td>Department of Human Resources Development</td>
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<tr>
<td>DOE</td>
<td>Department of Education</td>
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<tr>
<td>E/M</td>
<td>Executive/Managerial</td>
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<td>ECHS</td>
<td>The Early College High School Program</td>
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<td>EEO/AA</td>
<td>Equal Employment Opportunity/Affirmative Action</td>
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<td>EHSS</td>
<td>Environmental Health and Safety Specialist</td>
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<td>EP</td>
<td>UH System Executive Policy</td>
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<td>ER</td>
<td>Eligibility Requirement</td>
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<td>Facilities and Environmental Health Office</td>
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<td>Family Educational Rights and Privacy Act</td>
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<td>FRRM</td>
<td>The Facilities Renewal Reinvestment Model</td>
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<td>FTE</td>
<td>Full-Time-Equivalent</td>
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<td>FY</td>
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<td>GE</td>
<td>General Education</td>
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<td>GEAR UP</td>
<td>Gaining Early Awareness and Readiness for Undergraduate Programs</td>
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<td>GEC</td>
<td>General Education Committee</td>
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<td>GELO</td>
<td>General Education Learning Outcome</td>
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<tr>
<td>GF</td>
<td>General Fund</td>
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<td>GF+TFSF</td>
<td>General Fund + Tuition and Fees Special Fund</td>
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<td>GLS</td>
<td>Graduate Leaver Survey</td>
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<td>Hawai‘i CC</td>
<td>Hawai‘i Community College</td>
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<td>HGI</td>
<td>Hawai‘i Graduation Initiative</td>
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<td>HSI</td>
<td>Hawai‘i Strategic Institute</td>
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<td>HKATC</td>
<td>The Hale Kea Advancement and Testing Center</td>
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<td>HRS</td>
<td>Hawai‘i Revised Statutes</td>
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<td>HSSI</td>
<td>Hawai‘i Student Success Institute</td>
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<td>IAFP</td>
<td>Integrated Academic and Facilities Plan</td>
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<td>ICAT</td>
<td>Institutional Capacity Assessment Tool</td>
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<td>IEAP</td>
<td>Institutional Effectiveness &amp; Planning</td>
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<td>IEP</td>
<td>Intensive English Program</td>
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<td>ILO</td>
<td>Institutional Learning Outcome</td>
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<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
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<td>IPR</td>
<td>Integrated Planning Review</td>
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<td>IRAO</td>
<td>Institutional Research &amp; Analysis Office</td>
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<td>IRO</td>
<td>Institutional Research Office</td>
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</table>
ISER  Institutional Self-Evaluation Report
ISS  Institution-Set Standards
ISS  Integrated Student Support
ITS  UH Information Technology Services
ITSO  The Instructional Technology Support Office
ITV  Interactive Television
KFS  Ku`ali Financial Systems
KNRC  Kona Nursing Resource Center
KRDL C  Ka`u Resource & Distance Learning Center
KSCM  Kuali Student Curriculum Management
LBRT  Liberal Arts
LERN  Learning Resources Network
LGBTQ+  Lesbian, Gay, Bisexual, Transgender and Queer+
LLC  Library and Learning Center
LRDP  Long Range Development Plan
MOA  Memorandum of Agreement
MOU  Memorandum of Understanding
MQ  Minimum Qualification
MyUH  UH System’s integrated student information system
NAEYC  National Association for the Education of Young Children
NASFAA  National Association for Student Financial Aid Administrators
NCLEX  The Nursing Boards Exam
NHERC  North Hawai‘i Education and Research Center
NLNAC  National League for Nursing Accrediting Commission, Inc.
OCDP  Online Course Development Program
OCET  Office of Continuing Education and Training
OHR  Office of Human Resources
OIA  Office of Internal Audit
OLA  Online Learning Academy
OMB  Office of Management Budget
OPEB  Other Post-Employment Benefits
ORS  Office of Research Services
OTO C  OneThemeOneCollege
OVPCC  Office of the Vice President for Community Colleges
PAC  Program Advisory Council
PAS  Performance Appraisal System
PD  Position Description
PELP  The President’s Emerging Leaders Program
PEP  Proficiency Examination Program
PERM  Proactive Efforts that Really Matter
PI  Principal Investigator
PLO  Program Learning Outcome
POM  Planning, Operations, and Maintenance
PPA  Program Participation Agreement
PPIS  UH Systemwide Policies and Procedures Information System
PTGM  Process Technology and General Maintenance Certificate Program
<table>
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<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>PURP</td>
<td>Program and Unit Review Process</td>
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<td>Quality Focus Essay</td>
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<td>RCAC</td>
<td>Regents Candidate Advisory Committee</td>
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<td>RCUH</td>
<td>Research Corporation of the University of Hawai`i</td>
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<td>RISO</td>
<td>Registered Independent Student Organization</td>
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<td>RMSF</td>
<td>Risk Management Special Fund</td>
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<td>RP</td>
<td>Regents Policy</td>
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<td>RUS</td>
<td>Rural Utilities Service</td>
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<td>SCS</td>
<td>Student Climate Survey</td>
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<td>SEM</td>
<td>Strategic Enrollment Management</td>
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<td>SPC</td>
<td>Strategic Planning Council</td>
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<td>SSP</td>
<td>Student Success Pathways</td>
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<td>STEM</td>
<td>Science, Technology, Engineering and Math</td>
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<td>TEAM</td>
<td>Tropical Forest Ecosystem and Agroforestry Management</td>
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<td>TFSF</td>
<td>Tuition and Fees Special Fund</td>
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<td>TLC</td>
<td>The Learning Center</td>
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<td>UExcel</td>
<td>Excelsior College Examination</td>
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<td>UH</td>
<td>University of Hawai`i</td>
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<tr>
<td>UH Hilo</td>
<td>University of Hawai`i at Hilo</td>
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<td>UHCC</td>
<td>University of Hawai`i Community Colleges</td>
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<td>UHCCP</td>
<td>University of Hawai`i Community Colleges Policy</td>
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<td>UHCWH</td>
<td>UH Center, West Hawai`i</td>
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<td>UHF</td>
<td>University of Hawai`i Foundation</td>
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<td>UHPA</td>
<td>University of Hawai`i Professional Assembly</td>
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<td>Unit Outcome</td>
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<td>WIG</td>
<td>Wildly Important Goal</td>
</tr>
<tr>
<td>WI</td>
<td>Writing Intensive</td>
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</table>
Introduction

Mission & Vision

About Us

About Our Service Area: Hawai‘i Island

About Our Students

Student Achievement Data and Institution-Set Standards

Significant Events: 2013-2018
Mission

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

Vision

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

Ke Ala Nuʻukia

No ka hoʻopiʻi ʻana i ka hoʻonaʻauao ʻia ʻana a kau i ka puaaneane, na ke Kulanui Kaiaulu ‘o Hawai‘i e kaulele ma ka ʻike e pono ai nā hoa Kauhale i naʻauao a mākaukau hoʻi. Ma hope mākou o ke ala nuʻukia o nā Kulanui Kaiaulu Hawai‘i a pau a na mākou nō e lawelawe i ko Hawaiʻi nui kuauli.

KaʻŌlelo Nuʻukia

E lilo ana nā kānaka ʻimi naʻauao o ke Kauhale i kupa hoʻoikaika a papau hoʻi i hiki ke ʻaʻa i nā kūlana nōhihi o ko kākou kaiaulu mokupuni a me ko kākou kaiaulu honua.
About Us

Kauhale

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

History

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

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

Location

Hawai‘i CC serves all of Hawai‘i County, which encompasses Hawai‘i Island, the southernmost island in the Hawaiian archipelago (Figure 1). The College is the island’s only comprehensive, open-door community college. The main Manono campus (1175 Manono Street, Hilo, HI 96720-5096) and shared facilities at UH Hilo (200 West Kāwili Street, Hilo, HI 96720-4091) are located in the county seat of Hilo on the east side of the island. On the west side of the island, the College provides offerings at its branch Pālamanui campus (73-4255 Ane Keohokālole Hwy.,
Kailua-Kona, HI 96740), which is located in Kona, approximately 75 miles away from the Manono campus. Prior to the opening of the Pālamanui campus, classes were offered in West Hawai‘i at the UHCWH until spring 2015.

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

Accreditation Status and Licensure

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

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

- Culinary Arts–American Culinary Federation Foundation, Inc. Accrediting Commission (ACFFAC)
• Early Childhood Education/Children’s Center–National Association for the Education of Young Children (NAEYC)

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

**Degrees and Certificates**

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

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

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

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

**About Our Service Area: Hawai‘i Island**

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

Geography

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

Population

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

Socioeconomic Status

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

<table>
<thead>
<tr>
<th>Geography Quick Facts: 2015</th>
<th>State Total</th>
<th>Hawai‘i County</th>
<th>Honolulu County</th>
<th>Kaua‘i County</th>
<th>Maui County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land area, square miles</td>
<td>6422.6</td>
<td>4028.4</td>
<td>600.7</td>
<td>620.0</td>
<td>1161.5</td>
</tr>
<tr>
<td>Population</td>
<td>1,431,603</td>
<td>196,428</td>
<td>998,714</td>
<td>71,735</td>
<td>164,637</td>
</tr>
<tr>
<td>Persons per square mile</td>
<td>223</td>
<td>49</td>
<td>1663</td>
<td>116</td>
<td>142</td>
</tr>
</tbody>
</table>

Source: County of Hawai‘i website

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

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

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

**Labor Market**

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

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

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

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

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

Community Education Attainment Level

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

About our Students

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

Cultural Diversity

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

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

Age

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

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

Enrollment Trends

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

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

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

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

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

Through Strategic Directions 2015-2021 plans adopted by UHCC (INTRO-33) and Hawai‘i CC (INTRO-34), the College also plans to increase its outreach to targeted populations on the island, including high school graduates, GED recipients, Pacific Islanders, working age adults, and international students (INTRO-35). These populations are more likely to enter the workforce without advanced degrees and are the most vulnerable to fluctuations in the job market. By leveraging financial aid and increasing outreach efforts to incentivize returning to school, Hawai‘i CC hopes to counteract the pull of the job market.
High School Graduates Direct Entry. College enrollment is affected by trends impacting local high school graduates. The P-20 Partnerships for Education (INTRO-36) focuses on college and career readiness for student success. P-20 is a statewide collaboration led by the Executive Office on Early Learning, Hawai‘i Department of Education (DOE), and the UH System with the goal of improving educational outcomes for Hawai‘i. Overall, the state has maintained college-going rates around 55%, with Hawai‘i Island college enrollment rates at 47% for the Class of 2016.

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

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

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

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

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

Student Achievement Data and Institution-Set Standards

Student Achievement Data

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

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

Source: IRAO Data Access Portal - Student Enrollment Table 5
The College serves a larger number of part-time students than full-time students. Enrollment has decreased by over 17% since 2013.

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

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

Source: IRAO Data Access Portal - Student Enrollment Table 5
Note: General and Pre-Professional Education programs include AA degrees, AS in Natural Science; Career and Technical Education programs: AS, AAS, and CA; Other includes unclassified and non-Hawai‘i CC students.

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

Table 3 - Student Headcount by Ethnicity, 2013-2017

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>3,663</td>
<td>100%</td>
<td>3,406</td>
<td>100%</td>
<td>3,087</td>
</tr>
<tr>
<td>Asian Subtotal</td>
<td>671</td>
<td>18.32%</td>
<td>667</td>
<td>19.58%</td>
<td>622</td>
</tr>
<tr>
<td>Native Hawaiian or Part-Hawaiian</td>
<td>1,562</td>
<td>42.64%</td>
<td>1,399</td>
<td>41.07%</td>
<td>1,360</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>119</td>
<td>3.25%</td>
<td>118</td>
<td>3.46%</td>
<td>103</td>
</tr>
<tr>
<td>Other</td>
<td>1,311</td>
<td>35.79%</td>
<td>1,222</td>
<td>35.88%</td>
<td>1,101</td>
</tr>
</tbody>
</table>

Source: IRAO Data Access Portal - Student Enrollment Table 5

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

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

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

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

The number of Pell recipients has decreased from 2013, but the ratio of Pell to non-Pell recipients has remained unchanged since 2015.
Despite declining enrollment, the percentage of students taking distance education (DE) courses generally increased since 2013, from 37% to 43% of students.

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

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

General and Pre-Professional Education student persistence fall to spring has declined slightly since 2013, from 72% to 68%. Career and Technical Education student persistence has held fairly steady and rose slightly in 2017.
Table 9 - Degrees and Certificates Awarded by Curriculum Category, 2013-2017

<table>
<thead>
<tr>
<th>Curriculum Category</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>General &amp; Pre-Professional</td>
<td>232</td>
<td>42.0%</td>
<td>301</td>
<td>45.0%</td>
<td>292</td>
</tr>
<tr>
<td>Career &amp; Technical</td>
<td>320</td>
<td>58.0%</td>
<td>368</td>
<td>55.0%</td>
<td>277</td>
</tr>
<tr>
<td>Total Degrees &amp; CAs</td>
<td>552</td>
<td>669</td>
<td>569</td>
<td>693</td>
<td>576</td>
</tr>
</tbody>
</table>

Source: IRAO Data Access Portal - Degrees and Certificates Awarded Table 4
Note: General and Pre-Professional Education programs include AA degrees, ASNS; Career and Technical Education programs: AS, AAS, and CA.

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

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

<table>
<thead>
<tr>
<th>Age</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>552</td>
<td>669</td>
<td>569</td>
<td>693</td>
<td>576</td>
</tr>
<tr>
<td>Less than 21</td>
<td>195</td>
<td>35.3%</td>
<td>220</td>
<td>32.9%</td>
<td>165</td>
</tr>
<tr>
<td>21-24</td>
<td>101</td>
<td>18.3%</td>
<td>129</td>
<td>19.3%</td>
<td>115</td>
</tr>
<tr>
<td>25-48</td>
<td>227</td>
<td>41.1%</td>
<td>296</td>
<td>44.2%</td>
<td>259</td>
</tr>
<tr>
<td>Greater than 49</td>
<td>29</td>
<td>5.3%</td>
<td>24</td>
<td>3.6%</td>
<td>30</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>552</td>
<td>669</td>
<td>569</td>
<td>693</td>
<td>576</td>
</tr>
<tr>
<td>Men</td>
<td>252</td>
<td>310</td>
<td>244</td>
<td>347</td>
<td>296</td>
</tr>
<tr>
<td>Women</td>
<td>299</td>
<td>359</td>
<td>325</td>
<td>344</td>
<td>272</td>
</tr>
<tr>
<td>No Data</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

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

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

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

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

Source: IRAO Data Access Portal - Degrees and Certificates Awarded Table 2
Over the past five years, Native Hawaiian students have earned the highest percentage of the degrees and certificates awarded by the College, averaging 40%, which closely mirrors enrollment figures.

**Institution-Set Standards**

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

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

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

**Standard 1 – Course Completion**

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

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

Hawai‘i CC consistently exceeded the baseline each year since 2013 by an overall average of over 6%. Since 2016 when aspirational values were established for this standard, the College has also exceeded these aspirational values. For 2017, the baseline and aspirational values were exceeded by a 5.77% and 0.77%, respectively.
### Standard 2 – Degrees and Certificates Awarded

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

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

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

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

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

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

The College awarded an average of 242 associate degrees and certificates of achievement to Native Hawaiians each fiscal year from 2013 to 2017. In addition, there has been a steady increase in the number of such degrees and certificates since 2013, with the exception of 2017.
### Standard 4 – Pell Recipient Degrees and Certificates Awarded

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

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

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

### Standard 5 – Transfers to Baccalaureate Institutions

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

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

Hawai‘i CC consistently exceeded the baseline each academic year, averaging 433 transfers to baccalaureate institutions each year between 2013 and 2017. For 2017, the College also exceeded its aspirational value.
## Standard 6 – IPEDS Student Success Rate

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

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

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

### Category Data

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>31.6%</td>
<td>31.6%</td>
<td>31.6%</td>
<td>31.6%</td>
<td>31.6%</td>
<td>31.6%</td>
</tr>
<tr>
<td>Aspirational Value</td>
<td>39.7%</td>
<td>37.5%</td>
<td>35.4%</td>
<td>33.5%</td>
<td>31.6%</td>
<td>35.5%</td>
</tr>
<tr>
<td>Actual Performance</td>
<td>31.4%</td>
<td>27.4%</td>
<td>31.9%</td>
<td>33.6%</td>
<td>32.9%</td>
<td>31.4%</td>
</tr>
<tr>
<td>Difference between Baseline and Actual</td>
<td>-0.2%</td>
<td>-4.2%</td>
<td>+0.3%</td>
<td>+2.0%</td>
<td>+1.3%</td>
<td>-0.2%</td>
</tr>
<tr>
<td>Difference between Aspirational Value and Actual</td>
<td>-8.3%</td>
<td>-10.1%</td>
<td>-3.5%</td>
<td>+0.1%</td>
<td>+1.3%</td>
<td>-4.1%</td>
</tr>
</tbody>
</table>

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

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

Hawai‘i CC’s Strategic Directions 2015-2021 outlines Hawai‘i Graduation Initiative (HGI) action strategies committed to improving college readiness and attendance and to promoting persistence and degree/certificate completion, with particular focus on developing support for...
Native Hawaiians, low-income students, and underrepresented and underserved populations. The College has implemented the following actions toward these efforts:

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

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

**Standard 7 – Licensure and Certification Examination Success Rate**

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

- Baseline Value – Minimum required pass rate to meet accreditation requirements for programs that are accredited or the average national or state pass rate for the examination for programs that are not accredited.
- Aspirational Value – 3% improvement per year improvement in the pass rate over the previous 3-year average, up to achievement level of 95%
The baseline for the Nursing AS degree program is based upon the minimum required pass rate determined by Accreditation Commission for Education in Nursing (ACEN). The actual performance data are reported annually by the Hawai‘i State Board of Nursing. Overall, there has been a steady increase in the actual performance for this program since 2013. With the exception of 2013, the program has exceeded the baseline. For 2016, the aspirational value was also exceeded by nearly 6%.

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

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

Current practices for preparing students for NCLEX-RN/PN are in an ongoing review process. Faculty are looking into the issue that the closest testing site is located on O‘ahu. This proves costly for students and can delay their testing. Hawai‘i CC’s program goal is to improve NCLEX-RN/PN first time pass rates.
Standard 8 – Job Placement Rate

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AY Pass Rate (%)</td>
<td>ISS AV (%)</td>
<td>AY Pass Rate (%)</td>
<td>ISS AV (%)</td>
<td>AY Pass Rate (%)</td>
</tr>
<tr>
<td>Accounting</td>
<td>53.85</td>
<td>64.51</td>
<td>52.78</td>
<td>63.87</td>
<td>64</td>
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<tr>
<td>Administration of Justice</td>
<td>45.45</td>
<td>64.51</td>
<td>75</td>
<td>63.87</td>
<td>65.71</td>
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<td>Agriculture</td>
<td>42.86</td>
<td>64.51</td>
<td>50</td>
<td>63.87</td>
<td>16.67</td>
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<td>Architectural, Engineering and CAD Technologies</td>
<td>43.75</td>
<td>64.51</td>
<td>50</td>
<td>63.87</td>
<td>38.89</td>
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<tr>
<td>Auto Body Repair and Painting</td>
<td>71.43</td>
<td>64.51</td>
<td>50</td>
<td>63.87</td>
<td>72.73</td>
</tr>
<tr>
<td>Automotive Mechanics Technology</td>
<td>50.00</td>
<td>64.51</td>
<td>61.9</td>
<td>63.87</td>
<td>57.89</td>
</tr>
<tr>
<td>Business Technology</td>
<td>66.67</td>
<td>64.51</td>
<td>50</td>
<td>63.87</td>
<td>61.76</td>
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<td>Carpentry</td>
<td>46.15</td>
<td>64.51</td>
<td>72.73</td>
<td>63.87</td>
<td>53.33</td>
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<tr>
<td>Culinary Arts</td>
<td>61.54</td>
<td>64.51</td>
<td>67.39</td>
<td>63.87</td>
<td>62.71</td>
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<tr>
<td>Diesel Mechanics</td>
<td>77.78</td>
<td>64.51</td>
<td>N/A</td>
<td>63.87</td>
<td>69.23</td>
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<tr>
<td>Digital Media Arts</td>
<td>50.00</td>
<td>64.51</td>
<td>66.67</td>
<td>63.87</td>
<td>N/A</td>
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<tr>
<td>Early Childhood Education</td>
<td>45.45</td>
<td>64.51</td>
<td>69.57</td>
<td>63.87</td>
<td>61.11</td>
</tr>
<tr>
<td>Electrical Installation and Maintenance Technology</td>
<td>68.42</td>
<td>64.51</td>
<td>76.19</td>
<td>63.87</td>
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<td>Electronics Technology</td>
<td>50.00</td>
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<td>80</td>
<td>63.87</td>
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<td>Fire Science</td>
<td>65.79</td>
<td>64.51</td>
<td>69.23</td>
<td>63.87</td>
<td>66.67</td>
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<tr>
<td>Hawaiʻi Life Styles</td>
<td>N/A</td>
<td>64.51</td>
<td>N/A</td>
<td>63.87</td>
<td>N/A</td>
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<tr>
<td>Hospitality and Tourism</td>
<td>47.37</td>
<td>64.51</td>
<td>56.25</td>
<td>63.87</td>
<td>50</td>
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<tr>
<td>Human Services</td>
<td>N/A</td>
<td>64.51</td>
<td>100</td>
<td>63.87</td>
<td>66.67</td>
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<tr>
<td>Information Technology</td>
<td>50.00</td>
<td>64.51</td>
<td>37.5</td>
<td>63.87</td>
<td>56.25</td>
</tr>
<tr>
<td>Machine, Welding and Industrial Mechanics Technologies</td>
<td>50.00</td>
<td>64.51</td>
<td>58.33</td>
<td>63.87</td>
<td>57.14</td>
</tr>
</tbody>
</table>
Introduction

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

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

**Significant Events: 2013-2018**

**75th Anniversary**

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

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

50th Model Home

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

East Hawaiʻi Population Growth and Long Range Planning for Manono Campus

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

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

Developmental Education Reform

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

General Education Revision

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

Assessment

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

Leadership Changes

Several changes in College leadership have occurred, primarily due to retirements that were covered with interim and new appointments:
• **Chancellor**
  ○ Noreen Yamane (July 2011-December 2015)
  ○ Joni Onishi (interim January-June 2016)
  ○ Rachel Solemsaas (July 2016-present)

• **Vice Chancellor for Academic Affairs**
  ○ Joni Onishi (2013-2015; July 2016-present)
  ○ Joyce Hamasaki (interim January 2015-June 2016)

• **Vice Chancellor for Student Affairs**
  ○ Jason Cifra (January 2012-January 2017)
  ○ Dorinna Cortez (interim January 2017-present)

• **Vice Chancellor for Administrative Services**
  ○ James Yoshida (April 2012-March 2017)
  ○ Ken Kaleiwahea (interim April 2017-present)

• **Director UHCWH/Pālamanui**
  ○ Beth Sanders (interim October 2007-March 2014)
  ○ Kenneth Fletcher (March 2014-present)

• **Director of Office of Continuing Education and Training/EDvance**
  ○ Deborah Shigehara (interim July 2009-August 2016)
  ○ Jessica Yamamoto (August 2016-present)

• **Dean of Liberal Arts and Public Services**
  ○ Guy Kimura (interim August 2009-July 2014)
  ○ Christopher Manaseri (July 2014-September 2016)
  ○ Caroline Naguwa (interim January-July 2016)
  ○ Vacant (Joni Onishi assumed duties August 2016-June 2017)
  ○ Melanie Dorado Wilson (June 2017-present)

• **Dean of Career and Technical Education**
  ○ Currently vacant (in recruitment Summer 2018; Joni Onishi assumed duties since April 2017)
Organization of the Self-Evaluation Process

Core Team Members
Editing Team Members
Standard Team Members
Timeline
Organization of the Self-Evaluation Process

Core Team Members

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

Editing Team Members

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editor</td>
<td>Sharon Dansereau, Instructor, English</td>
</tr>
<tr>
<td>Formatter</td>
<td>Marjorie Hale-Fishman, Lecturer, Information Technology</td>
</tr>
</tbody>
</table>

Standard Team Members

Standard I

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

Standard II.A

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader</td>
<td>Grace Funai, Associate Professor/Counselor, Student Services</td>
</tr>
<tr>
<td>Writer</td>
<td>Tanya Dean, Assistant Professor, English, Pālamanui</td>
</tr>
</tbody>
</table>
Organization of the Self-Evaluation Process

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

**Standard II.B**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Team Leader/Writer</td>
<td>Karoline Naegele, Student Services Specialist, Student Services</td>
</tr>
<tr>
<td></td>
<td>Karen Au, Educational Specialist, Pālamanui</td>
</tr>
<tr>
<td></td>
<td>Jessica Gonzalez, Instructor, Philosophy</td>
</tr>
<tr>
<td></td>
<td>Kaleo Ian Pilago, Educational Specialist, Hale Kea</td>
</tr>
<tr>
<td></td>
<td>Advancement and Testing Center</td>
</tr>
</tbody>
</table>

**Standard II.C**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader</td>
<td>Kenoa Dela Cruz, Professor/Counselor, Student Services</td>
</tr>
<tr>
<td>Writer</td>
<td>Kristine Kotecki, Instructor, English</td>
</tr>
<tr>
<td></td>
<td>Erick Cremer, Assistant Professor, Nursing</td>
</tr>
<tr>
<td></td>
<td>Jodi Mine, Budget Analyst, Administrative Affairs</td>
</tr>
<tr>
<td></td>
<td>Luria Namba, Instructor, Biological Sciences, Pālamanui</td>
</tr>
</tbody>
</table>

**Standard III.A**

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

**Standard III.B**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader/Writer</td>
<td>Larissa Leslie, Assistant Professor/Counselor, Student Services</td>
</tr>
<tr>
<td></td>
<td>Lori Flores, Educational Specialist, Hale Kea Advancement and Testing Center</td>
</tr>
<tr>
<td></td>
<td>Jeffrey Newsome, Safety/Security Specialist, Security</td>
</tr>
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### Standard III.C

<table>
<thead>
<tr>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Team Leader/Writer</td>
<td>Anne Chung, Assistant Professor, Business Technology</td>
</tr>
<tr>
<td></td>
<td>Joy Aito, Network Specialist, Computer Services</td>
</tr>
<tr>
<td></td>
<td>Grant Kaʻauʻa, Assistant Professor, Construction Academy</td>
</tr>
<tr>
<td></td>
<td>Neva Supe-Roque, Instructional and Student Support Specialist</td>
</tr>
<tr>
<td></td>
<td>Academic Support Unit</td>
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</table>

### Standard III.D

<table>
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<th>Role</th>
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<tbody>
<tr>
<td>Team Leader/Writer</td>
<td>Kirk Mikami, Administrative and Fiscal Support Specialist, Business Office</td>
</tr>
<tr>
<td></td>
<td>Susie Dill, Instructor, Accounting</td>
</tr>
<tr>
<td></td>
<td>Luane Ishii, Secretary, Dean of Career and Technical Education</td>
</tr>
</tbody>
</table>

### Standard IV.A

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader/Writer</td>
<td>Carrie Mospens, Assistant Professor, English</td>
</tr>
<tr>
<td></td>
<td>Monica Burnett, Educational Specialist, Hawaiʻi Life Styles</td>
</tr>
</tbody>
</table>

### Standard IV.B

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Writer</td>
<td>Rachel Solemsaas, Chancellor</td>
</tr>
<tr>
<td>Team Writer</td>
<td>Joni Onishi, Vice Chancellor for Academic Affairs</td>
</tr>
</tbody>
</table>

### Standard IV.C/IV.D

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator</td>
<td>E. Kalani Flores, Professor, Hawaiʻi Life Styles, Pālamanui</td>
</tr>
</tbody>
</table>
### Timeline

**Fall 2016**

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

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

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

**October**  
**Standard Team Training #1**

**Spring 2017**

**January**  
**Standard Team Training #2**

**February**  
**Standard Writers Training**

**March**  
**Standard Teams Analysis meetings**
Standard Team members, Core Team members, and additional campus stakeholders engaged in collaborative discussion of the Teams’ evidence findings in order to determine whether and how standards were being met and to suggest actionable items for the campus to pursue.
### Organization of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>Editing Team Training (Editor/Formatter)</td>
</tr>
<tr>
<td></td>
<td>First drafts due from Standard Teams</td>
</tr>
<tr>
<td><strong>Summer 2017</strong></td>
<td></td>
</tr>
<tr>
<td>May – July</td>
<td>Initial formatting/editing of ISER draft</td>
</tr>
<tr>
<td>July</td>
<td>QFE Work Session (1st meeting to discuss QFE proposals)</td>
</tr>
<tr>
<td></td>
<td>In response to suggested actionable items and areas of concern arising from the</td>
</tr>
<tr>
<td></td>
<td>Standard Teams analyses and ISER draft, the ISER co-chairs convened a group of</td>
</tr>
<tr>
<td></td>
<td>administrator and faculty stakeholders to discuss potential QFE projects to present</td>
</tr>
<tr>
<td></td>
<td>to the campus.</td>
</tr>
<tr>
<td><strong>Fall 2017</strong></td>
<td></td>
</tr>
<tr>
<td>September – October</td>
<td>Core Team and Campus review of ISER draft (including QFE proposals)</td>
</tr>
<tr>
<td>November</td>
<td>Standard Team revisions due</td>
</tr>
<tr>
<td>November – December</td>
<td>Core Team final review of ISER draft</td>
</tr>
<tr>
<td><strong>Spring 2018</strong></td>
<td></td>
</tr>
<tr>
<td>January – March</td>
<td>QFE finalization</td>
</tr>
<tr>
<td></td>
<td>Final formatting/editing of ISER and QFE</td>
</tr>
<tr>
<td>April – May</td>
<td>Campus and Administration approvals of ISER and QFE</td>
</tr>
<tr>
<td>May</td>
<td>Submission of ISER to UHCC and UH BOR</td>
</tr>
<tr>
<td><strong>Summer 2018</strong></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>Submission of ISER to ACCJC</td>
</tr>
</tbody>
</table>
Organization of the Institution

Organizational Charts

- Hawaiʻi Community College Administration
- College Units
- Office of the Chancellor
- Academic Affairs
- Student Affairs
- Administrative Services
- EDvance
- Hawaiʻi Community College – Pālamanui

University of Hawaiʻi Community College Functional Map
Office of the Chancellor

John Morton
Vice President for
Community Colleges

Rachel Solemsaas
Chancellor
Hawaii Community Colleges
Private Secretary II - Patricia Freeman

External Affairs and Relations
Thatcher Moats
External Affairs and Relations Coordinator

 Caterina Villanueva
Office Assistant III
Notes:
1. Personnel below are faculty unless otherwise labeled.
2. (PAL) denotes positions located at Palamanui Campus.
University of Hawai‘i Community College Functional Map

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

<table>
<thead>
<tr>
<th>Accreditation Topic</th>
<th>UH Community College System/ UH System</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A Mission</td>
<td>The UH mission is adopted by the Board of Regents and reflected in UH policy. All colleges are expected to conform their mission statements to the UH mission.</td>
<td>Individual college missions are derived from the UH System mission and approved by the Board of Regents. Colleges are responsible for disseminating the mission statement and ensuring that college planning and resource allocation decisions reflect the mission statement.</td>
</tr>
<tr>
<td>1.B Academic Quality</td>
<td>UH Community Colleges establish systemwide institution-set standards as well as system metrics and goals to achieve student success. System student success metrics are used in planning and resource allocation at the UHCC System level.</td>
<td>Colleges manage the process of establishing course and program based student learning outcomes and assessment and are responsible for using the assessment information to improve student learning.</td>
</tr>
<tr>
<td>1.B Institutional Effectiveness</td>
<td>Both the UH System and UHCC System provide data analytics to measure student success, including differentiating the outcomes by targeted student populations. The UHCC System also provides data to the colleges in support of program review and accreditation compliance.</td>
<td>Colleges use data analytics provided by the UH System and UHCC system, along with their own analysis of assessment and achievement results, to improve student success. Data pertinent to student achievement are disaggregated to allow analysis of sub-populations.</td>
</tr>
<tr>
<td>1.C Institutional Integrity</td>
<td>UH System and UHCC System publish information for prospective students, including cost of attendance. Some policies regarding institutional integrity exist in University system policies or systemwide collective bargaining agreements.</td>
<td>Colleges are primarily responsible for communicating accurate information, including accreditation information, to students, prospective students, and the general public.</td>
</tr>
<tr>
<td>Accreditation Topic</td>
<td>UH Community College System/ UH System</td>
<td>College</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2.A Instructional Programs</td>
<td>Policies relating to degrees and certificates are established at the UHCC System level. Degree programs and Certificates of Achievement require Board of Regents approval after review by the college, the UHCC System, and the UH System. Internal UH articulation agreements, general education core agreements, and transfer policies are established at the UH System and UHCC System level.</td>
<td>Colleges are responsible, through their internal curriculum processes, for approving all courses and programs, including course and program SLOs, and ensuring that both programs and courses meet commonly understood higher education standards. Some methods of assessment or evaluation of student performance may be covered in curriculum review.</td>
</tr>
<tr>
<td>2.B Library and Learning Support Services</td>
<td>UH System provides a common library services software and shared services agreements to all ten UH campuses. Some learning support services such as course management software and online tutoring, are provided by the UH and/or UHCC System to all students.</td>
<td>Colleges establish the on-campus library and learning support services, assess their effectiveness, and improve services as appropriate.</td>
</tr>
<tr>
<td>2.C Student Support Services</td>
<td>UHCC System provides shared services for back office financial aid and coordinates other delivery of student support services.</td>
<td>Colleges are responsible for on-campus student support services, including establishing service level outcomes, assessment, and analysis of the services for different sub-populations. All co-curricular services are based at the colleges. Some UHCCs have intramural athletic programs.</td>
</tr>
<tr>
<td>3.A Human Resources</td>
<td>HR policies and classifications are determined by UH and UHCC System and applicable collective bargaining agreements. UHCC System facilitates the establishment of faculty academic qualifications for both regular and adjunct faculty. UH and UHCC System act as appeal levels on HR related matters. System and colleges share professional development responsibilities.</td>
<td>Colleges implement the applicable HR policies and CB contracts. Most hiring and other HR decisions are based on the campus. Selected higher level appointments and classifications require system approval.</td>
</tr>
</tbody>
</table>

Organizational Information

41
<table>
<thead>
<tr>
<th>Accreditation Topic</th>
<th>UH Community College System/ UH System</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.B Physical Resources</td>
<td>Development of long-range physical plans and implementation of capital improvement projects are a shared responsibility of UH System, UHCC System and the colleges.</td>
<td>Colleges take the lead in creating and maintaining their own long-range development plans, and provide input into plans and priorities for capital projects. Colleges are responsible for regular maintenance of the physical plant at the college.</td>
</tr>
<tr>
<td>3.C Technology Resources</td>
<td>Technology resources including network infrastructure and enterprise software systems are managed by UH System. UH System and UHCC System plan and coordinate systemwide on-line learning support and program delivery.</td>
<td>Colleges are responsible for on-campus networks, technology resources, and technology support. Colleges are responsible for training faculty in the use of online delivery and management.</td>
</tr>
<tr>
<td>3.D Financial Resource Planning</td>
<td>UH System and Board of Regents set reserve policies, approve the annual operating budgets, and approve the UH request for new operating funds submitted to the State Legislature. The development of the budget and budget requests are based on a policy paper derived from the strategic plan and approved by the Board of Regents. The UHCC System is appropriated funds by the State Legislature and allocates those funds to the colleges. The UHCC System does not receive funds on an FTE or other formula basis from the Legislature.</td>
<td>Colleges are involved in the system budget planning, including adhering to all reserve requirements established by the Board. Colleges are responsible for internal allocation of funds based on the allocations and revenue generated by the colleges.</td>
</tr>
<tr>
<td>3.D Financial Resource Stability</td>
<td>University fiscal systems are managed by UH System. Regular audits are conducted of the UH System, including separate schedules for the UHCC System. The UH internal auditor conducts several audits per year focusing on internal controls and management processes. UH System centrally manages all extramural funds.</td>
<td>Colleges implement fiscal systems in accord with University fiscal policies. When audits identify weaknesses or needed improvements, colleges respond with improvement plans that are incorporated into the audit reports.</td>
</tr>
<tr>
<td>Accreditation Topic</td>
<td>UH Community College System/ UH System</td>
<td>College</td>
</tr>
<tr>
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<td>--------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3.D Financial Resource Liabilities</td>
<td>Fringe benefits, including post-retirement pensions and other post-retirement benefits are not managed or funded by the University. These expenses and liabilities are funded and managed by the State of Hawai‘i. UH System manages all UH debt obligations.</td>
<td>Colleges monitor loan default rates and implement action plans as appropriate.</td>
</tr>
<tr>
<td>3.D Financial Resource Contractual Agreements</td>
<td>UH System establishes and manages all contracts in accordance with state procurement laws.</td>
<td>Colleges adhere to UH policies and practices in the procurement of all contracts for goods, services, and professional services.</td>
</tr>
<tr>
<td>4.A Decision-making Roles and Responsibilities</td>
<td>Board of Regents policy establishes a commitment to shared governance. UH System and UHCC System confer regularly with college governance groups. Formal consultation with collective bargaining units is governed by state statute.</td>
<td>Colleges implement shared governance policies and processes for internal college decision-making.</td>
</tr>
<tr>
<td>4.B Chief Executive Officer</td>
<td>UH System and UHCC System delegate to the college CEO authority for college operations within the policy limits of the UH System.</td>
<td>College CEOs are responsible for all college actions, subject to UH policies and delegation of authority as reflected in Board of Regents policy, UH executive policy, and UHCC System policies.</td>
</tr>
<tr>
<td>4.C Governing Board</td>
<td>The Board of Regents is established by statute. Members are selected by the Governor with the consent of the Senate from a list recommended by a review committee. Board policies are regularly reviewed and posted. Board by-laws govern Board and Board member behavior. All Board actions are subject to state open meeting and public information laws and regularly published. The VP for UHCC acts as the liaison to the Board of Regents for all CC matters, including accreditation</td>
<td>Colleges submit action items to the Board of Regents through the VP for UHCC and the UH System.</td>
</tr>
<tr>
<td>4.D Multi-College Districts or Systems</td>
<td>The Board of Regents appoints the UH System president who is responsible for the entire 10-campus system of higher education</td>
<td>Colleges operate within the policy and planning framework established by the UH System</td>
</tr>
</tbody>
</table>
Organizational Information

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>education in Hawai‘i. The UH President appoints the VP for Community Colleges who is responsible for the 7-campus community college system. The VP appoints and supervises the individual community college Chancellors.</td>
<td>and UHCC System.</td>
<td></td>
</tr>
</tbody>
</table>

UH System is responsible for UH executive policies, UH System planning and coordination, and for selected systemwide support services such as financial services, facilities planning, UHCC System is responsible for CC–wide policies, CC budget and resource allocation, and CC system planning and coordination, and selected system services.

LIST OF EVIDENCE

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

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

Authority
Operational Status
Degrees
Chief Executive Officer
Financial Accountability

Hawai‘i CC Graduates
Continued Compliance with Eligibility Requirements

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

1. Authority

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

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

2. Operational Status

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

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

3. Degrees

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

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

Documentation

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

4. Chief Executive Officer

The UH BOR appoints the chancellor, who is the chief executive officer of the College. When Chancellor Noreen Yamane retired in December 2015, Joni Onishi, vice chancellor for Academic Affairs, served as the interim chancellor during the selection process for a new chancellor. Rachel Solemsaas was appointed by the BOR in April 2016, and began as chancellor on July 1, 2016. She is the chief executive officer of the College. The chancellor’s full-time responsibility is to the College; she has the authority to administer BOR policies in areas of planning, managing resources, and ensuring the institution’s implementation of statutes, regulations, and policies. Furthermore, she is responsible for the overall administration and management of the College, including programs related to instruction, continuing education and training, and career and technical training; student services; and institutional support.

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

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

Documentation

- **Name, address, and biographical information about the chief executive officer**
Compliance with Eligibility Requirements

- Certification of CEO’s full-time responsibility to the institution signed by chief executive officer and governing board

5. Financial Accountability

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

Documentation

- Past, current, and proposed budgets
- Certified independent audits, including management letters
- Financial aid program review/audits if the institution is a participant
- Student loan default rates and relevant USDE reports if the institution is a participant
Compliance with Commission Policies and Federal Regulations

Policies on Rights and Responsibilities of the Commission and Member Institutions

Policy on Institutional Degrees and Credits

Policy on Transfer of Credit

Policy on Distance Education and on Correspondence Education

Policy on Representation of Accredited Status

Policy on Student and Public Complaints against Institutions

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

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Policy on Institutional Compliance with Title IV

2018 Kilauea eruption
Photo Credit: US Geological Survey
Compliance with Commission Policies and Federal Regulations

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

Policies on Rights and Responsibilities of the Commission and Member Institutions

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

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

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

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

Policy on Institutional Degrees and Credits

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

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

Documentation
- UHCC Policy, UHCCP 5.228 Credit Hour
- UHCC Policy, UHCCP 5.203 Program Credentials: Degrees and Certificates
- Hawai‘i CC Degrees and Certificates

Related University policies include
- UH Executive Policy, EP 5.228 Credit Hour
- Board of Regents Policy, RP 5.201 Instructional Programs
- UH Executive Policy, EP 5.202 Review of Established Programs
- UHCC Policy, UHCCP 5.202 Review of Established Programs, Attachment 1-B
Compliance with Commission Policies

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

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

Documentation

- CRC Duties and Responsibilities

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

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

Documentation

- Board of Regents Policy, RP 6.202 Tuition
- UH Executive Policy, EP 6.202 Tuition-Setting Procedures

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

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

Policy on Transfer of Credit

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

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

Documentation

- 2017-18 Catalog, p. 20; pp. 38-39
- Transfer from Within the UH System
- Transfer from Outside of the UH System
- UH System Course Transfer Database
Compliance with Commission Policies

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

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

**Documentation**
- **UH Executive Policy, EP 5.209 University of Hawaiʻi Student Transfer and Campus Interarticulation**
- **Board of Regents Policy, RP 5.214 Student and Credit Transfer within the University**
- **Hawaiʻi CC Policy, HAW 7.208 Transfer Credit Evaluation Policy**
- **Hawaiʻi CC Policy, HAW 7.209 Transferring Credits from External Institutions**

**Policy on Distance Education and on Correspondence Education**

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

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

**Documentation**
- **Distance Education and Offsite Instruction**
- **2017-18 Catalog, pp. 10-11**
- **Distance Education webpage**
- **Online Course Compliance Certification Form**

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

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

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

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

Documentation
- Hawaiʻi CC Policy, HAW 5.251 Course Outline of Record Policy
- Hawaiʻi CC Policy, HAW 5.250 Five-Year Course Review

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

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

Documentation
- Laulima portal
- Online Course Compliance Certification Form

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

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

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

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

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

Policy on Representation of Accredited Status

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

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

Policy on Student and Public Complaints against Institutions

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

Student grievance and complaint policies and procedures are posted on the Hawaiʻi CC website.

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

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

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

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

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

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

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

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

Documentation
- Hawai‘i CC Accreditation webpage

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

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

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

Documentation
- Hawai‘i CC catalog
- Catalog Accreditation information
- Hawai‘i CC Accreditation webpage

The institution complies with the Commission Policy on Student Recruitment.

Student recruitment efforts are conducted through the Office of Student Services and performed by faculty and staff members who have academic credentials, on-the-job training, and experience. During recruitment visits, prospective students are provided with factual information regarding admissions, placement testing, financial aid, advising, registration, tuition and fees, and program requirements via electronic and hard-copy materials. Faculty members often join recruitment visits to share information about their respective programs.

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

Foreign Student Advisors’ Statement of Ethical Principles. Once the application has been reviewed and the references have been contacted, the College may enter into a contract with the recruiter. Enrolled students who have been referred by a recruiter are interviewed to verify that recruiters have provided accurate information. Should the College determine that a recruiter has violated the contract, the College may terminate or choose not to renew the contract.

Documentation
- National Association of Foreign Student Advisors’ Statement of Ethical Principles

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

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

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

Accreditation for the following specific programs is also listed in the catalog and online:
- Associate in applied science degree in Culinary Arts: American Culinary Federation Foundation, Inc. Accrediting Commission (ACFFAC)
- Associate in science degree in Nursing: Accrediting Commission for Education in Nursing (ACEN)
- Children’s Center: National Association for the Education of Young Children (NAEYC).

Documentation
- Hawai‘i CC Accreditation webpage

**Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

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

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

**Policy on Institutional Compliance with Title IV**

*The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.*
Evidence of the College’s efforts to ensure compliance with the Title IV Program is posted on the UH Financial Reporting webpage.

Documentation
- Financial Reporting

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

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

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

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

Documentation
- Hawai‘i CC Financial Aid Policies webpage
- Default Prevention Plan
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

I.A. Mission

I.B. Assuring Academic Quality and Institutional Effectiveness

I.C. Institutional Integrity

Hawai‘i CC Life Styles Students
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

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

I.A. Mission

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

Evidence of Meeting the Standard

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

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

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

In support of the success of the College’s lifelong learners, Hawai‘i CC embraces the Hawaiian concept of Kauhale (the Hawaiian village). Hawai‘i CC’s Kauhale is an ‘ohana (family) of “administrators, faculty, staff, students, their families, and the Hawai‘i Island community that contributes measurably to the success of our college's mission and outcomes.” Kauhale enables the College ‘ohana to recognize and celebrate individual skills, knowledge, and experiences as well as the skills, knowledge, and experiences of others in the spirit of E ‘Imi Pono (seeking excellence). Kauhale is embedded in the mission and vision statements.

Educational Purposes

The revised mission is appropriate to an institution of higher learning and highlights the College’s broad educational purposes of 1) creating a culture of lifelong learning and 2) offering educational opportunities that are grounded in students’ pursuit of academic achievement and workforce readiness.
**Student Population (Served)**
The intended student population of Hawai‘i CC is expressed in the mission’s commitment to serve “all segments of our Hawai‘i Island community.” As the only community college on the island, the College serves the diverse needs of its residents across a wide geographic area and a wide range of socioeconomic and cultural backgrounds. Employing multiple instructional delivery modes, Hawai‘i CC also hosts students from other campuses in the University of Hawai‘i (UH) System, as well as students from across the state and worldwide at its University Center at West Hawai‘i located at the College’s Pālamanui campus (“About Our Students,” Institutional Research Office (IRO) Fact Book (I.A.1-4)).

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

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

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

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

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

**Evidence of Meeting the Standard**

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

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

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

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

**Use of Data**

All of these data resources are considered when determining how effectively Hawai‘i CC is accomplishing its mission, and are discussed in reviews and reports by faculty, staff, and administrators (I.A.2-9). Annual and comprehensive reviews by programs and units are examined by the College’s administrative team as part of the program and unit review process (PURP) (I.A.2-13). In the PURP, the College Effectiveness Review Committee (CERC), a committee with extensive College-wide representation, evaluates all comprehensive reviews.
I.A.2-14. Based on its evaluations, the CERC makes data-driven recommendations to the chancellor on prioritizing budget requests and campus planning, setting institutional priorities, and directing improvements that support fulfillment of the mission.

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

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

Analysis and Evaluation

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

**LIST OF EVIDENCE**

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

**Evidence of Meeting the Standard**

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

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

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

**Analysis and Evaluation**

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

**LIST OF EVIDENCE**

<table>
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<tr>
<td>I.A.3-3</td>
<td>Academic Master Plan</td>
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I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary (ER6).

Evidence of Meeting the Standard

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

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

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

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

LIST OF EVIDENCE

| LA.1-2 | Mission and Vision Statements |
| LA.1-3 | About Hawai‘i CC |
| LA.4-1 | Approved Minutes by College Council |
| LA.4-2 | College Council Blog |
| LA.4-3 | Hawai‘i Community College Council Charter |
| LA.4-4 | Hawai‘i Community College End of Year 2015-16 |
| LA.1-1 | Meeting of the Board of Regents Minutes of March 23, 2017 |
I.B. Assuring Academic Quality and Institutional Effectiveness

ACADEMIC QUALITY

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

Evidence of Meeting the Standard

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

Student Outcomes

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

Student Achievement

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

Student Equity

Systemwide efforts to mitigate barriers to student achievement also inform the College’s dialog on improvement. The vice president for Community Colleges gives presentations to all faculty, staff, and administrators at Hawai‘i CC biannually to share data trends, performance measures, and initiatives at the UHCC level, encompassing all six community college campuses and Maui
College (I.B.1-5). Student equity and achievement data are considered when developing the UHCC’s Strategic Directions, which direct the action plans for all campuses.

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

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

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

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

**Academic Quality**

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

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

**Institutional Effectiveness**

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

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

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

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

**Analysis and Evaluation**

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

**LIST OF EVIDENCE**

I.B.1-1   Course Assessment Cycle  
I.B.1-2   Unit Assessment Cycle  
I.B.1-3   Student Success Committee 2015-16  
I.B.1-4   Achieve a Dream  
I.B.1-5   UHCC-VP Presentation Spring 2016  
I.B.1-6   Hawai‘i Papa O Ke Ao Overview
I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

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

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

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

Outcomes Assessment
As CLOs and PLOs are aligned, course assessments ensure that students who complete Hawai‘i CC programs achieve the identified program outcomes. Student learning outcomes for all courses, regardless of delivery mode, are assessed systematically throughout the College on a Course Assessment Schedule (I.B.2-7). Course assessment schedules, plans, and reports are available online via the Assessment webpage (I.B.2-8). The student and learning support services units and the non-credit unit at Hawai‘i CC participate in the Unit Assessment Cycle. Unit outcomes (UOs) are assessed and reported on annually. The cycle is displayed in the Assessment Handbook (I.B.2-9). Assessment results are included in Annual Unit Reviews available via the Program and Unit Review webpage (I.B.2-10). The 2016-2017 Annual Assessment Report from
the Assessment Committee to College Council summarizes activities, accomplishments, and action plans, and directs institutional improvement (I.B.1-15).

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

Analysis and Evaluation

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

LIST OF EVIDENCE

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

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

Evidence of Meeting the Standard

**Establishment and Assessment of Institution-Set Standards**

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

Standards:
1. Course Completion
2. Degrees and Certificates Awarded
3. Native Hawaiian Degrees and Certificates Awarded
According to the policy, each standard will have a baseline level of achievement and an aspirational target for improvement based on each College’s previous performance on each measure. These aspirational targets are aligned with system strategic plan targets. Regardless of delivery mode, all courses and programs are held to the same standards.

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

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

**Published Information**

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

Other resources that share the institution’s achievement results are the College Program Analyses and Executive Summaries posted on the UHCC Annual Report of Program Data (ARPD) website (I.B.3-6). Summaries include the College’s ARPD information, performance funding goals and results, and performance results on Perkins Core Indicators. These results are
incorporated into the PURP and, along with institution-set standards results and goals, inform the College’s integrated planning.

**Analysis and Evaluation**

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

**LIST OF EVIDENCE**

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

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

**Evidence of Meeting the Standard**

**Use of Data**

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

**Institutional Processes**

The program and unit review process (PURP), described in more detail in Standard I.B.5, organizes the College’s processes of using assessment data to support student learning and achievement. Student achievement and outcomes data are analyzed by faculty and staff who are responsible for discussing results in annual and comprehensive program and unit reviews. Program and unit review templates include questions about how goals and action plans are tied to student learning outcomes: “[D]iscuss how implementing this action will help lead to improvements in student learning and their attainment of the program’s learning outcomes...”
“Describe the program’s intended next steps to improve student learning, based on the program’s overall AY16-17 assessment results” (I.B.4-3).

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

**Analysis and Evaluation**

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

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<td>Campus Lab OUTCOMES Assessment Plan &amp; Result Worksheet</td>
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<td>I.B.4-2</td>
<td>Campus Labs OUTCOMES Assessment Reporting System GUIDE</td>
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<td>I.B.4-3</td>
<td>Annual Program Review Template</td>
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<td>I.B.4-4</td>
<td>CERC AY 2014-2015-2016</td>
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<tr>
<td>I.B.1-15</td>
<td>Assessment Review AY 16-17 Annual Report</td>
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**INSTITUTIONAL EFFECTIVENESS**

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

**Evidence of Meeting the Standard**

**Program and Unit Review**

The College’s program review is determined by the requirements detailed in Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness (I.B.5-1), UHCC Policy, UHCCP 5.202 (I.B.5-2), Board of Regents Policy, BOR 5-201, sections B & E. (I.B.5-3), and UH Executive Policy, EP 5.202 (I.B.5-4). The program and unit review process (PURP) ensures that the College regularly assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement (I.B.5-5). Instructional programs and service units participate in both annual reviews and comprehensive reviews every three years, providing a method by which assessment of course and program learning outcomes, unit outcomes, and student achievement data are systematically incorporated into ongoing evaluation of programs and services. All courses, regardless of delivery mode, are held to the same standards and assessment practices. The process supports
programmatic improvement, implementation of modifications, and evaluation of the changes made for continuous quality improvement (I.B.5-6).

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

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

Analysis and Evaluation

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

LIST OF EVIDENCE

I.B.5-1 Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
I.B.5-2 UHCC Policy, UHCCP 5.202 Review of Established Programs
I.B.5-3 Board of Regents Policy, RP 5.201 Instructional Programs
I.B.5-4 UH Executive Policy, EP 5.202 Review of Established Programs
I.B.5-5 Program and Unit Review Process (PURP)
I.B.5-6 Completed Annual Instructional Program Review
I.B.5-7 Annual Review – Hawaiian Studies
I.B.5-8 Annual Review Counseling, Advising & Support Services Center
I.B.5-9 Comprehensive 3 year Review – Liberal Arts
I.B.5-10 CERC Comp Unit Evaluation Tool
I.B.5-11 CERC Operating Guidelines
I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

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

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

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

Analysis and Evaluation

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

LIST OF EVIDENCE

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<th>Reference</th>
<th>Description</th>
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<tr>
<td>I.B.6-1</td>
<td>Institutional Assessment Office Annual Summary Report to the College Council AY 15-16</td>
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<tr>
<td>I.B.6-2</td>
<td>Sample ARPD (Accounting)</td>
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<tr>
<td>I.B.6-3</td>
<td>2017 Annual Fact Book</td>
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<tr>
<td>I.B.5-5</td>
<td>Program and Unit Review Process (PURP)</td>
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I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

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

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

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

Analysis and Evaluation

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

LIST OF EVIDENCE

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

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

Evidence of Meeting the Standard

Hawaiʻi CC communicates the results of all of its assessment and evaluation activities on its website. Results are also shared via All College presentations, executive summaries, and emails. Through extensive communication, the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
Hawai‘i CC’s PURP integrates comprehensive program/unit reviews into assessment of institutional effectiveness. The process informs outcome-driven innovation and resource allocation and ensures that the College develops action plans based on its strengths and weaknesses.

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

The College also uses the following published evaluation reports in its planning process:
- UHCC vice president presentations (I.B.3-3)
- Institution-set standards data (I.B.8-4)
- Accreditation reports (I.B.8-5).

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

Analysis and Evaluation

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

LIST OF EVIDENCE

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

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

Evidence of Meeting the Standard

Hawai‘i CC’s Integrated Planning for Institutional Effectiveness Policy (HAW 4.201) outlines the systematic, institution-wide evaluation and strategic planning process that integrates program
and unit review, planning, and resource allocation to support mission fulfillment and continuous improvement of academic quality and institutional effectiveness (I.B.5-1). The policy, along with institutional assessment and planning documents, is accessible via the College’s Institutional Effectiveness and Planning webpage (I.B.9-1).

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

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

Analysis and Evaluation

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

LIST OF EVIDENCE

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

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

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

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

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

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

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

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

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

CLOs are customarily published in course syllabi and distributed to students at the beginning of the semester in hard copy and/or electronic format. Department and division chairs are responsible to review syllabi for accuracy of learning outcomes. The assessment process, which
entails the development of an assessment plan, conducting the assessment, planning and implementing improvements for student success, and a closing the loop re-assessment for each course, ensures that course learning outcomes are revisited on a regular cycle of review. Assessment reports and schedules of course assessments for each instructional program are available on the Assessment webpage (I.C.1-11).

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

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

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

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

**LIST OF EVIDENCE**

| I.C.1-1 | Mission and Vision Statements |
| I.C.1-2 | About Hawai‘i CC |
| I.C.1-3 | Approved Minutes by College Council |
| I.C.1-4 | College Council Charter |
| I.C.1-5 | Program of Study |
| I.C.1-6 | Distance Education Courses |
I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”.

Evidence of Meeting the Standard

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

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

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

- **General Information**
  - Official Name, Address(es), Telephone Number(s), and Website Address of the Institution (p. 1)
  - Educational Mission (p. 6)
  - Representation of accredited status with the ACCJC and with programmatic accreditors, if any (p. 7)
  - Course, Program, and Degree Offerings (pp. 63-154)
  - Student Learning Outcomes for Programs and Degrees (pp. 63-95)
  - Academic Calendar and Program Length (pp. 2-3)
  - Academic Freedom Statement (p. 41)
  - Available Student Financial Aid (pp. 52-55)
  - Available Learning Resources (p. 12-14)
  - Names and Degrees of Administrators and Faculty (pp. 158-165)
  - Names of Governing Board Members (p. 166)

- **Requirements**
  - Admissions (pp. 16-22)
  - Student Fees and Other Financial Obligations (pp. 24-27)
  - Degrees, Certificates, Graduation and Transfer (Degrees and Certificates: pp. 56-57; Graduation: p. 34; and Transfer: pp. 38-39)
- Major Policies Affecting Students
  - Academic Regulations, including Academic Honesty (pp. 42-50)
  - Nondiscrimination (p. 42)
  - Acceptance of Transfer Credits (p. 20)
  - Transcripts (p. 35)
  - Grievance and Complaint Procedures (p. 42)
  - Sexual Harassment (p. 43)
  - Refund of Fees (p. 25).

Analysis and Evaluation

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

LIST OF EVIDENCE

I.C.2-1 The catalog on the College website
I.C.2-2 The printed catalog

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

Evidence of Meeting the Standard

Learning Outcomes Assessment

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

Student Achievement

Hawai‘i CC shares a variety of student achievement data, as described in Standard I.A.2. The College’s Fact Book includes persistence and graduation rates and other institution-set standards results (I.C.3-2). Additional student success data are provided by the vice president for the University of Hawai‘i Community Colleges (UHCC), whose biannual presentations to the Kauhale are available online on the College’s Strategic Planning Resources webpage (I.C.3-3). Annual Reports of Program Data (ARPD) provided by the UHCC System, along with data analysis contained in instructional program reviews, are also available on the College website (I.C.3-4). The Career and Technical Education (CTE) programs further provide data on the College’s Gainful Employment webpage (I.C.3-5) and on each program’s page on the College’s website (I.C.3-6).
In addition to highlighting student achievement through publications at the College’s website, Hawai‘i CC’s evaluation of student achievement is reflected in the PURP, strategic planning, and in innovation efforts.

Analysis and Evaluation

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

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<td>Instructional Program Assessment Reports and Plans</td>
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<td>I.C.3-5</td>
<td>Gainful Employment Website</td>
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<tr>
<td>I.C.3-6</td>
<td>Program page – Culinary</td>
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</table>

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

Evidence of Meeting the Standard

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

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

Analysis and Evaluation

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

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<td>I.C.4-2</td>
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<td>AEC Technologies</td>
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<td>I.C.4-4</td>
<td>Student Schedule of Courses</td>
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</table>
I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

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

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

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

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

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

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

LIST OF EVIDENCE

<table>
<thead>
<tr>
<th>I.C.5-1</th>
<th>Policies and Procedures Information System</th>
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<tbody>
<tr>
<td>I.C.5-2</td>
<td>Executive Policies</td>
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<tr>
<td>I.C.5-3</td>
<td>UHCC OVPCC Index</td>
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<td>I.C.5-4</td>
<td>Hawai‘i Community College Policies</td>
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<tr>
<td>I.C.5-5</td>
<td>UH Executive Policy, EP 2.201 Systemwide Policies and Procedures</td>
</tr>
<tr>
<td>I.C.5-6</td>
<td>Academic Senate Handbook</td>
</tr>
<tr>
<td>I.C.5-7</td>
<td>CERC Operating Guidelines</td>
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</table>
I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other institutional materials.

Evidence of Meeting the Standard
Hawai‘i CC publishes the cost of tuition and fees on page 24 of the 2017-2018 catalog (I.C.6-1) and on the College website (I.C.6-2).

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

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

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

LIST OF EVIDENCE

<table>
<thead>
<tr>
<th>I.C.6-1</th>
<th>Catalog Tuition and Fees</th>
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<tbody>
<tr>
<td>I.C.6-2</td>
<td>Tuition and Fees website</td>
</tr>
<tr>
<td>I.C.6-3</td>
<td>University of Hawai‘i at Hilo Bookstore website</td>
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<tr>
<td>I.C.3-5</td>
<td>Gainful Employment website</td>
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I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

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

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

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

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

LIST OF EVIDENCE

| I.C.7-1 | UH Administrative Rule, Title 20, Chapter 2, Academic Freedom |
| I.C.7-2 | Academic Freedom in catalog |
| I.C.7-3 | Hawaiʻi CC Policy, HAW 5.101 Student Academic Grievance Policy |

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

Evidence of Meeting the Standard

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

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

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

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

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

Analysis and Evaluation

Policies and procedures that promote academic honesty, responsibility, and integrity for students and faculty are referenced in the catalog, the faculty union agreement with the Board of Regents, and on the College’s website. There are procedures and appropriate sanctions for student
misbehavior. The College has further committed to procedures and instructional tools to promote student verification and ethical scholarship.

LIST OF EVIDENCE

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

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

Evidence of Meeting the Standard

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

In Section B of UHCCP 5.211, faculty are charged to “hold before them the best scholarly and ethical standards of their discipline.” Further, Article IV.A of the faculty contract states that “Faculty Members are responsible for maintaining high professional standards of scholarship and instruction in their field of special competence. In giving instruction upon controversial matters, Faculty Members are expected to set forth justly and without suppression the differing opinions of other investigators, and in their conclusions provide factual or other scholarly sources for each such conclusions. Faculty members should be careful not to introduce into their teaching controversial matters that have no relation to their subject” (I.C.9-2). Article IV.A also states that “When speaking and acting as citizens, Faculty Members shall take suitable precaution to assure that personal utterances or actions are not construed as representing the University.”

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

Students can also lodge complaints with the department chair or administration, and/or file a formal grievance. The Student Grievance Policy is available at the College’s website (I.C.7-3).
Analysis and Evaluation
The College has policies in place that encourage faculty to perform their duties in a professional manner, separating personal conviction from professional views.

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<th>Reference</th>
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<tr>
<td>I.C.9-1</td>
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<td>I.C.7-1</td>
<td>Academic Freedom</td>
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<tr>
<td>I.C.8-4</td>
<td>UHCC Policy, UHCCP 5.211 Statement on Professional Ethics</td>
</tr>
<tr>
<td>I.C.9-2</td>
<td>Article IV, Faculty Professional Responsibilities and Workload</td>
</tr>
<tr>
<td>I.C.7-3</td>
<td>Hawai‘i CC Policy, HAW 5.101 Student Academic Grievance Policy</td>
</tr>
</tbody>
</table>

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

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

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

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

The College does not operate in foreign locations.

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

Evidence of Meeting the Standard
The College complies with ACCJC Eligibility Requirements; Accreditation Standards; Commission policies, guidelines, and requirements for public disclosure; institutional reporting; team visits; and prior approval of substantive changes, as evidenced by its March 1, 2013 six-year ACCJC Certificate of Accreditation (I.C.12-1).
Further evidence--covering the period from 2012 until the present academic year--is available in the self-evaluation report, midterm reports, follow-up reports, action letters, and communication with ACCJC on the Accreditation page of the College website (I.C.12-2). The College has been proactive in responding to each of the recommendations made by ACCJC.

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

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

Analysis and Evaluation

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

LIST OF EVIDENCE

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

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

Evidence of Meeting the Standard

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

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

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

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

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

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

LIST OF EVIDENCE

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

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

Evidence of Meeting the Standard

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

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

Analysis and Evaluation

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

LIST OF EVIDENCE

| I.C.14-1 | Mission and Vision Statements |
| I.C.14-2 | Hawai‘i Community College Strategic Directions 2015-2021 |
## Changes and Plans Arising Out of the Self-Evaluation Process

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

II.A. Instructional Programs

II.B. Library and Learning Support Services

II.C. Student Support Services
Standard II: Student Learning Programs and Support Services

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

II.A. Instructional Programs

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

Evidence of Meeting the Standard

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

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

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

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

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

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

Analysis and Evaluation

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

LIST OF EVIDENCE

II.A.1-1 Instructional Programs
II.A.1-2 Catalog p. 11
II.A.1-3 CRC Procedures
II.A.1-4 Annual Report of Program Data (ARPD)
II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

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

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

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

Across the College, assessment focuses on gathering evidence of student learning in alignment with course learning outcomes (CLOs) and program learning outcomes (PLOs), as reflected in the report templates for planning (II.A.2-8), sharing results (II.A.2-9), and closing the loop (II.A.2-10).
When assessing CLOs, faculty—including full time, part time, and adjunct faculty—document the assessment strategy, artifacts, analysis and action plans for student achievement, and alignment to the relevant PLO(s). Assessment results are discussed within departments to clarify areas for improvement and to adjust curriculum and instruction to increase student outcomes attainment. (See 2017-18 Campus Labs assessment worksheet (II.A.2-11) and 2016-17 and prior course assessment templates (II.A.2-12)). Assessment artifacts have been identified by delivery method in some assessment projects so that faculty can evaluate whether learning outcomes are met regardless of means of delivery.

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

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

Assessment across the Kauhale is governed by the College’s Assessment Policy, HAW 5.202 (II.A.2-17). Annual Summary Reports to the College Council by the Institutional Assessment Office present a comprehensive look at the year’s activities and achievements and at future projects focused on continuous improvement in assessment (II.A.2-18).
Institutional Program and Unit Review
Systematic evaluation of courses, programs, and directly related services also occurs via the College’s Program and Unit Review Process (PURP). Described further in Standards I.B.4-5, PURP is a two-part process with College-wide involvement (II.A.2-19). The first part of the process is an annual review by all programs and units used for program and academic support unit planning (II.A.2-20); this process supports instructional improvement by ensuring that programs document outcomes assessment and improvements and any challenges that impact the quality of instruction or services (II.A.2-21, II.A.2-22). Department/division chairs and deans review the annual program reviews, and the deans assist the vice chancellor for Academic Affairs in preparing any necessary updates of the Academic Master Plan Appendix. The UH System gathers and posts an Annual Report of Instructional Program Data, which assists faculty in evaluating program health and in preparing program reviews (II.A.2-23).

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

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

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

An active Faculty/Staff Development Committee organizes and promotes professional development workshops for instructors on both sides of the island (Hilo and Pālamanui) focused
on teaching and learning strategies and current practices in higher education instruction. Additionally, faculty have access to state and national conferences, including the annual UHCC Hawai‘i Student Success Institute, which provides an opportunity for sharing best teaching practices (II.A.2-35).

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

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

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

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

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

LIST OF EVIDENCE

II.A.2-1 Kuali Student Curriculum Management (KSCM)
II.A.2-2 Alignment between CLOs and PLOs
II.A.2-3 Previously Articulated GE Courses
II.A.2-4 Hawai‘i CC Policy, HAW 5.250 Course Review Policy and Procedure
II.A.2-5 Course Assessment Schedule
II.A.2-6 Course Report Archive
II.A.1-9 Assessment webpage
II.A.2-7 Assessment Handbook
II.A.2-8 Course Assessment Plan Worksheet
II.A.2-9 Course Assessment Results Report Worksheet
II.A.2-10 Closing the Loop Report Worksheet
II.A.2-11 Campus Lab Assessment Worksheet
II.A.2-12 Prior Course Assessment Plan and Result template
II.A.2-13 Program Assessment Plan and Results Report
II.A.2-14 OCET Unit Annual Review Report
II.A.2-15 Apprenticeship Program Annual Review
II.A.2-16 IEP Program Annual Review
II.A.2-17 Hawai‘i CC Policy, HAW 5.202 Assessment Policy
II.A.2-18 Institutional Assessment Office Annual Report to the College
II.A.2-19 Program and Unit Review Process
II.A.2-20 Instructional Program Assessment Reports and Plans
II.A.2.21 Annual Unit Review Template  
II.A.2.22 Program and Unit Review Lists  
II.A.2.23 Annual Report of Instructional Program Data  
II.A.2.24 Comprehensive Program Review Schedule  
II.A.2.25 Unit Review Schedule  
II.A.2.26 Program Unit Review Process Narrative  
II.A.2.27 Comprehensive Instruction Program Template  
II.A.2.28 CERC Operating Guidelines 2013-2014  
II.A.2.29 Evaluation Tool for Comprehensive Program Reviews  
II.A.2.30 Hawai‘i CC Policy, HAW 9.203 Faculty 5-year review  
II.A.2.31 Hawai‘i CC Policy, HAW 9.104 Evaluation of Lecturers  
II.A.2.32 Guidelines for Tenure and Promotions  
II.A.2.33 Hawai‘i CC Policy, HAW 9.204 Student Evaluations  
II.A.2.34 Revised eCAF Standard List of Questions  
II.A.2.35 2017 HSSI Program  
II.A.2.36 ITSO webpage  
II.A.2.37 Hawai‘i CC Policy, HAW 3.302 Program Advisory Councils  
II.A.2.38 The Community College Survey of Student Engagement (CCSSE) survey 

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

Evidence of Meeting the Standard 

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

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

Per Hawai‘i CC Policy, HAW 5.250 Course Review Policy and Procedures (II.A.2-4), courses must be reviewed on a regular basis with the oversight of the Curriculum Review Committee (CRC). The College has procedures to review 20 percent of all of its approved courses each year. As part of the review, faculty who teach the course review the approved course outline that was sent to the University Council on Articulation when the course was originally articulated (if available), as well as the current course syllabus found in the division central curriculum files and faculty/lecturer course syllabi.
The vice chancellor for Academic Affairs (VCAA) and division/department chairs promote the College-wide practice that requires that all faculty and lecturers submit course syllabi to division offices each semester to be housed in an organized electronic repository. The division/department chairs review the syllabi of their faculty and lecturers to ensure that current course learning outcomes are included. It is customary that students in every class section receive a course syllabus with current course learning outcomes included. (See syllabus guidelines for in-person classes (II.A.3-4) and online classes (II.A.3-5)). The same is true for online classes, as emphasized in the course design guidelines and template promoted by the ITSO (II.A.3-6).

**Analysis and Evaluation**

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

**LIST OF EVIDENCE**

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

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

**Evidence of Meeting the Standard**

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

An additional characteristic that distinguishes pre-college from college level courses is the latter’s definition through minimum entry level competencies in basic skills. Commonly, courses numbered at or above the 100-level have basic skills prerequisites, which ensure entry competencies, including pre-college course completion, placement test scores, and other placement criteria. It should be noted as well that pre-collegiate developmental courses are not offered via distance education at the College.
Courses numbered below 100 undergo course proposal review, systematic assessment, and alignment to PLOs and the College’s ILOs by departments and the CRC as part of the regular course proposal and course outline of record review, program review, and course assessment cycles. These courses are included in the annual and comprehensive program reviews (II.A.4-4) and the all-College course assessment schedule (II.A.4-5). Data regarding remedial math (II.A.4-6), writing (II.A.4-7), and reading (II.A.4-8) were analyzed in the UHCC Systemwide Instructional Annual Report of Program Data (ARPD) prior to developmental education curriculum reform in 2016.

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

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

In addition, the College supports developmental students’ progress and success in college level courses through academic tutoring and other assistance at The Learning Center (II.A.4-17), Hale Kea Advancement and Testing Center (II.A.4-18), and Pālamanui’s Library and Learning Center (II.A.4-19). Students enrolled in pre-collegiate basic skills courses have access to writing, reading, math, and ESL labs that provide tutorial assistance and learning resources. The College funds peer tutors to staff the labs and offers reassigned time for writing, reading, ESL, and math lab coordinator positions. Beginning in spring 2017, peer tutors have been available for embedded in-class tutoring, and an ESL peer mentor program was implemented at Pālamanui. The College also funds access to 24-hour online Brainfuse tutoring for all students, and faculty have participated in the nationwide EdReady initiative. Data regarding tutoring services generally and those used by developmental students specifically are provided in the UHCC
Academic Support Annual Report of Program Data, showing in 2016 all of the Program Quantitative Indicators as “Healthy” (II.A.4-20).

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

Analysis and Evaluation

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

LIST OF EVIDENCE

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

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

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

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

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

In addition, the UHCC System has oversight of annual program reviews to ensure that the community colleges are aligned in terms of rigor, sequencing, and time to completion. Executive summaries can be viewed online ([II.A.5-12]). New program proposals are submitted to the CRC for recommendation and the VCAA seeks approval from other VCAAs in the system; the process culminates with approval from the UH Board of Regents.
A number of College programs are accredited through outside agencies to ensure appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning (II.A.5-13). Culinary Arts at Pālamanui and Hilo have separate accreditation through the American Culinary Federation Foundation Accrediting Commission (ACFFAC), and the associate in science degree program, leading to registered nursing, is accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accrediting Commission, Inc. (NLNAC), and approved by the Hawaiʻi State Board of Nursing. In addition, the 20-hour Certificate of Competence in Substance Abuse Counseling ensures synthesis of learning and sequencing by preparing students to satisfy the addiction studies educational requirements for the Hawaiʻi State Department of Health, Alcohol and Drug Abuse Division’s (ADAD) Certified Substance Abuse Counselor (CSAC), and/or Certified Drug Prevention Specialist (CDPS) positions (II.A.5-14).

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

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

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

In February 2017, the Academic Senate voted to move to the University of Hawaiʻi at Mānoa’s Foundations model for general education (II.A.5-21), with the transition from the College’s current general education structure to take place over the next two years. The intention is to provide better alignment across the UH System so students encounter clearer academic pathways and the College upholds the rigor and breadth of the general education requirement in concert with other system campuses. This model includes two types of course designations: 1) Foundations courses are intended to give students skills and perspectives that are fundamental to undertaking higher education; 2) Diversification courses are intended to assure that every student has a broad exposure to different domains of academic knowledge, while at the same time allowing flexibility for students with different goals and interests.
Hawai‘i CC establishes rigor across the disciplines through courses which earn designations as Writing Intensive (II.A.5-22), Hawai‘i Asian Pacific, and Sustainability. Faculty apply to have their courses earn these designations, which are awarded through associated Select Committees of the Academic Senate, comprised of faculty across the disciplines. Faculty also collaborate to create learning communities that allow for an integrated, interdisciplinary approach. Learning communities are designed to introduce students to various academic subjects, to support students in synthesizing connections between those subjects, to encourage students to apply knowledge gained in the classroom to their daily lives, and to support students’ involvement in learning (II.A.5-23).

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

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

**Figure 7**

Analysis and Evaluation

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

**LIST OF EVIDENCE**

II.A.5-1  UHCC Policy, UHCCP 5.228 Credit Hour
II.A.5-2  UHCC Policy, UHCCP 5.203 Program Credentials: Degrees and Certificates
Evidence of the standard:

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

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

Reports from STAR also allow the College to predict the number of students who will need specific requirements, which informs course scheduling for subsequent semesters. Hawai‘i CC
uses data reports, waitlist reports, enrollment figures, and STAR dashboard reports to identify course fill rates to improve accuracy of course scheduling. Division chairs, deans, and the VCAA collaborate to ensure that courses needed across disciplines are identified and scheduled at appropriate times for students to complete program requirements.

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

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

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

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

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

Analysis and Evaluation

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

LIST OF EVIDENCE

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

Evidence of Meeting the Standard

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

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

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

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

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

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

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

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

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

The College’s ESL program supports speakers of other languages by offering classes in reading, writing, and grammar, as well as providing an ESL lab and ESL peer mentors (II.A.7-14). Other programs invite faculty, staff, and students to share a commitment to diversity such as the annual
International Education Week that promotes interactive cultural celebrations and exchanges (II.A.7-15).

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

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

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

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

**Analysis and Evaluation**

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

**LIST OF EVIDENCE**

- II.A.7-1  ‘Ai Student Ho‘ike
- II.A.7-2  Reforestation and Trail Maintenance Projects
- II.A.7-3  Service Learning Projects
- II.A.7-4  Model Home Construction
- II.A.7-5  OneThemeOneCollege Learning Community
- II.A.7-6  ‘ĀINA Fall 2015 Student Showcase
- II.A.7-7  Unit Annual Review Report
- II.A.7-8  Annual Report on Program Data
- II.A.7-9  eCAFE
- II.A.2-34  eCAFE Questions
- II.A.5-16  Hawai‘i Graduation Initiative (HGI)
- II.A.7-10  The Hā‘awi Kōkua (Disability Services)
II.A.7-11 Course design guidelines and template
II.A.7-12 Hawai‘i Papa O Ke Ao
II.A.7-13 Transfer Partnership
II.A.7-14 English as a Second Language
II.A.7-15 Cultural Celebrations
II.A.7-16 UHCC Policy, UHCCP 5.302 Prior Learning Assessment Program
II.A.7-17 Commission on Lesbian, Gay, Bisexual, Transgender and Queer+ (LGBTQ+) Equality
II.A.7-18 Safe Zone Training Sessions
II.A.7-19 Hilo Veterans Center, a Veterans Resource, Education and Job Fair
II.A.7-20 Career, Job, and Internship Fair

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

Evidence of Meeting the Standard

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

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

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

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

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

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

LIST OF EVIDENCE

II.A.7-16  UHCC Policy, UHCCP 5.302 Prior Learning Assessment Program
II.A.8-1   American Council of Education

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

Evidence of Meeting the Standard

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

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

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

The graduation requirements for associate degrees are stated in UHCC Policy, UHCCP 5.203, and include completion of at least 60 credits for associate degrees (II.A.6-1). Hawai‘i CC requirements for associate degrees are found in the College catalog (II.A.9-2). To qualify for degree conferral, students must attain a minimum 2.0 cumulative GPA and complete all stated program requirements. UH Executive Policy, EP 5.209 University of Hawai‘i Student Transfer and Campus Interarticulation and Board of Regents Policy, RP 5.214 Student and Credit
Transfer within the University (II.A.9-3) ensure the smooth transfer of credits across the system through a maximum degree of coordination and cooperation among campus instructional units.

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

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

Analysis and Evaluation

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

LIST OF EVIDENCE

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

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The College publishes a full list of memorandum of agreement (MOA) and program articulation agreements that allow its students to receive credit at other institutions within the UH System (II.A.10-1). Specific program articulations exist for Culinary Arts, between Hawaiʻi CC, Kapʻolani CC, Kauaʻi CC, Leeward CC, and UH Maui College (Feb. 2012) (II.A.10-2), and for Nursing (BSN), between UH Hilo, Hawaiʻi CC, Kapʻolani CC, Kauaʻi CC, and UH Maui College (Oct. 2010) (II.A.10-3). In support of the Academy of Creative Media at UH West
O'ahu, there is a systemwide MOA (II.A.10-4) and a recommended Academic Pathway (II.A.10-5) for Hawai‘i CC students.

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

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

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

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

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

Students are informed of policies and processes regarding transferring from within the UH System (II.A.10-17) and from outside the UH System (II.A.10-18) in the College catalog (on pp. 20 and 39) as well as on the College website. The systemwide Course Transfer Database website contains a searchable database of course equivalencies/evaluations for UH campuses, as well as other colleges and universities (II.A.10-16). The evaluation of courses on this site is a guide, and transferability of any given course is not guaranteed until an official transfer credit evaluation is completed.
An additional guide is provided by STAR’s "What if Journey," a tool which allows students to explore how their existing coursework would articulate into different degrees or certificates if they were to transfer to other UH campuses. If students decide to change campus and degrees officially, they then pursue a transcript evaluation.

**Analysis and Evaluation**

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

**LIST OF EVIDENCE**

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

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

**Evidence of Meeting the Standard**

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

- Communication – Speak and write to communicate information and ideas in professional, academic and personal settings.
- Critical Reading – Read critically to synthesize information to gain understanding.
- Critical Thinking – Make informed decisions through analyzing and evaluating information.
- Information Competency – Retrieve, evaluate, and utilize information.
- Technological Competency – Employ computer technology to perform academic and professional tasks.
- Quantitative Reasoning – Apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate real-world problems in quantitative terms.
- Areas of Knowledge – Utilize methods, perspectives, and content of selected disciplines in the natural sciences, social sciences, and humanities.
- Self and Community – Engage in activities demonstrating understanding of one's relationship with one's communities and environment.
- Cultural Diversity – Articulate and demonstrate an awareness and sensitivity to cultural diversity.
- Ethics – Behave in an informed and principled manner.

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

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

Analysis and Evaluation

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

LIST OF EVIDENCE

II.A.11-1 GE Designated Courses
II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

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

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

Associate in Arts (AA) degree

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

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

A current list of GE designated courses (including both 100- and 200-level courses) is published and maintained on the College website (II.A.5-18). The GE designated courses for the area requirements (Humanities, Natural Science, and Social Sciences) are published in the College
catalog’s AA degree listing (see catalog pp. 58-59 and 81). A May 2010 memorandum of agreement describes the transfer of GE core courses across the UH System and the process to verify the course’s current articulation status between Hawai‘i CC and each campus in the University of Hawai‘i System.

**Associate in Science (AS) degree**

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

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

**Associate in Applied Science (AAS) degree**

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

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

**Analysis and Evaluation**

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

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

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

Evidence of Meeting the Standard

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

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

Analysis and Evaluation

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

LIST OF EVIDENCE

II.A.13-1 Program of Study
II.A.6-1 UHCC Policy, UHCCP 5.203 Program Credentials: Degrees and Certificates
II.A.9-2 Curricula and Programs
II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

**Evidence of Meeting the Standard**

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

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

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

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

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

In addition, CTE students have the opportunity to participate in valuable internships. Examples include fieldwork internships offered to students in the Tropical Forest Ecosystem and Agroforestry Management (TEAM) program (II.A.14-6) and the eight-week Akamai Internship Program, established in 2003, which provides real-world experience that can help students see the practical applications for their classroom learning (II.A.14-7). The Akamai Workforce Initiative is devoted to building Hawai‘i’s scientific and technical workforce, a goal that Hawai‘i CC shares. Akamai interns have a strong track record of persisting in STEM programs and finding jobs in STEM fields after graduating. The College’s career and job development counselor also assists students by talking to employers and posting and advertising internships.
As discussed in Standard II.A.5, a number of College programs are accredited through outside agencies to ensure appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The Culinary Arts programs at Pālamanui and Hilo have separate accreditation through the American Culinary Federation Foundation, Inc. Accrediting Commission (ACFFAC) (catalog pp. 7 and 70). The AS degree in Nursing program, leading to a career in registered nursing, is accredited by the Accreditation Commission for Education in Nursing (ACEN) (II.A.14-8), formerly known as the National League for Nursing Accrediting Commission, Inc. (NLNAC) and approved by the Hawai‘i State Board of Nursing (II.A.14-9).

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

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

**Analysis and Evaluation**

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

**LIST OF EVIDENCE**

| II.A.9-2 | Curricula and Programs |
| II.A.14-1 | Architectural, Engineering and CAD |
| II.A.14-2 | Architectural, Engineering and CAD - CLO |
| II.A.14-3 | Business Technology Program |
| II.A.14-4 | County of Hawai‘i Cooperative Ed |
| II.A.14-5 | Process Technology and General Maintenance Program |
| II.A.14-6 | Tropical Forest Ecosystem and AgroForestry Management |
| II.A.14-7 | Electronic Technology |
| II.A.14-8 | Nursing and Allied Health |
| II.A.14-9 | The Nursing Program |
| II.A.5-14 | Substance Abuse Counseling |
II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

**Evidence of Meeting the Standard**

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

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

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

**Analysis and Evaluation**

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

**LIST OF EVIDENCE**

- II.A.5-4 Board of Regents Policy, RP 5.201 Instructional Programs
- II.A.15-1 Hawai‘i CC Policy, HAW 5.702 Graduation Requirements
II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of type of credit awarded, delivery mode, or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievements for students.

Evidence of Meeting the Standard

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

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

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

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

Hawaiʻi CC’s non-credit pre-collegiate continuing and community education courses are delivered through its Office of EDvance. EDvance completes annual (II.A.2-14) and comprehensive unit reviews (II.A.16-5), and engages in assessment activities to evaluate unit outcomes. These reviews include EDvance’s Intensive English Program (II.A.16-6), Apprenticeship Program (II.A.2-15), and non-credit and workforce development courses program (II.A.2-14).
EDvance also improves quality and currency of its programs through its membership in the world’s largest association in continuing education and lifelong learning, Learning Resources Network (LERN) (II.A.16-7). Staff attend training (including certifications) and receive updates in the field through LERN in order to stay abreast of national and international trends. EDvance follows prescribed best practices and strives to achieve relevant benchmarks set by LERN.

**Analysis and Evaluation**

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

**LIST OF EVIDENCE**

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

**CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS**

<table>
<thead>
<tr>
<th>Action</th>
<th>Standards</th>
<th>Responsible Party(ies)</th>
<th>Timeline</th>
<th>Expected Outcome</th>
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<tbody>
<tr>
<td>Review and revise the Program/Unit Review Process</td>
<td>II.A.2, II.A.16</td>
<td>(Related to QFE Project #1)</td>
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<tr>
<td>College-wide guidelines and general expectations for course syllabi were created</td>
<td>II.A.3</td>
<td>Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs</td>
<td>Completed and posted on the website fall 2017</td>
<td>Increased consistency in course syllabi content across departments</td>
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<td>Action</td>
<td>Standards</td>
<td>Responsible Party(ies)</td>
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<tr>
<td>Review of Liberal Arts course sequencing and prerequisites</td>
<td>II.A.5</td>
<td>Liberal Arts Dean and Department Chairs</td>
<td>Started fall 2017; ongoing</td>
<td>Improve sequencing and effectiveness of learning in 100-level courses before moving to upper level courses. Ensure that prerequisites for 200-level courses are appropriate and consistent.</td>
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<td>Gather, analyze and provide data to the College on a regular basis (post in Fact Book)</td>
<td>II.A.7</td>
<td>Institutional Researcher</td>
<td>Planned for fall 2018 (after Institutional Researcher position filled)</td>
<td>Improved use of data to determine effectiveness of different modes, methodologies, and support services with specific student groups.</td>
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<tr>
<td>General Education Learning Outcomes (GELO) aligned with Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO)</td>
<td>II.A.11</td>
<td>Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs</td>
<td>Completed spring 2018: GELO to PLO alignments approved by Vice Chancellor for Academic Affairs. GELO to ILO alignments approved by Academic Senate.</td>
<td>Clear and documented alignment of College outcomes.</td>
</tr>
<tr>
<td>Action</td>
<td>Standards</td>
<td>Responsible Party(ies)</td>
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<td>Transition to UH Mānoa’s Foundations and Diversifications General Education (GE) requirements for AA and AS degrees</td>
<td>II.A.12</td>
<td>Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs</td>
<td>Transition for AA degree will be completed in fall 2018 (approved by Academic Senate spring 2017)</td>
<td>Improve GE alignment to UH System</td>
</tr>
</tbody>
</table>
II.B. Library and Learning Support Services

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

Evidence of Meeting the Standard

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

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

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

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

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

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

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

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

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

TLC provides a variety of academic support:

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

Hale Kea Advancement and Testing Center
The Hale Kea Advancement and Testing Center (HKATC) is located on the Manono campus (II.B.1-10). The Center provides academic resources that include a computer lab for student use, tutoring, placement testing, DE testing, make-up testing, special testing services for students with disabilities, printer access, and an electronic classroom. Additionally, HKATC staff can assist computer lab users in navigating technology or understanding assignments. Staffing includes a full-time site manager, educational specialist, and part-time student staff.
STEM Center (Science, Technology, Engineering and Math Center)
The STEM Center is located on the Manono campus (II.B.1-11). The Center provides a student lab with whiteboards, desks and study areas, peer tutoring in science and math, computer access, technology-equipped classrooms for science and math courses, and science and math faculty offices. Additionally, the Center is utilized by the EDvance for weekend and evening courses and trainings.

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

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

DE-Specific Tutoring and Learning Support
The College’s commitment to serving DE students equitably is defined in Hawaiʻi CC Policy, HAW 5.200 regarding services for DE students (II.B.1-13). The College provides several online services for tutoring and individual support that are available for both DE and non-DE students (II.B.1-14).

- Brainfuse, contracted by the College, is an online tutoring system with live tutoring sessions (II.B.1-15). For the subjects of math, reading, and writing, live tutoring is accessible 24 hours per day and 7 days per week. Brainfuse offers tutoring in other subjects during specific, listed hours.
- Online Learning Academy (OLA) Tutoring is a free service provided by UH Mānoa that is available and utilized by Hawaiʻi CC students (II.B.1-16). OLA provides tutoring in the following subjects: basic math, pre-algebra, algebra, geometry, trigonometry, calculus, biology, chemistry, physics, environmental science, writing, and language arts.
- EdReady is an online academic support tool contracted by the University of Hawaiʻi Community Colleges (UHCC) System, designed to help prepare students to raise their math placement scores (II.B.1-17). It offers an individualized study plan for each student and is accessible 24 hours per day and 7 days per week.
- NROC English is an online academic support tool contracted by the UHCC System, designed to help improve students’ reading and writing skills (II.B.1-18). The integrated reading and writing program is individualized through units of study, each with a pre- and post-assessment. Students advance through units with the support of an instructor or educational specialist.
Library instruction is provided for DE students through *Laulima* and via the distance learning link of the Mookini Library homepage ([II.B.1-5](#)). Some of the resources accessible for DE learning include online books, journal and newspaper articles, interlibrary loan service, streaming academic videos, general and subject-specific research guides, online library skills assignments, and course reserves provided by specific instructors. The library provides library skills assignments through *Laulima* ([II.B.1-19](#)). These skills assignments, while not specifically required by the College, are used in many 100-level English courses to meet the information literacy skills component of the course ([II.B.1-20](#)).

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

**ProctorU**

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

**Turnitin**

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

Instructors are encouraged to use originality reports as a formative assessment and resource for teaching proper citation and discussing plagiarism with students in class or in individualized conferences. Turnitin also offers a useful platform for instructors to supply written comments, as well as voice messages, on students’ work. For online instructors especially, this is an organized, productive, and interactive way of delivering timely feedback to students. In addition, Turnitin offers a peer review tool so students can comment on each other’s work in a structured manner that the instructor can evaluate.
Hā'ulani Transfer Center
As part of the Title III grant-funded Hā'ulani Transfer Center (2011 to 2016), peer mentors provided 715 contacts, including workshops and other academic success activities (II.B.1-24).

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

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

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

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

Programs use various approaches for assessment of the sufficiency, quality, currency, depth and variety of services provided by the library and the College’s learning support services (further described in Standard II.B.3). Common tools include surveys, student and faculty evaluations, Annual Report of Program Data (ARPD), usage statistics, individual program evaluations, and the national Community College Survey of Student Engagement (CCSSE). DE students are
surveyed annually to assess that their academic support needs are met. Results are reported and analyzed in annual and comprehensive unit reviews.

**Analysis and Evaluation**

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

**LIST OF EVIDENCE**

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

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

**Evidence of Meeting the Standard**

The Mookini Library, Pālamanui LLC, HKATC, Hā‘awi Kōkua Center, and TLC all utilize the annual and comprehensive review processes to identify needed resources and equipment. Each
unit uses feedback surveys/evaluations, ARPD, and quantitative data to determine if more resources are required for optimal learning support services to students.

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

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

**Academic Support Unit (ASU)**

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

**Computer and Software Maintenance**

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

<table>
<thead>
<tr>
<th></th>
<th>LAN (Wired) Devices</th>
<th>Wireless Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PCs</td>
<td>Surfaces</td>
</tr>
<tr>
<td>Manono and UH Hilo</td>
<td>694</td>
<td>134</td>
</tr>
<tr>
<td>Pālamanui</td>
<td>50</td>
<td>16</td>
</tr>
<tr>
<td>Kona Hospital Annex</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Ka‘ū Resource and Distance Learning Center</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

136
Total # of computer labs available to students:

- UH Hilo and Manono campuses: 20
- Pālamanui: 5
- Kaʻū Resource and Distance Learning Center in Pahala: 1

Total # of Hawaiʻi CC classrooms with technology available:

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

**Total: 72 Instructor-use computers**

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

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

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

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

**Media-Specific Maintenance**

The College employs three full-time media specialists, two in Hilo and one at Pālamanui. Additional part-time temporary media personnel are available at the Pālamanui campus. Media Services provides and maintains media and media services to faculty, staff, and students. Media
services also helps maintain equipment by responding to trouble calls and resolving technical problems as rapidly as possible, to reduce down-time for instruction and school operation. Media Services replaces or repairs equipment as needed. Faculty and staff fill out Media Design and Production work request forms when they have equipment in need of attention.

**Analysis and Evaluation**

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

**LIST OF EVIDENCE**

| II.B.1-20 | Library Research Skills English 102 |
| II.B.2-1 | Academic Support |
| II.B.2-2 | IT Request for Services |

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

**Evidence of Meeting the Standard**

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

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

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

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

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

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

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

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

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

DE students are given an annual survey that includes questions on library services, tutoring, and testing services (II.B.3-16), with results sent to Mookini Library’s Hawai‘i CC designated librarian and the DE librarian to be used to for assessment and planning, and to TLC, HKATC, and the Pālamanui LLC for consideration in unit reviews.
Distance tutoring, offered through three different services, is also evaluated on a regular basis to determine effectiveness. Brainfuse usage and user survey results (II.B.3-17) are tracked by the company for quality control purposes, to inform personnel changes, or to identify training needs. Brainfuse provides usage statistics broken down by month, day, and even hour of the day (II.B.3-18). Use of this service by Hawai‘i CC students from August 2015 to July 2016 was approximately 750 hours (II.B.3-19). Ninety-two percent of UHCC Brainfuse users reported they found the service helpful and 95 percent would recommend it to other students. The Brainfuse monthly reports are shared with instructional departments. Any issues or questions are reported back to the UHCC System and are used to determine if the service will be continued when the contract expires. OLA Tutoring is tracked by UH Mānoa, and information regarding contact hours for Hawai‘i CC students is provided by the OLA project director. Since the OLA tutoring program is provided free of charge, students make their own determination if they want to continue using the services. EdReady, which is also purchased through the UH System, uses campus-specific codes to track usage for each campus.

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

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

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

Analysis and Evaluation

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

LIST OF EVIDENCE

| II.B.3-1       | Library Hours Survey       |
| II.B.3-2       | Mookini ARPD               |
| II.B.3-3       | Library Survey Results     |
| II.B.3-20      | Library Research Skills English 102 |
| II.B.3-4       | 3 Year Review Report Summary |
| II.B.3-5       | The Learning Center Evaluation |
| II.B.3-6       | Academic Support Unit Satisfaction Survey |
| II.B.3-7       | TLC Faculty user Evaluations |
| II.B.3-8       | CCSSE Results              |
| II.B.3-9       | HKATC Annual Review        |
| II.B.3-10      | HKATC 3 Year Review Report |
II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

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

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

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

The College has access to the Brainfuse live online learning service through a contract with the UHCC System (II.B.4-3). Brainfuse is made readily accessible through the College website.
and is advertised via email announcements and flyers; it is also accessible through a student’s MyUH Services (II.B.4-4). In terms of ensuring security, the system’s contract with Brainfuse stipulates that Brainfuse is responsible for maintaining student information. One way in which Brainfuse secures student information is by having students create a username and password strictly for their Brainfuse account.

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

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

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

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

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

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

LIST OF EVIDENCE

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

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

<table>
<thead>
<tr>
<th>Action</th>
<th>Standards</th>
<th>Responsible Party(ies)</th>
<th>Timeline</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Added The Learning Center tutoring services to MySuccess system</td>
<td>II.B.1</td>
<td>MySuccess Campus Leads, The Learning Center Coordinator</td>
<td>Completed in 2017-2018</td>
<td>Students able to make appointments at The Learning Center via the MySuccess system</td>
</tr>
</tbody>
</table>
II.C. Student Support Services

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

Evidence of Meeting the Standard

As described in Standard I.A.3, all of the College’s academic program and service units are aligned with its mission. As part its comprehensive unit review, each unit within the Office of Student Affairs details how its services align with Hawai‘i CC’s mission. For example, the Counseling Unit “promote[s] student learning by providing information, guidance (II.C.1-1), and encouragement” and the Admission and Records Office Comprehensive Unit “embraces our unique Hawai‘i Island culture” by “supporting active participation in cultural protocol and events (e.g. kīpaepae, Pāmaomao) and respecting cultural nuances when providing services” (II.C.1-2).

The demographic characteristics of Hawai‘i CC’s students demonstrate the necessity of the services the College provides for first generation, low-income, and indigenous students. Most of the College’s students are Hawai‘i state residents (97 percent), and 59 percent are at least part Native Hawaiian. First generation students make up 24 percent of the population, and 64 percent of students qualify for Pell Grants. The average student age is 25, which reflects the high number of nontraditional learners that make up the student body; three percent are also veterans. Approximately equal numbers of the College’s students are enrolled in career and technical education and general and pre-professional education. (II.C.1-3, II.C.1-4)

Hawai‘i CC’s Office of Student Affairs (also referred to as Division of Student Affairs) offers the following student support services, regardless of course delivery mode, at the College’s Manono campus (II.C.1-5):

- Admissions and Records Office – accepts all students according to the Hawai‘i CC open door policy; provides record management, transfer credit evaluation, and degree conferral services
- Career and Job Development Center (CAJDC) – assists students in exploring, developing, planning, and implementing their career goals and in gaining on- and off-campus employment opportunities
- Counseling, Advising and Support Services Center (CASSC) – provides students with admissions, academic, career, financial aid, personal, and job search assistance
- Financial Aid Office – assists students in funding their education
- Information Center – offers a centralized location to guide students to appropriate resources
- Hä‘awi Kōkua – supports students with disabilities
- Student Life Program – provides extra-curricular experiences that engage students in their community and help them build leadership experience
- GEAR UP – supports low-income students in the transition to college
- Mental Wellness and Personal Development Service – supports students’ mental wellness.
Pālamanui Student Services provides comprehensive student support services to students at the Pālamanui campus. The following on-location services also support the students:

- The mental health therapist and Hāʻawi Kōkua counselor make regular, scheduled visits to the Pālamanui campus to deliver services to students there.
- Elama Project – provides scholarships, counseling, and workshops for academic and career success at the College’s Pālamanui campus.

In addition to providing services to students at both of the College’s locations, Hawaiʻi CC also provided the following services during the Title III grant term:

- Hālaulani Transfer Success Center (Title III)-encourages and supports Native Hawaiian students to graduate and/or transfer to a four-year institution.
- Rural Hawaiʻi Grant-supports high priority groups such as unemployed, underemployed, and veteran learners.

The grant ended in 2016, but the Paepae ʻŌhua Native Hawaiian Success Center continues to serve this student population. The center offers support through counseling, peer tutors and mentors, workshops, financial aid information, and academic advising (II.C.1-6).

Support services are also available to distance education (DE) students. The College’s catalog lists the following services available for DE students, including students with disabilities, whose home campus is Hawaiʻi CC: “admissions and records, orientation, financial aid, registration, counseling, and advisement” (II.C.1-7). The “Services For DE Students” webpage also provides links to learning support programs, technical support services, and Brainfuse online tutoring available to DE students, and has information on how to use the following Google applications: Drive, Email, Calendar, and Sites (II.C.1-8). The “Registering for a DE class” website explains the registration process, how to purchase textbooks, and how to inquire about financial aid for DE courses (II.C.1-9).

Hawaiʻi CC regularly evaluates its student support services as part of its schedule of annual and comprehensive reviews of all programs and units (II.C.1-10, II.C.1-11). The reviews from 2005 to 2016 are available online at the Program and Unit Review website (II.C.1-12). The College also implemented an assessment management system to track and record reports in fall 2017 as part of its efforts to improve its oversight of assessment submission. Additionally, Hawaiʻi CC publishes the Student Services Annual Report of Program Data (ARPD), which details and analyzes quantitative indicators in relation to student learning outcomes (II.C.1-5). Additional sources of evaluation data include projects such as the Admissions and Records Office’s “secret shopper” collaboration with Hawaiʻi CC’s Marketing Program to improve services to students (II.C.1-13).

Unit assessment data have been used regularly by Student Affairs units to drive improvements in unit services, operations, and functions. For example, Counseling and Information Center annual and comprehensive reports over the past few years show they used survey data to improve outreach to students via texting and phone calls instead of just email (II.C.1-1).

Hawaiʻi CC’s newly formed Integrated Student Support (ISS) Team, a subset of the University of Hawaiʻi (UH) System’s ISS Task Force, has been charged with developing and implementing targeted student support strategies. The comprehensive, multifaceted, and inclusive ISS approach...
involves all members of the College community in creating a strong support structure for all students ([II.C.1-14]). Student needs are assessed through the use of data from multiple sources, technology, and meaningful human interactions. Services are designed to provide each student with the type and intensity of support appropriate for their unique circumstances and academic and career goals.

**Analysis and Evaluation**

Hawai‘i CC regularly evaluates its student services and demonstrates that they support student learning and the College’s mission.

**LIST OF EVIDENCE**

| II.C.1-1 | Counseling 3 Year Review Report |
| II.C.1-2 | Admissions and Records 3 Year Review Report |
| II.C.1-3 | 2017 Demographic Characteristics |
| II.C.1-4 | 2017 About Hawai‘i CC |
| II.C.1-5 | 2015 ARPD for Student Services |
| II.C.1-6 | 2016 Paepae ‘Ōhua |
| II.C.1-7 | Catalog Counseling and Support Services |
| II.C.1-8 | Services for DE Students |
| II.C.1-9 | Registering for a DE class |
| II.C.1-10 | Assessment handbook p. 7 |
| II.C.1-11 | Student Support Services |
| II.C.1-12 | 2016 APUR Website |
| II.C.1-13 | 2015 ARDP for Student Services |
| II.C.1-14 | Counseling 3 Year Review Report |

**II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services. (ER 20)**

**Evidence of Meeting the Standard**

As stated in Standard I.C.1., Hawai‘i CC assesses all student support units annually. Each unit identifies its learning support outcomes, which are published on the College’s Assessment webpage. For example, Counseling, Advising and Support Services is assessed on the following student learning outcomes ([II.C.2-1]):

- Student will identify career and/or academic goals and develop a plan to achieve those goals.
- Student will identify and utilize campus and community resources.
- Student will identify the requirements to maintain or return to good academic standing.

Additionally, comprehensive unit reviews occur on a three-year cycle. The assessment cycle prioritizes continual improvement of student support services, regardless of delivery mode,
towards best meeting student learning outcomes. Once data have been collected, the results are analyzed and areas of improvement are identified. The next assessment is then based on the action plan developed from the prior assessment (II.C.2-2). Some of the improvements to student services arising from assessment include the following:

- A mental health therapist position was added to Hawai‘i CC’s staff (II.C.2-3)
- The mental health therapist developed online resources useful for distance education (DE) students and other students who prefer online resources, including ULifeLine and Half of Us, both of which provide wellness information, hotline numbers for suicide prevention, and other resources (II.C.2-4)
- STAR GPS was introduced to improve online and in-person student advising and provide clear graduation pathways for each student’s needs (II.C.2-5)
- The Instruction Technology Support Office survey for DE students was revised in 2016-17 to include questions about student support services (II.C.2-6).

**Analysis and Evaluation**

Hawai‘i CC assesses the outcomes of its learning support services and programs, and it regularly improves these services based upon assessment data. Annual and comprehensive reviews address assessment, action plans, resource requests, and alignment to the College’s strategic goals to ensure continuous improvement of services.

**LIST OF EVIDENCE**

- II.C.2-1 Counseling, Advising and Support Services Unit (CASSC)
- II.C.2-2 Unit Assessment Cycle
- II.C.2-3 Mental Health Program
- II.C.2-4 Mental Health Online
- II.C.2-5 STAR Advising Interface
- II.C.2-6 ITSO Survey

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

**Evidence of Meeting the Standard**

Hawai‘i CC assures that its services are reliably available when and where the students need them. The College includes campuses on both the east and west sides of the island (Manono and Pālamanui), and its support services assist students at both campuses. The campuses are also connected via Polycom-enabled classrooms. The College’s website provides a Live Chat service that directs students to appropriate services (II.C.3-1). Information about all of the above services is also listed online. For a description of its services for DE students, see Standard II.C.1.

Hawai‘i CC assures the equitability of its services by offering an appropriate, comprehensive, and reliable range of in-person and online services. The following provide services to enable equal access to Hawai‘i CC’s students:

- Hā‘awi Kōkua – supports students with disabilities (II.C.3-2)
Title IX Coordinator – protects equal opportunity regardless of gender identity or sexual orientation (II.C.3-3)
The Elama Project – provides scholarships, counseling, and workshops for academic and career success to students otherwise unable to attend college at Hawai‘i CC’s Pālamanui campus (II.C.3-4)
Instructional Technology Support Office (ITSO) – trains distance education faculty, including in the creation of accessible content (II.C.3-5)
Admissions and Records Office – accepts all students according to Hawai‘i CC’s open door policy (II.C.3-6)
Student Orientation and Returning Student Advising – provides online orientation for new and transfer students unable to attend the in-person events (II.C.3-7)
The Early College High School Program (ECHS) – a dual-credit program that allows high school students to begin taking college courses at their high school (II.C.1-8)
Running Start – a dual-credit program that also enables high school students to take college courses on the Hawai‘i CC campus (II.C.3-9)
Kūlania Correctional Facility Courses – EDvance offers Agriculture, Culture, and Personal Growth courses at the correctional facility (II.C.3-10).

The Kūlania Correctional Facility program exemplifies equitable access to appropriate services by offering personal and professional training to incarcerated students. The Transitional Skills and Employment Skills courses help prepare students to successfully shift to a meaningful post-prison life. Agriculture courses such as Sustainable Crop Production and Egg Production for Small Farms provide inmates with workforce development and with ways to provide for themselves in an environmentally responsible and safe way once they leave prison. The courses can also count for credit should the inmates choose to enroll in a degree program once they are released.

Other growing programs are the high school/early admit programs such as Early College and Running Start. These statewide programs, created in a partnership between the Hawai‘i State Department of Education and the UH System, provide opportunities for academically qualified public high school and home schooled students in grades 9-12 to enroll in college classes as part of their high school coursework; participating students can earn both high school and college credits. Early College programs have been offered in nine high schools across the island (II.C.3-11). Early College students are offered the same academic support services offered to all students, in addition to off-campus support with application, registration, and orientation. Enrolled students also have access to all resources available to Hawai‘i CC and University of Hawai‘i services and resources.

In order to provide appropriate and comprehensive services, the UH System abides by national and state equal opportunity laws that protect against discrimination. As stated in the University Statement of Nondiscrimination and Affirmative Action, “the University is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, handicap, marital status, arrest and court record, sexual orientation, and veteran status.” The College is committed to implementing the law under the leadership of Hawai‘i CC’s chancellor (II.C.3-12). As an example, Hā‘awi Kōkua assists students with disabilities in applying for and receiving accommodation. See Standard II.B.1 for a more detailed description of their services. As documented in the Hā‘awi Kōkua Unit Assessment Report 2014-15, 100
percent of students with disabilities that identified themselves were assessed and all who chose to accept accommodation were provided with it (II.C.3-13).

In addition to ensuring that students with disabilities not be excluded from any services, Hawai‘i CC comprehensively addresses the range of students’ needs by providing Title IX services. The College abides by the following UH System policy:

Any person believing that they have been subjected to sex discrimination; sexual harassment; gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual exploitation; sexual assault; domestic violence; dating violence; or stalking should report the prohibited behavior immediately to the respective campus Title IX Coordinator (II.C.3-14).

Additional Title IX resources include:

- a website with video tutorials on and links to Title IX resources and policies (II.C.3-15)
- A brochure that defines and provides examples of sexual harassment, sexual assault, and stalking, and lists resources for and the intervention efforts that ensue when a sexual assault is reported (II.C.3-16).

Furthermore, all instructors are asked to include standard language on Title IX in their syllabi (II.C.3-17).

Analysis and Evaluation

The College provides appropriate, comprehensive, and reliable services to its students to ensure that they access courses and resources, regardless of course delivery mode, on equitable terms. It oversees the implementation of nondiscrimination laws in order to serve all students equitably, and it makes information and services available to students regardless of location. By hiring a mental health counselor that serves both campuses and by constructing a new campus to better serve students on the west side of the island, Hawai‘i CC has also improved its services in the current accreditation cycle.

LIST OF EVIDENCE

II.C.3-1  Live Chat Webpage
II.C.3-2  Hā‘awi Kōkua
II.C.3-3  Title IX Resource Guide
II.C.3-4  Elama Project Scholarship Program
II.C.3-5  Spring 2017 MNSO Dates
II.C.3-6  Hawai‘i CC – Getting Started
II.C.3-7  Online Orientation
II.C.3-8  Early College
II.C.3-9  Running Start
II.C.3-10  Kūlani Program
II.C.3-11  Early College fall 2016
II.C.3-12  UH Executive Policy, EP 1.202 Nondiscrimination and Affirmative Action
II.C.3-13  Hā‘awi Kōkua Unit Assessment Report
II.C.3-14  Title IX Your Voice Matters
II.C.4 Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Hawai‘i CC provides co-curricular programs to enrich students’ educational experiences through its Student Life Program, in accordance with the UH System policy which states that co-curricular activities “empower students to be responsible leaders in civic duties, community service or professional matters” and “complement, extend, and reinforce academic learning by serving as nontraditional classroom venues for the application of knowledge, skills, and attitudes learned in the instructional program” (II.C.4-1).

The mission of the College’s Student Life Program is to “empower [...] students to develop leadership and life skills and demonstrate social responsibility through culturally-relevant co-curricular programs,” which aligns with the College’s mission to help students succeed academically and professionally while also serving the community (II.C.4-2).

The Student Life Program manages the Kau Wa’a Student Life Center and provides support to the College’s Chartered Student Organizations (CSOs) (II.C.4-3) and Registered Independent Student Organizations (RISOs) (II.C.4-4). CSOs serve the entire student body with funding from student fees, and include organizations such as the Associated Students of the University of Hawai‘i—Hawai‘i Community College (ASUH-Hawai‘i CC), the student government that represents the College’s students (II.C.4-5). RISOs serve students’ educational interests through clubs, such as the long-standing, internationally recognized honor society, Phi Theta Kappa (II.C.4-3). The College also provides service-learning opportunities for students and faculty (II.C.4-6).

Co-curricular activities contribute to students’ educational experience. For example, ASUH-Hawai‘i CC promotes students’ participation in student policy, leadership, and advocacy, as those in student leader positions must represent all students and uphold the student conduct code. In addition to providing leadership experience, co-curricular activities also cultivate students’ research and writing skills. The Hawai‘i CC Information Center coordinates the Ka ‘Io Newsletter, which students create and disseminate to all students electronically (II.C.4-7, II.C.4-8) and in limited hard copy form once a week (II.C.4-9). Student publications fees fund annual academic planners, which are available to all students (II.C.4-10). Furthermore, co-curricular activities foster academic excellence through the Phi Theta Kappa Honor Society; by-laws establish its purpose as being “the promotion of scholarship, the development of leadership and service, and the cultivation of fellowship among qualified students of this college” (II.C.4-11).
The vice chancellor for Student Affairs (VCSA) exercises delegated control (II.C.4-12) over co-curricular programs, including their finances, and ensures that they are conducted with integrity. Student activity and publication fees are collected from students each semester. The VCSA approves expenditures of student fees for programs, educational experiences, and activities that benefit the student body (II.C.4-13, II.C.4-14).

Student government fees are also collected from students each semester. The elected student government leaders of the ASUH-Hawaiʻi CC, with the guidance of faculty/staff advisors, provide programming and activities to support the student body and manage student government fees. Student government leaders approve expenditures through standard parliamentary procedures, record approvals in the meeting minutes, and submit the minutes for processing (II.C.4-15). Hawaiʻi CC also ensures that students leaders who participate in a CSO or RISO, which also have faculty/staff advisors, conduct themselves in a professional and collegial manner. Student leaders who violate standards of conduct within their organization may be disciplined as outlined in their bylaws (II.C.4-11).

Analysis and Evaluation

Hawaiʻi CC controls its co-curricular programs according to system policies to ensure that they are suited to and contribute to students’ social and educational experiences.

LIST OF EVIDENCE

II.C.4-1 Board of Regents Policy, RP 7.201 Student Organizations
II.C.4-2 Student Life Website
II.C.4-3 Chartered Student Organizations
II.C.4-4 Student Life Program
II.C.4-5 Associated Students of the University of Hawaiʻi–Hawaiʻi Community College
II.C.4-6 Catalog STD Organizations
II.C.4-7 Service Learning Project Flyer
II.C.4-8 Ka ʻIo News April 2018
II.C.4-9 Ka ʻIo News October 2017
II.C.4-10 Ka ʻIo News April 2017
II.C.4-11 Welcome Back Week
II.C.4-12 PTK Chapter Bylaws
II.C.4-13 UH Executive Policy, EP 7.101 Delegation of Authority
II.C.4-14 Funding Activities Request
II.C.4-15 Funding Request
II.C.4-16 By-Laws for Student Government
II.C.4-17 Alpha Psi Epsilon
II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Hawai‘i CC provides counseling and academic advising services for all current and prospective students at both the Hilo and Pālamanui campuses (II.C.5-1). These services are available in person, by telephone, and by email. Counseling faculty also provide various student success workshops designed to bolster student success (II.C.5-2, II.C.5-3). Workshops can be requested by instructional faculty for delivery during classroom time or during a specified time outside of classroom hours. Offerings include a variety of academic support topics including Time Management, Creating an Academic Plan, Learning Styles, and Memory Techniques. The Pāepae ʻŌhua Native Hawaiian Success Center, supported by USDOE Title III until 2016 and institutionalized after that point, also provides counseling and advising to students based on Native Hawaiian philosophy and foundation (II.C.5-4).

Counseling and academic advising services are regularly evaluated through student evaluations, assessment, and the Community College Survey of Student Engagement (CCSSE) to ensure that they are supporting student development and success (II.C.5-5). For instance, student success workshops utilize an evaluation form (II.C.5-6) in which students are able to rate the workshops, suggest revisions to the workshop they attended, and provide input for future topics. The results of these surveys inform future topics and topic frequency for workshop offerings. The Counseling, Advising and Support Services Center (CASSC) uses the results of the evaluations and assessment to improve services, develop action plan strategies, and discuss professional development training needed for the counselors and academic advisors.

Student evaluations are administered regularly. For example, students are asked to complete an evaluation after their in-person academic advising sessions. At student success workshops, students complete an evaluation immediately after the workshop. When counselors conduct class registration information sessions in the fall and spring semesters, students also complete a survey immediately after the session. For online learners, ITSO sends out an electronic evaluation towards the end of the semester that includes questions about the support services the students received.

In order to ensure student success, Hawai‘i CC orients students to understand program requirements (II.C.5-7). Prior to every semester, all new and transfer students attend a mandatory New Student Orientation (NSO) where they learn about campus resources and services available to them, general financial aid information, Title IX information, the STAR registration process, their major requirements, and the academic calendar. The NSO is offered both on campus and online; the online NSO is a live web session where students meet with a counselor (II.C.3-5). All international students and Early College students are required to attend a mandatory orientation each semester regardless of whether or not they have previously attended Hawai‘i CC and are continuing enrollment into the next semester. All returning students (students who previously attended Hawai‘i CC and stopped out for a semester or more) and students on academic
probation must attend a mandatory advising session with a counselor. For all students mandated to attend an NSO or advising session, academic advising holds are placed on students’ records until they have completed the requirement (II.C.5-8).

In addition to providing students with timely and accurate information about academic, transfer, and graduation requirements when they first enroll as students, the CASSC staff regularly monitors students’ academic progress. They generate a Master Student Profile document after the first week of the fall and spring semesters to identify all enrolled students. Counseling faculty use this data to identify students on academic probation, to determine how close a student is to fulfilling his/her graduation requirements, and to tally the number of students in each counselor’s assigned group of majors. The CASSC staff also generates a Student Success Report for all students at least two weeks before the start of the fall and spring semesters. By using the data from this report, counseling faculty identify and contact those students who have registered for courses that are not applicable towards their graduation requirements. Ensuring that students know which classes are not applicable is especially important for students receiving financial aid, because financial aid will not fund classes that are not required for the major.

Furthermore, the counseling faculty collaborate with instructional faculty to reach out to students “flagged” in the MySuccess Early Alert program (II.C.5-9). In support of Hawai‘i CC’s commitment to student success and retention, faculty use the MySuccess Referral tool to identify students who would benefit from additional support through their academic journey. Instructors are provided with descriptions of patterns of behavior that typical at-risk students demonstrate, such as excessive absences. Instructors make efforts to approach students initially to address concerns, then make referrals to the counselors if necessary. Students are flagged by their instructors in the first week of instruction (No Shows), in the fifth week (Early Alert) and in the eighth week of the semester (Consider to Withdraw). Counselors follow up on referrals, making additional referrals as appropriate and providing assistance (e.g., academic plan, success strategies, financial aid). They close the loop by informing instructors of the outcomes of their referrals, as well as by submitting a report that is disseminated to the VCSA, the vice chancellor for Academic Affairs, deans, and instructors at the close of the semester. These reports provide valuable information to analyze and respond to toward the goal of continuously improving support for student learning and achievement at Hawai‘i CC.

Beginning in 2016, the CASSC implemented the Hānai A Kumu model, wherein counselors were assigned to specific accelerated English course instructors (II.C.5-10). The term “hānai a kumu” was chosen to relay the sense of a counselor adopting a teacher and class(es) to act as additional support for the class. Counselor activities include the following: visiting classrooms, conducting in-class workshops to support academic success, and serving as dedicated points of contact for instructors needing assistance with identified students. The Hānai A Kumu model was developed as a means of providing wrap-around services to support students during and after the University of Hawai‘i Community Colleges (UHCC) Systemwide changes in the developmental education model. Class workshops are evaluated with the same assessment tool as the student success workshops.

Hawai‘i CC trains instructional faculty and other personnel to ensure that they are prepared to advise students. The CASSC provides academic advisor refresher workshops for faculty advisors prior to the start of the fall and spring semesters (II.C.5-11). Furthermore, faculty advisors regularly communicate and collaborate with counseling faculty assigned to work with students in
the programs/majors they instruct. The Hilo campus has seven general counselors, one disability services counselor, one career and job development counselor, and one academic advisor. The Pālamanui campus has one counselor who serves all students. In 2016-17, one counselor was reassigned to serve as the STAR coordinator in order to prepare staff and faculty to use the new STAR advising interface. The coordinator provided numerous STAR training sessions to teach advisors how to use the interface to register students and to familiarize them with the STAR Graduation Pathway (II.C.5-12).

Analysis and Evaluation

Hawaiʻi CC prepares faculty and personnel to best counsel and advise students with accurate information to enable academic success. It also ensures that students are familiar with the available resources and that they learn how to best succeed through their graduation pathways.

LIST OF EVIDENCE

II.C.5-1 Counseling Website
II.C.5-2 Student Success In-class Workshop Menu
II.C.5-3 Workshop Menu January 2017
II.C.5-4 I Ola Hāloa Center for Hawaiʻi Life Styles
II.C.5-5 Survey of Student Engagement
II.C.5-6 Student Success Workshop Survey
II.C.5-7 New Student Orientation
II.C.5-8 Spring 2017 Mandatory New Student Orientation Dates
II.C.5-9 MySuccess Referral tool
II.C.5-10 2016 CASSC Unit Review – p. 11
II.C.5-11 Faculty Advising Refresher
II.C.5-12 STAR GPS Registration

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER16)

Evidence of Meeting the Standard

As described in Standard II.C.1, Hawaiʻi CC ensures adherence to its policies through the assessment and review of all units. Its admission policies are established at the UH System level.

According to these policies, Hawaiʻi CC provides open admission to high school graduates aged 18 and over (II.C.6-1). The College’s only program with selective admission is Nursing (II.C.6-2). Admissions personnel process applications and related documents in an accurate and timely manner. The application form requests information about past education and residency (II.C.6-3).

Hawaiʻi CC’s chancellor establishes the early admission policies (II.C.6-4). According to the catalog, high school students may register for courses with the guidance of the high school counselor and a Hawaiʻi CC counselor if they follow all standard procedures and deadlines (II.C.6-5). The catalog also defines the residency requirements for in-state tuition, the procedures
for veterans’ benefits, the transfer procedures, and placement criteria. Over the 2014-15 review period, the Admissions and Records Office “received and processed 5153 applications, evaluated and conferred (when eligible) 845 degrees and certificates, evaluated 591 transcripts resulting in over 13,000 transfer credits awarded, processed 1476 transcript requests, and certified over 120 students to the VA (each semester)” (II.C.6-6).

Hawaiʻi CC lays out its degree and certificate pathways through the catalog, advising sheets, and the STAR advising interface. For example, students can see the program outcomes and semester-by-semester course plan for AS and AAS degrees and certificates in the catalog (e.g., Tropical Forest Ecosystem and Agroforestry Management (II.C.6-7) and Agriculture (II.C.6-8)). They can also find the pathways defined on advising sheets available online or through a counselor (e.g., Tropical Forest Ecosystem and Agroforestry Management (II.C.6-9) and Liberal Arts (II.C.6-10)). Students can find the specific requirements for the Liberal Arts concentrations in Administration of Justice, Art, History, Psychology, and Sociology in the catalog (II.C.6-11). Furthermore, they can register for the recommended courses directly through STAR, an interface that populates each student’s graduation pathway with the best sequence of courses for successful completion of their degree; STAR also includes a “What If Journey” where students can view and test out possible pathways (II.C.2-5). Hawaiʻi CC provided students, faculty, and staff with training in using the new interface (II.C.6-12). The interface supports the UH System’s “15 to Finish” initiative, which encourages students to complete 15 credit hours every semester in order to increase their chances of completing their educational goals (II.C.6-13).

In addition to providing its students with a variety of materials delineating clear degree pathways, Hawaiʻi CC provides individual advising appointments concerning admissions, academic, career, retention, financial aid, personal, and other advising to help students complete their goals. In order to ensure that academic counselors provide a consistent level of quality advising, Hawaiʻi CC’s CASSC provides students with the “Academic Advising Syllabus,” which outlines the counselor’s responsibilities (II.C.6-14). The worksheet doubles as an instructional resource for students, as it educates them about how to successfully take charge of their academic trajectory and provides them with advising tools and resources.

For students who wish to continue their education, the UH System provides a Course Transfer Database that students can search to establish course equivalencies (II.C.6-15). For students who wish to move straight into their careers with their degree from Hawaiʻi CC, the Career and Job Development Center (CAJDC) provides assistance with job search, resume and cover letter writing, completion of applications, and interview preparation (II.C.6-16, II.C.6-17, II.C.6-18). CAJDC also coordinates the IS 105 Career/Life Exploration and Planning course, which guides students through the career exploration process, assists with the selection and planning of an appropriate career/academic pathway, and develops professional and goal-setting skills (II.C.6-19).

In collaboration with the Hilo Veterans Center, Hawaiʻi CC also hosts a Veterans Resource, Education and Job Fair (II.C.6-20) on campus in Hilo; at Pālamanui, the College has hosted informational tables to support access to benefits for veterans. In addition, Hawaiʻi CC offers an annual Career, Job, and Internship Fair (II.C.6-21) for students and alumni and also collaborates with county, state, and private agencies to offer an annual Career Readiness Fair and a Career, Job and Resource Fair for the community.
Analysis and Evaluation

The College adheres to its open admission, early admission, and residency policies, and it clearly communicates admission policies and qualifications as it advises students on clear pathways to complete their educational goals. It provides the support that students need to achieve their academic and career goals, and it continually seeks ways to improve the quality of the services it offers.

LIST OF EVIDENCE

II.C.6-1 Board of Regents Policy, RP 5.211 Admissions
II.C.6-2 Admissions and Registration p. 17
II.C.6-3 System Application Form
II.C.6-4 Board of Regents Policy, RP 5.212 Early Admission Policy III B
II.C.6-5 Early Admissions Program
II.C.6-6 Unit Review Admissions and Records
II.C.6-7 TEAM Program
II.C.6-8 Agriculture Programs
II.C.6-9 Advising Sheets TEAM Program
II.C.6-10 Program Requirements Liberal Arts
II.C.6-11 Hawaiʻi CC Catalog LA Concentrations
II.C.2-5 STAR Advising interface
II.C.6-12 STAR Training Sessions
II.C.6-13 15 to Finish
II.C.6-14 Academic Advising Syllabus
II.C.6-15 UH System Course Transfer Database
II.C.6-16 Career and Job Development Center (CAJDC) Brochure
II.C.6-17 Career and Job Development Center (CAJDC) Homepage
II.C.6-18 Career Exploration Services
II.C.6-19 Career and Job Development Center (CAJDC) Assessment Report
II.C.6-20 Job Fair
II.C.6-21 Job Fair Flyer

II.C.7 The Institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

As described in Standard II.C.6, Hawaiʻi CC follows an open admission policy, so it does not use admissions instruments. It does, however, evaluate its placement instruments at the UH System level. Based on a request made by the UHCC Achieving the Dream Initiative Team and endorsed by the UHCC vice president and the Hawaiʻi CC Academic Senate, Hawaiʻi CC revised its placement testing policy in spring 2014, requiring that all students entering degree and certificate programs complete testing in their skill areas before registering, with the exception of students who already possessed an AA or bachelor’s degree or who met the SAT or ACT entry requirements at UH Mānoa (II.C.7-1). Until December 2016, Hawaiʻi CC used the placement instrument Compass as mandated by the UH System. In spring 2016, the UHCC Student Success Council’s Cognitive Assessment Committee recommended new measures (II.C.7-2) for placement into math and English: students who do not have SAT or ACT test scores can self-place in English and math courses based on a menu of qualifiers that include overall high school
GPA or specific grades in 12th grade English or math courses, Smarter Balanced Assessment English and math levels, or GED or HiSET scores (II.C.7-3). Students without any of the listed measures will take an Accuplacer test. These new measures went into effect in fall 2016.

Accuplacer was selected to replace COMPASS as the new placement testing instrument because it is broadly used and easily programmable to fit the College’s needs, with a well-designed and completely online interface and live support. The effectiveness of Accuplacer and the other placement tools will be evaluated by the UHCC System annually. Upon evaluation, any necessary changes will be implemented.

Hale Kea Advancement and Testing Center (HKATC), which houses the placement testing at Hawai‘i CC, evaluates its placement practices annually. It has recently seen a growth in the number of students receiving testing services (II.C.7-4).

Analysis and Evaluation

Hawai‘i CC, along with the UHCC System, regularly evaluates placement instruments and practices to validate their effectiveness while minimizing biases. Replacing the Compass placement instrument with Accuplacer demonstrates a commitment to quality placement practices, and the College’s new policy also provides multiple qualifiers for establishing student placement.

LIST OF EVIDENCE

II.C.7-1 Hawai‘i CC Policy, HAW 5.501 Placement Testing
II.C.7-2 Adoption of Student Success Council
II.C.7-3 Placement Qualifiers and Test Cut Off Scores
II.C.7-4 Hale Kea Testing Center

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Hawai‘i CC takes seriously its responsibility to collect and store sensitive student information only as necessary for the functioning of the College. It follows UH Executive Policy, EP 2.214 Security and Protection of Sensitive Information, which provides “the framework for specific practices and procedures associated with systems and files that contain sensitive, personal and confidential information” (II.C.8-1). The policy protects information such as student records and health information from inappropriate disclosure. In section III.D, it designates social security number and personal financial information as of special concern, and prohibits the use of a social security number as an identifier and protects credit card and electronic transactions accordingly. Section III.H.1 states that only the designated senior administrators may grant individuals access to sensitive information as necessary for the effective execution of their duties. Lastly, in Section III.F of the policy, such information is only obtained “when essential to the function and operations of the institution.”
Hawai‘i CC maintains student records permanently, securely, and confidentially. Online student applications and academic and financial aid records for existing students are stored electronically on a secure server or in hard copy in locked file cabinets. Student medical records are stored electronically or as hard copies in locked file cabinets. Counseling and mental health records are also stored in locked filing cabinets. Furthermore, the College follows UH System policy for protecting sensitive information when it is being transmitted, such as using secure https web transactions and the secure UH “filedrop” service instead of email for online transmission (II.C.8-2).

Hawai‘i CC publishes and follows established policies for the release of student records. The UH System complies with the federal Family Educational Rights and Privacy Act (FERPA) and Administrative Procedure, AP 7.022 Protection of Educational Rights and Privacy of Students (II.C.8-3). These administrative rules control the release of student records and delineate the procedures that students may follow in order to challenge record information that they deem inaccurate.

Analysis and Evaluation
Hawai‘i CC maintains student records permanently, securely, and confidentially, and it publishes and follows policies for release of these records. It collects and stores sensitive information only as required to function, and securely transmits such information only to authorized persons.

LIST OF EVIDENCE

| II.C.8-1   | UH Executive Policy, EP 2.214 Institutional Data Classification Categories and Information Security Guidelines |
| II.C.8-2   | UH Executive Policy, EP 2.214 Security and Protection of Sensitive Information |
| II.C.8-3   | Administrative Procedure, AP 7.022 Procedures Relating to Protection of the Educational Rights and Privacy of Students |

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

<table>
<thead>
<tr>
<th>Action</th>
<th>Standards</th>
<th>Responsible Party(ies)</th>
<th>Timeline</th>
<th>Expected Outcome</th>
</tr>
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<tbody>
<tr>
<td>Formalize comprehensive assessment of student needs regarding</td>
<td>II.C.1</td>
<td>Vice Chancellor for Student Affairs, Student Affairs</td>
<td>Begin fall 2018</td>
<td>Increase data to better identify needs for student services for all students</td>
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<td>Student Services</td>
<td>II.C.3</td>
<td>Managers</td>
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<td>(including DE)</td>
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<tr>
<td>Reorganize Student Life structure</td>
<td>II.C.4</td>
<td>Vice Chancellor for Student Affairs</td>
<td>Begin fall 2018</td>
<td>Clearly defined Student Life structure and program</td>
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<tr>
<td>Action</td>
<td>Standards</td>
<td>Responsible Party(ies)</td>
<td>Timeline</td>
<td>Expected Outcome</td>
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<tr>
<td>Create evaluation/assessment process or system to measure effectiveness of placement instruments/qualifiers</td>
<td>II.C.7</td>
<td>Vice Chancellor for Academic Affairs, Institutional Researcher, Student Success Council, Vice Chancellor for Student Affairs, Hale Kea Manager</td>
<td>Planned for fall 2018 (after Institutional Researcher position filled)</td>
<td>Structured and scheduled data analysis of placement instruments and qualifiers</td>
</tr>
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Standard III Resources

III.A. Human Resources

III.B. Physical Resources

III.C. Technology Resources

III.D. Financial Resources
Standard III Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

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

Evidence of Meeting the Standard

Hiring Criteria and Consistent Hiring Procedures
Hawai‘i Community College assures the integrity and quality of its program and services with clear policies and procedures for hiring administrators, faculty, and staff. Permanent employees of the College fall into one of four distinct classifications:

- Executive/Managerial (E/M) (III.A.1-1)
- Faculty (III.A.1-2)
- Administrative, Professional, and Technical (APT) (III.A.1-3)
- Civil Service (III.A.1-4).

The first three groups are approved by the Board of Regents (BOR) and are referred to as BOR positions. Applications are submitted directly to the College for the interviewing and hiring process with the exception of the E/M positions, which also require presidential and/or BOR approval. Safeguards are in place to ensure consistent application of the BOR’s hiring policies and procedures (III.A.1-5, III.A.1-6, III.A.1-7) The civil service group falls under the jurisdiction of the State of Hawai‘i Department of Human Resources Development (DHRD) (III.A.1-8). In addition, the College employs temporary employees to meet short-term needs.

The College creates screening committees to review application materials, select qualified applicants for interviews, and identify candidates for potential employment in permanent positions. Screening committees are formed to provide a balanced and objective evaluation and recommendation of candidates, and follow best practices promoted by the UH Office of Human Resources (OHR) (III.A.1-9). Generally, the primary hiring decision and compliance with Equal Employment Opportunity (EEO) and OHR procedures in the hiring process are the responsibility of the College, subject to review and consultation with UH System (III.A.1-10, III.A.1-11).
Program needs and College mission
The College seeks to recruit the best qualified candidates to perform the requisite duties and responsibilities of the position description (PD). The PD clearly indicates the position duties, skills, responsibilities, authority, minimum qualifications, and desirable qualifications (if any). Established PDs are reviewed by the program, unit, and administrators to ensure that they address the needs of the College. Hawaiʻi CC’s Equal Employment Opportunity/Affirmative Action (EEO/AA) coordinator reviews the PD for compliance before the position is posted.

Advertising, Credential Verification and Equivalencies
All vacant positions are posted on the publicly accessible University of Hawaiʻi Work At UH website (III.A.1-12) and a newspaper of statewide circulation. Campuses also have the option to advertise nationally in appropriate professional journals, electronic bulletins, industry publications, or other suitable media. Advertisements are prepared in accordance with the UH Systemwide Chapter 9 Personnel BOR policies (III.A.1-13), executive policies (III.A.1-14), and administrative procedures (III.A.1-15); the College’s EEO/AA policy (III.A.1-16); collective bargaining agreements (III.A.1-17); and state and federal non-discrimination laws. Instructions for applying are provided on the Work At UH website based on the classification of the PD.

Applications are screened by Human Resources for minimum qualifications (MQs), and degree(s) conferred are verified with official transcripts. Colleges check the equivalency of degrees by referring to the National Association of Credential Services (III.A.1-18).

Analysis and Evaluation
The College has a well-defined recruiting, screening, and selection process. Position descriptions are reviewed by units and administrators prior to public posting to ensure that they accurately describe the position and address the needs of the institution. The UH System provides clear policies and procedures relating to personnel under Chapter 9 of the BOR policies, executive policies, and administrative procedures. These policies and procedures are continuously revised and updated by the UH System to provide assurance that personnel hired by the College are qualified to preserve the integrity of its programs and services.

LIST OF EVIDENCE
III.A.1-1 Executive and Managerial Classification
III.A.1-2 Faculty Classification
III.A.1-3 Administrative, Professional and Technical Classification
III.A.1-4 Civil Service Classification
III.A.1-5 Administrative Procedure, AP 9.570 Recruitment Selection and Appointments
III.A.1-6 Administrative Procedure, AP 9.540 Administrative Procedure
III.A.1-7 Board of Regents Policy, RP 9.212 Executive and Managerial Personnel Policies
III.A.1-8 Competitive Recruitment for Civil Service Positions
III.A.1-9 Screening Applications & Interviewing – Office of Human Resources
III.A.1-10 UH Executive Policy, EP 9.112 Delegation of Authority for Personnel Actions-Attachment B
III.A.1-12 Work at UH
III.A.1-13 Board of Regents Policies Chapter 9 Personnel
III.A.1-14 Executive Policies
III.A.1-15 Administrative Policies
III.A.1-16 UHCC policies
III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Instruction is the College’s highest priority; therefore, teaching remains the most important duty of the instructional faculty (III.A.2-1). Board of Regents Policy, RP 9.214 sets standards for the level of assignment for the instructional component of faculty responsibilities (III.A.2-2). In addition, position descriptions for instructional faculty include any non-instructional duties and responsibilities, which typically require developing and/or updating curriculum, teaching methods, and assessment strategies to improve student learning based on assessment results; conducting student evaluations of teaching effectiveness; participating in assessment of course learning outcomes; and participating in department and/or institutional assessments of student learning. Lecturer (adjunct) positions include assessment of student learning but do not include curriculum development, development of student learning outcomes, college service, or other professional duties expected of faculty members. Faculty classification (III.A.2-3), including duties, academic qualifications, generic job descriptions, and criteria for tenure and promotion, are established at the University of Hawai‘i Community College (UHCC) level for all faculty (III.A.2-4). Academic qualifications for lecturers are identical to those for other faculty. The College uses these factors in hiring, retention, and promotional decisions.

Hawai‘i CC evaluates faculty qualifications via a rigorous application and screening process (III.A.1-6). The application for faculty or executive positions requires applicants to list all appropriate degrees and other training, professional and teaching experience, scholarly activities, and other relevant service, honors, or activities (III.A.2-5). Undergraduate and graduate transcripts, as well as contact information for professional references, are collected so that the College may verify qualifications and coursework based on degrees awarded from an accredited institution as it relates to the position applied for. Applicants may also be asked to submit other materials (e.g., letters of reference, teaching evaluations, papers, writing samples), as further evidence of their qualifications and potential to contribute to the mission of the College. As part of the interview process, the screening committee may ask the candidates to present a sample lesson, teaching demonstration, or other role play in order to demonstrate subject-area knowledge and teaching effectiveness.

Analysis and Evaluation

The College evaluates applicants’ qualifications and potential to contribute to the institution via an extensive application and screening process. Faculty job descriptions include a detailed list of instructional and non-instructional duties and responsibilities.
### LIST OF EVIDENCE

| III.A.2-1 | Faculty |
| III.A.2-2 | Board of Regents Policy, RP 9.214 Teaching Assignments for Instructional Faculty |
| III.A.2-3 | UH Executive Policy, EP 5.221 Classification of Faculty |
| III.A.2-4 | Criteria for Tenure and Promotions |
| III.A.1-6 | Administrative Procedure, AP 9.540 Administrative Procedure |
| III.A.2-5 | Application for Faculty or Executive Positions |

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

### Evidence of Meeting the Standard

Duties, academic qualifications, and job descriptions are established by the UH System for all administrators (III.A.3-1) and other personnel (III.A.3-2). Position descriptions for administrators and other employees responsible for educational programs and services are reviewed prior to each recruitment by the relevant department/program/unit, hiring authority, and by Human Resources. Descriptions include duties and responsibilities associated with long-term institutional effectiveness, including accreditation, planning, grants, initiatives, assessment, and program review. The College uses these factors in hiring, retention, and promotional decisions.

Hawaiʻi CC evaluates applicant qualifications via a rigorous application and screening process (III.A.1-6). Administrators use the same application form as faculty, the application for faculty or executive positions, which requires applicants to list all relevant degrees and other training, professional and teaching experience, scholarly activities, service, honors, or activities, as well as submit transcripts, resumes, references, and other supporting documents (III.A.2-5).

Similarly, the application for other employees, required for administrative, professional, and technical (APT) positions, requests evidence of qualifications, including educational attainment, training, work experience, professional memberships and/or awards, certifications, and licenses (III.A.3-3).

### Analysis and Evaluation

The College has a well-defined recruiting, screening, and selection process to hire administrators and other employees responsible for educational programs and services with the qualifications necessary for their positions.

### LIST OF EVIDENCE

| III.A.3-1 | Executive and Managerial |
| III.A.3-2 | Other Personnel |
| III.A.1-6 | Administrative Procedure, AP 9.540 Administrative Procedure |
| III.A.2-5 | Application for Faculty or Executive Positions |
| III.A.3-3 | Employment Application Form |
III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. (ER 6)

Evidence of Meeting the Standard

Hawai‘i CC requires that degrees held by faculty, administrators, and other employees be from an accredited institution as evidenced in the “To Apply” section of the position description posted on the Work At UH website (III.A.4-1). Degrees from institutions outside of the United States are checked for equivalency by referring to the National Association of Credential Evaluation Services (III.A.1-18).

The College publishes in its printed and online catalog a directory of faculty and staff, listing employees and their respective degrees from accredited institutions (III.A.4-2).

Analysis and Evaluation

The College requires a degree from an accredited institution to meet employee minimum qualifications. Furthermore, the College has a procedure for checking the equivalency for degrees earned from non-U.S. institutions.

LIST OF EVIDENCE

| III.A.4-1 | To Apply to Hawai‘i CC |
| III.A.1-18 | NACES website |
| III.A.4-2 | Faculty and Staff Listings |

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

Evidence of Meeting the Standard

Hawai‘i CC follows established policies and procedures for the performance evaluation of all personnel. The intervals, criteria, and evaluation processes are set forth by UH Systemwide Chapter 9 Personnel BOR policies (III.A.1-13), executive policies (III.A.1-14), and administrative procedures (III.A.1-15); the College’s EEO/AA policy (III.A.1-16); and appropriate collective bargaining agreements (III.A.1-17).

Board of Regents Policy, RP 9.213 provides guidelines and specific procedures to evaluate executive/managerial (E/M), faculty, and APT personnel periodically (III.A.5-1). Performance evaluations are conducted in order to provide assurance to the College and its constituents that professional staff resources and particular areas of expertise are being used to the best advantage.
The evaluations also provide for the recognition of excellence and identify areas for improvement.

E/M personnel are expected to perform their duties and responsibilities in a manner that achieves the highest standards of quality and professionalism; they are evaluated annually as specified in Board of Regents Policy, RP 9.212 (III.A.1-7). These evaluations are a critical component of continued employment, professional development, and compensation. In accordance with UHCC Policy, UHCCP 9.202, the executive employee provides a statement of professional and administrative objectives at the beginning of the evaluation period for that year (III.A.5-2). These goals include long-term objectives that serve as a basis for incremental planning. At the end of the evaluation period, the executive employee provides a self-assessment to his/her supervisor on the progress made toward goals and strategic outcomes, and accomplishments during the past year in relation to the goals and objectives. The evaluation may also include a survey using the UH System’s 360 Assessment Online Evaluation tool (III.A.5-3) to receive anonymous feedback from peers, constituents, and personnel. The confidential results of the evaluation are provided to the supervisor to discuss with the executive employee.

Faculty members submit dossiers at regular and defined intervals, prescribed in the 2017-2021 UHPA-BOR Contract, Article XII, Tenure and Service (III.A.5-4). Dossiers for faculty include analyses of performance, student (III.A.5-5) for instructional faculty and peer feedback (III.A.5-6), job duties, and participation in the College and community. During a probationary period, tenure-track employees submit dossiers to apply for contract renewal every two years; after the probationary period, tenured faculty are required to submit a post-tenure review document every five years as specified in UHCCP, UHCCP 9.203 (III.A.5-7) and Hawai‘i CC Policy, HAW 9.203 (III.A.5-8). These policies recognize the special role of the faculty in the academic mission of the College and provide safeguards for academic freedom as well as the opportunity for participation of faculty peers in the review process. The purpose of the evaluation of faculty is to improve the overall instruction and/or service to students as well as to evaluate the performance of their primary responsibilities and success in meeting institutional needs.

Lecturers are evaluated once each year, once every two years, or once every four years depending on position level as specified by UHCCP Policy, UHCCP 9.104 (III.A.5-9) and Hawai‘i CC Policy, HAW 9.104 (III.A.5-10). The purpose of the evaluation is to improve overall instruction for students as well as to evaluate the lecturer’s performance of teaching duties. The evaluation must include one peer evaluation, student evaluations submitted through eCAFE (III.A.5-11), and a self-analysis reflecting on the achievement of student learning outcomes, instructional strategies, and effectiveness. The submission must also include any planned actions as a result of the peer and student evaluations and responses to prior evaluation recommendations. The evaluation documents are submitted to the department/division chair (DC) for feedback, including strengths and weaknesses. The DC makes a recommendation to rehire/not rehire to the vice chancellor for Academic Affairs who notifies the lecturer by April 30 if he/she remains in good standing and is eligible for assignment to classes.

Administrative, professional, and technical (APT) personnel are evaluated annually from November 1 to October 31 in accordance with Administrative Procedure, AP 9.170 (III.A.5-12) using the UH performance evaluation system (III.A.5-13). The purpose of the evaluation is to give both the supervisor and employee the opportunity to discuss performance expectations and
recognize exceptional work performance. In accordance with this policy, the supervisor meets with the APT employee at the beginning of the evaluation period to review the position description and work assignments, and to discuss the supervisor’s expectations for the evaluation period. If the APT employee believes the performance expectations established by the supervisor are not consistent with the work assignments and position description, the employee may request a review by the appropriate level of authority above the immediate supervisor.

Civil service personnel are evaluated at the initial probationary period of six months, again at the year mark, and annually thereafter. Evaluation procedures follow the performance appraisal system (PAS) of the State of Hawaiʻi Department of Human Resources Development (DHRD) (III.A.5-14, III.A.5-15). The purpose of the PAS is to evaluate achievement of position requirements, recognize excellent performance, and address unacceptable performance. The supervisor meets with the civil service employee at the beginning of the evaluation period to review the performance categories and set goals for the employee. Performance issues can be noted on the PAS during the performance monitoring period, and coaching and performance feedback is given to the employee. The appraisal conference is conducted privately to discuss performance effectiveness, help the employee understand how he/she can improve performance, and to provide positive feedback on good performance. This conference also allows the supervisor and civil service employee to begin performance planning for the next rating period and discuss performance expectations/requirements and goals/projects for the coming year.

Analysis and Evaluation

The College adheres to established policies and procedures related to the performance evaluation of all personnel.

LIST OF EVIDENCE

III.A.1-13 Board of Regents Policies Chapter 9 Personnel
III.A.1-14 Executive Policies
III.A.1-15 Administrative Policies
III.A.1-17 Union Member Employees
III.A.5-1 Board of Regents Policy, RP 9.213 Evaluation of BOR Appointees
III.A.5-2 Board of Regents Policy, RP 9.212 Executive and Managerial Personnel Policies
III.A.5-3 UHCC Policy, UHCCP 9.202 Executive Employees Performance Evaluation
III.A.5-4 Sample 360 Assessment Report
III.A.5-5 2017-2021 UHPA-BOR Contract, Article XII Tenure and Service
III.A.5-6 Hawaiʻi CC Policy, HAW 9.204 Student Evaluation of Instructors and Lecturers
III.A.5-7 Hawaiʻi CC Policy, HAW 9.205 Peer Evaluation of Instructors and Lecturers
III.A.5-8 UHCC Policy, UHCCP 9.203 Faculty Five-Year Review
III.A.5-9 Hawaiʻi CC Policy, HAW 9.203 Faculty Five-Year Review
III.A.5-10 UHCC Policy, UHCCP 9.104 Lecturer Evaluation
III.A.5-11 eCAFE Website
III.A.5-12 Administrative Procedure, AP 9.170 Performance Evaluation
III.A.5-13 UH Performance Evaluation System
III.A.5-14 Performance Appraisal System for employees
Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

As of fall 2016, Hawai‘i CC employed a total of 104 qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services (III.A.7-1). Of these individuals, 86 are instructional faculty and 18 are other faculty positions. The College also has 97 lecturers who are hired on an as-needed basis.

UHCC Policy, UHCCP 9.237 establishes the standard teaching assignment for full-time community college instructional faculty as 27 semester credits or equivalent per academic year (III.A.7-2). As prescribed in the 2017-2021 UHPA-BOR Contract, Article IV, Faculty Professional Responsibilities and Workload (III.A.7-3), faculty workload is not limited to instruction. Instructional faculty of the College may have duties and responsibilities that encompass a number of professional activities in addition to teaching. Programs are responsible for the review of staffing needs in order to achieve the institutional mission and purposes.

Based upon curriculum and enrollment needs, the division or department chair (DC) identifies the total instructional workload requirements to be met for the academic year. Considering the planning, professional objectives, and activities of the faculty, as well as the objectives of the division or department, the DC determines faculty instructional workload in accordance with Board of Regents Policy, RP 9.214 (III.A.7-4). While no formal policy governs the ratio of full-time to part-time/adjunct faculty, the ratio is monitored by the UHCC System and the College to assure compliance with the Standard.

Established positions are allocated by State Legislature as shown on the College’s organizational chart (III.A.7-5). Programs review instructional needs for all delivery modes and submit requests for additional faculty in comprehensive program (III.A.7-6) and unit reviews (III.A.7-7), which are reviewed by the College Effectiveness Review Committee (CERC). When an instructional faculty position is vacated by retirement, termination, or resignation, the deans and vice chancellor for Academic Affairs (VCAA) determine if the position should be recruited for replacement. The VCAA then submits personnel recommendations to the chancellor for resource allocation discussion at the campus level. If a position is needed that is not allocated in the general funds, it may be created at the campus level as a temporary position funded by tuition and fees.
As described in Standards III.A.1 and III.A.2, applicants for faculty employment must meet minimum qualifications and supply credentials, including documentation and official transcripts to verify education and experience. Final decisions on hiring are made at the chancellor level.

**Analysis and Evaluation**

The College maintains a sufficient number of faculty to meet enrollment demand. Lecturers are hired as needed when enrollment and other workloads increase. As a component of reorganization and budgetary planning processes, the College divisions and departments identify staffing needs to fulfill institutional missions and goals.

**LIST OF EVIDENCE**

- **III.A.7-1** Faculty and FTE Report
- **III.A.7-2** UHCC Policy, UHCPP 9.237 Teaching Equivalencies
- **III.A.7-3** Article IV Faculty Professional Responsibilities and Workload
- **III.A.7-4** Board of Regents Policy, RP 9.214 Teaching Assignments for Instructional Faculty
- **III.A.7-5** Organizational Chart
- **III.A.7-6** CERC Evaluation Tool Comprehensive Program
- **III.A.7-7** CERC Evaluation Tool Comprehensive Unit

**III.A.8** An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

**Evidence of Meeting the Standard**

The College website provides a number of online resources for all faculty. The Faculty and Staff page contains links to a variety of resources, including evaluation and professional development information. The College’s Employee Handbook (III.A.8-1) is available online and addresses employee matters and issues for all College employees. The handbook includes information about the College, documents and resources, policies and procedures, campus communication, campus services, professional development, and emergency procedures.

Division/department chairs provide orientation and oversight for lecturers (adjunct faculty). As outlined in Standard III.A.5, the College has established policies and procedures related to the performance evaluation of all personnel. Lecturers are evaluated as specified by UHCC Policy, UHCCP 9.104 (III.A.5-9) and Hawai‘i CC Policy, HAW 9.104 (III.A.5-10). Lecturers teaching at least half-time are members of the faculty collective bargaining unit and are covered by the collective bargaining agreement.

Professional development covering a wide range of topics is provided to all faculty, including lecturers, during convocation week (III.A.8-2) and throughout the year (III.A.8-3). All workshops are free and are offered to all faculty, lecturers, and staff. The College has also sent lecturers to select conferences, including the annual Hawai‘i Strategic Institute (HSI)/Hawai‘i Student Success Institute (HSSI) (III.A.8-4) and the Hawai‘i Great Teachers Seminar (III.A.8-5).
Analysis and Evaluation

Hawaiʻi CC online information and division/department orientations provide lecturers with necessary information about the College and their specific division/departments. Convocation week offers workshops and events to all faculty and staff to provide opportunities for integration into the College culture and campus activities. The College provides year-round support and training to all interested faculty. Division/department chairs oversee lecturer performance, and regular evaluation of lecturers is directed by system and College policies.

LIST OF EVIDENCE

III.A.8-1 Employee Handbook
III.A.5-9 UHCC Policy, UHCCP 9.104 Lecturer Evaluation
III.A.5-10 Hawaiʻi CC Policy, HAW 9.104 Lecturer Evaluation
III.A.8-2 Convocation Week Fall 2017
III.A-3 Professional Development Workshops
III.A.8-4 Hawaiʻi Student Success Institute
III.A.8-5 Great Teachers Seminar

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

As of fall 2016, Hawaiʻi CC employed a total of 128 qualified staff to support the effective educational, technological, physical, and administrative operations of the institution (III.A.7-1). Of these individuals, 67 are administrative, professional, and technical (APT) positions and 61 are civil service positions.

APT positions include professional, non-faculty positions that require a baccalaureate degree, such as research associates, educational specialists, administrative officers, auxiliary and facilities services personnel, and human resources specialists. The classification and compensation of each pay band is established by the University of Hawaiʻi Office of Human Resources (OHR) (III.A.9-1). The College has Band A and B APT positions based on a salary schedule for 9-month and 11-month employees (III.A.9-2), assigned to pay bands (III.A.9-3) based on work complexity and scope of responsibility:

- Band A – Entry / Intermediate / Independent Level Worker
- Band B – Journeyworker / Senior Worker / Working Supervisor.

Civil service positions include a variety of occupations relating to clerical, library support, property protection, nursing, medical support, labor, custodial, trades, and equipment operation. The OHR is delegated authority to classify civil service positions. The State of Hawaiʻi Department of Human Resources Development (DHRD) (III.A.9-4) maintains the Class Specifications and Minimum Qualification Requirements and Compensation Plan (III.A.9-5) for each position.
Established positions are allocated by State Legislature as shown on the College’s organizational chart (III.A.7-5). When a position is vacated by retirement, termination, or resignation, the manager, division/department chair, or vice chancellor determines if the position should be recruited for replacement as a part of the strategic planning process. The vice chancellor submits personnel recommendations to the chancellor for resource allocation discussions at the campus level. If a position is needed that is not allocated in the general funds, it may be created at the campus level as a temporary position funded by tuition and fees. Requests for additional positions are included in the comprehensive program and unit reviews that are completed every three years. Based on evaluations of comprehensive reviews, if a new position needs to be created, supervisors work in consultation with Human Resources representatives to determine the duties, responsibilities, and the minimum qualifications of the position.

As described in Standard III.A.1, applicants for employment must meet minimum qualifications and supply credentials, including documentation and official transcripts to verify education and experience, which are required upon offer of employment as described in the “To Apply” section of each position posted on the Work at UH website (III.A.4-1). Final decisions on hiring are made at the chancellor level.

Names and biographical information about administrative staff are located in the catalog (III.A.9-6).

Analysis and Evaluation

The College maintains a sufficient number of staff with appropriate credentials to provide operational and administrative support. Program and unit review and assessment provide a venue to assess capacity needs in support areas to fulfill the institutional mission and goals.

LIST OF EVIDENCE

| III.A.7-1 | Faculty and FTE Report |
| III.A.9-1 | Office of Human Resources |
| III.A.9-2 | Salary Schedules by Employee Type |
| III.A.9-3 | Band Definitions |
| III.A.9-4 | Department of Human Resource Development |
| III.A.9-5 | Class Specifications Minimum Qualification Requirements |
| III.A.7-5 | Organizational Chart |
| III.A.4-1 | To Apply to Hawai‘i CC |
| III.A.9-6 | Administrative Staff |

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

As specified in UH Executive Policy, EP 9.212 (III.A10-1), individual executive/managerial (E/M) positions are established with specific duties and responsibilities that reflect managerial and leadership requirements necessary to carry out the strategic mission of the University. Only
the University of Hawai‘i president has the authority to establish, amend, or abolish E/M positions, except for positions that report directly to the BOR or to the president. While no formal administrative staffing ratios are established, the staffing levels for E/M employees are reviewed and compared across the UHCC System.

Hawai‘i CC has a total of seven E/M positions (III.A.9-6):

- Chancellor
- Vice Chancellor for Academic Affairs
- Vice Chancellor for Student Affairs
- Vice Chancellor for Administrative Services
- Director, EDvance (formerly Office of Continuing Education and Training)
- Director, Hawai‘i CC – Pālamanui (University of Hawai‘i Center, West Hawai‘i)
- Dean of Career and Technical Education
- Dean of Liberal Arts and Public Services.

As outlined in Standards III.A.1 and III.A.3, applicants for E/M employment must meet minimum qualifications and supply credentials, including documentation and official transcripts to verify education and experience. Final decisions on hiring are approved by the president or BOR. E/M positions are provided with University Leadership Orientation as specified in UH Executive Policy, EP 2.211 (III.A.10-2).

**Analysis and Evaluation**

The College maintains a sufficient number of executive/managerial positions as compared to other UH community colleges. As the College takes steps to fill positions held by interim appointees, executive and managerial leadership has remained focused on the College’s mission and the goals of the Strategic Directions 2015-2021.

**LIST OF EVIDENCE**

III.A.10-1 UH Executive Policy, EP 9.212 Executive Managerial Classification and Compensation
III.A.9-6 Administrative Staff
III.A.10-2 UH Executive Policy, EP 2.211 University Leadership Orientation

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

**Evidence of Meeting the Standard**

Personnel policies are established and published at multiple levels, including BOR policies (III.A.1-13), UH executive policies (III.A.1-14), UH administrative procedures (III.A.1-15), UHCC System Section 9 policies (III.A.1-16), State of Hawai‘i Department of Human Resources Development (DHRD) policies (III.A.11-1), and College policies (III.A.11-2). Additionally, collective bargaining agreements govern personnel actions for covered employees (III.A.1-17).

The College’s personnel policies and procedures (Section 9) are available for review on the College’s website (III.A.11-2). New or revised policies and procedures are developed using a
collaborative decision-making process with appropriate participation and consultation. The Human Resources office helps to ensure that personnel policies and procedures are equitably and consistently administered for the fair treatment of all personnel.

**Analysis and Evaluation**

The Colleges establishes, publishes, and adheres to written personnel policies and procedures.

**LIST OF EVIDENCE**

- III.A.1-13 Board of Regents Policies Chapter 9 Personnel
- III.A.1-14 Executive Policies
- III.A.1-15 Administrative Policies
- III.A.1-16 UHCC Policies
- III.A.11-1 DHRD Policies
- III.A.11-2 College Personnel Policies
- III.A.1-17 Union Member Employees

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

**Evidence of Meeting the Standard**

Hawaiʻi CC is committed to providing appropriate programs, practices, and services that support its diverse personnel. The College maintains clear policies and procedures for employment equity and diversity consistent with its mission.

The College adheres to a policy of nondiscrimination and equal opportunity in all personnel actions in accordance with the principles of Equal Employment Opportunity and Affirmative Action (EEO/AA) under Board of Regents Policy, RP 1.205 (III.A.12-1); UH Executive Policy, EP 1.202 (III.A.12-2); Administrative Procedure, AP 9.890 (III.A.12-3); and Hawaiʻi CC Policy, HAW 9.900 (III.A.1-16), which includes a commitment to “stress individual qualifications and prohibit discrimination on the basis of race, color, national origin, sex (including sexual harassment), religion, ancestry, age, marital status, disability, arrest/court record, sexual orientation, breastfeeding and National Guard participation.”

Formal EEO/AA analysis is conducted by the UHCC System on a regular basis and is incorporated into the recruitment/hiring processes. The College has an affirmative action program that complies with federal contractor requirements for data collection, workforce analysis, identification of problem areas, placement goals or benchmarks, outreach and recruitment, measuring affirmative action efforts, and taking remedial action when necessary.

As part of the affirmative action program, the director of UHCC EEO/AA develops affirmative action plans (AAP) for minorities and women in accordance with federal contractor requirements on an annual basis. In addition, the director develops an affirmative action plan for protected veterans and individuals with disabilities (Part II) prepared in accordance with federal contractor requirements.
requirements (III.A.12-4). Faculty/staff with disabilities can seek assistance with the Human Resources office.

The director of UHCC EEO/AA works closely with the campus EEO/AA coordinator to monitor employment practices and recruiting and hiring decisions to ensure compliance with the laws. The campus EEO/AA coordinator oversees all aspects of the employment process, beginning with the selection of screening committee members and approval of interview questions before applications are reviewed, in addition to providing support for the College’s diverse personnel.

The College is committed to creating a culture of equality, acceptance, and respect for all members of the campus community regardless of race, ethnicity, gender identity or sexual orientation in accordance with the UH System Commission on Lesbian, Gay, Bisexual, Transgender and Queer+ (LGBTQ+) Equality and with relevant EEO/AA policies (III.A.12-5).

The College also participates in the UH System’s Safe Zone program (III.A.12-6), with goals of promoting social justice and fostering a safe and inclusive community for LGBTQ+ students, faculty, and staff. Offices, faculty, and staff that have completed the Safe Zone training program may display the Safe Zone Ally poster. In addition, a list of faculty and staff members who have declared that they are allies and advocates is posted on the College’s website (III.A.12-7).

Analysis and Evaluation

The College is committed to a policy of nondiscrimination and equal opportunity in employment decisions and strives to promote diversity through its programs, practices, and services to foster a culture of equality, acceptance, and respect for all members of campus.

LIST OF EVIDENCE

| III.A.12-1 | Board of Regents Policy, RP 1.205 Policy on Nondiscrimination and Affirmative Action |
| III.A.12-2 | UH Executive Policy, EP 1.202 University Statement of Nondiscrimination and Affirmative Action |
| III.A.12-4 | Affirmative Action Plan |
| III.A.12-5 | UH System LGBTQ+ |
| III.A.12-6 | UH System LGBTQ+ Equality Website |
| III.A.12-7 | Safe Zone Program |

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

All personnel at the College are considered State of Hawai‘i employees and are therefore governed by the State Ethics Code, Chapter 84, Hawai‘i Revised Statutes (III.A.13-1). All state employees must exhibit the highest standard of ethical conduct regarding gifts, confidential information, fair treatment, conflicts of interest, and disclosure. The statute also describes disciplinary action for violations.
Faculty and lecturers at the College are guided by a Statement of Professional Ethics in accordance with UHCC Policy, UHCCP 5.211 (III.A.13-2) based on the adoption of the American Association of University Professors Statement on Professional Ethics (III.A.13-3). This policy reinforces expectations and standards that faculty must strive to achieve in recognition of the special responsibilities placed upon them. The statement provides guidance in such matters as intellectual honesty, academic freedom, responsibilities to students, respect for colleagues, and impressions when speaking or acting as citizens.

Board of Regents Policy, RP 12.201 also sets forth ethical standards of conduct in research and scholarly activities (III.A.13-4). UH Executive Policy, EP 12.211 sets forth policies and procedures for responding to allegations of research and scholarly misconduct (III.A.13-5). When a formal allegation is rendered, the procedures provide due process rights as specified in the appropriate collective bargaining agreements to ensure that any decisions rest on evidence fully and fairly assessed.

In addition, Administrative Procedure, AP 8.025 outlines responsibilities of employees who perform or have authority for fiscal and administrative functions (III.A.13-6).

The College provides annual training for all employees regarding ethics, conflicts of interest, Title XII, Title IX (III.A.13-7), and sexual harassment.

All employees are also required to file the University of Hawai‘i Conflicts of Interest Disclosure Form Part I (III.A.13-8) in accordance with UH Executive Policy, EP 12.214 (III.A.13-9). When a conflict of interest situation arises, the guidelines in Administrative Procedure, AP 5.504 (III.A.13-10) set forth policies and procedures for determining the appropriate action for conflict resolution and possible implementation of a management plan. Further review may be conducted by other senior administrators and the UH Office of Research Services (ORS) (III.A.13-11); the case may also be referred to the Conflicts of Interest Committee to prepare written recommendations for management or elimination of the conflicts of interest.

Analysis and Evaluation

The College has established policies and procedures related to the professional ethics of all personnel. The College ensures the dissemination of information at the time of hiring and through ongoing, annual training and activities to further awareness. Clear policies and procedures are in place to address potential violations.

LIST OF EVIDENCE

III.A.13-1 Chapter 84 Hawai‘i Revised Statutes
III.A.13-2 UHCC Policy, UHCCP 5.211 Statement on Professional Ethics
III.A.13-3 Statement on Professional Ethics
III.A.13-4 Board of Regents Policy, RP 12.201 Ethical Standards of Conduct
III.A.13-5 UH Executive Policy, EP 12.211 Allegations of Research and Scholarly Misconduct
III.A.13-6 Administrative Procedure, AP 8.025 Fiscal Responsibilities within the University
III.A.13-7 Hawaii CC and Title IX Website
III.A.13-8 University of Hawai‘i Conflicts of Interest Disclosure Form
III.A.13-9 UH Executive Policy, EP 12.214 Conflicts of Interest and Commitment
III.A.13-10 Administrative Procedure, AP 5.504 Conflicts of Interest and Commitment
III.A.13-11 Office of Research Services
III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College’s commitment to promoting lifelong learning within our Kauhale is also demonstrated with its support for the professional development of its faculty and staff. One of the College’s 2017-18 institutional priorities (called Wildly Important Goals) is “Strengthening Kauhale through its human capital.” Hawaiʻi CC promotes professional development opportunities for all personnel through campus-based workshops, professional training, local and national conferences, study abroad (III.A.14-1), and sabbatical leave (III.A.14-2).

Faculty and staff have attended national and international conferences to enhance job knowledge and stay current with trends in higher education programs and services. Recent conferences attended include the following:

- SCUP-52 (III.A.14-3), Society for College and University Planning – “We Strengthen and Transform Higher Education”
- NAFSA: Association of International Educators
- Strategic Enrollment Planning Executive Forum
- Community Colleges for International Development
- American College Counseling Association (ACCA) Conference
- International Union for Conservation Networks
- Council on Adult and Experiential Learning
- Association for Tropical Biology and Conservation (Merida, Yucatan, Mexico)
- Conference of the Americas on International Education & The Meeting of the Inter-American Space for Technical and Technological Higher Education (Montreal, Quebec, Canada)
- Transatlantic Connections (Bundoran, Donegal, Ireland).

The College and UHCC System support numerous professional development activities, including the following:

- The President’s Emerging Leaders Program (PELP) (III.A.14-4)
- WO Learning Champions (III.A.14-5)
- Community College Leadership Champions (III.A.14-6)
- Hawaiʻi Student Success Institute (III.A.8.4)
- Hawaiʻi Great Teachers Seminar (III.A.8-5)
- Innovative Educators Webinars (III.A.14-7)
- APT/Civil Service Professional Development Day (III.A.14-8).

The College purchased a subscription to provide all personnel with a library of professional development webinars. The Innovative Educators webinar calendar provides a timeline of more than 150 live webinars per year (III.A.14-9). For those who prefer on-demand webinars, a library
of over 100 training topics is available, including At-Risk Populations, Campus Safety, Organizational Development, Student Success, Teaching & Learning, Technology, and Title IX (III.A.14-10).

Throughout the year, the Faculty/Staff Development Committee (III.A.14-11) coordinates professional development activities to help create a campus culture that emphasizes continuous learning and growth, to create opportunities for faculty and staff to develop their skills and further their careers, and to build unity and familiarity across the campus. The Professional Development Workshops calendar (III.A.8-3) serves as a resource for professional development and includes topics of interest such as campus safety (III.A.14-12), how to support those in crisis (III.A.14-13), and electricity savings (III.A.14-14). Participants complete evaluations to provide feedback to the presenters and to the committee; feedback is used as the basis for future professional development planning and improvements.

In conjunction with the Faculty/Staff Development Committee, the Instructional Technology Support Office (ITSO) (III.A.14-15), part of the Academic Support unit, researches and provides training for new technologies and strategies that enhance the achievement of student learning outcomes. In addition to regular campus workshops to refresh or refine skills related to online course development, Google applications, and other technologies (III.A.14-16), ITSO also administers the Online Course Development Program (OCDP) annually. The OCDP is an intensive training that covers online course development strategies, use of Laulima (UH learning management system) tools, and federal and College expectations of online courses; follow-up training and evaluation is conducted throughout the completion of the course development and teaching of the online class (III.A.14-17). ITSO uses data gathered from workshop evaluations, OCDP evaluations, and campus-wide surveys to inform future trainings.

All College personnel are eligible to apply for UH tuition waivers (III.A.14-18). These waivers allow qualified employees to take classes at any of the UH campuses, up to six credits per semester. This practice encourages personnel to remain “lifelong learners.”

The College identifies professional development needs and sufficiency of learning opportunities through campus climate surveys. As a follow up, EDvance (formerly the Office of Continuing Education and Training – OCET) sent out a survey to college staff and conducted in-person surveys to identify topics of interest for future trainings. The culmination of this effort was the first APT/Civil Service Professional Development Day in fall 2017, which was run in-house using a conference format with multiple workshops to choose from.

Other means to identify professional development needs come through use of the Institutional Change Assessment Tool (III.A.14-19), program/unit reviews, performance evaluations with supervisors, and open-house discussions with the chancellor.

**Analysis and Evaluation**

The College provides a wide range of professional development opportunities for employees, including campus based trainings; systemwide leadership development programs and conferences; state, national, and international travel grants; online webinar access; long-term sabbatical leaves; and college tuition waivers. Evaluations of professional development activities are used for future planning and improvement efforts.
LIST OF EVIDENCE

III.A.14-1 Study Abroad
III.A.14-2 Sabbatical Leave
III.A.14-3 Society for College and University Planning (SCUP) Annual Conference
III.A.14-4 Presidents Emerging Leaders Program
III.A.14-5 WO Learning Champions
III.A.14-6 Community College Leadership Champions
III.A.8.4 Hawaiʻi Student Success Institute
III.A.8-5 Hawaiʻi Great Teachers Seminar
III.A.14-7 Innovative Educators Webinars
III.A.14-8 APT Civil Service Professional Development Day
III.A.14-9 Webinar Calendar
III.A.14-10 List of Trainings
III.A.14-11 Faculty Staff Development Committee
III.A.8-3 Professional Development Workshops
III.A.14-12 Campus Safety Workshop
III.A.14-13 How to Support Those in Crisis
III.A.14-14 Electricity Savings
III.A.14-15 Institutional Technology Support Office
III.A.14-16 ITSO Summer Workshop Series
III.A.14-17 Online Course Development Program
III.A.14-18 Professional Improvement Sabbatical Leave
III.A.14-19 Institutional Capacity Assessment Tool

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The College’s Human Resources office maintains the security and confidentiality of personnel records in accordance with state and federal laws, regulations, and rules. Personnel files for faculty and APT employees are maintained at the College, E/M and civil service personnel records are maintained by the UH of Human Resources (OHR) (III.A.9-1), and student employee records are maintained by supervisors.

Employees may view their personnel records by appointment by contacting the Human Resources office. Procedures governing an employee’s access to their records are found in Administrative Procedure, AP 9.025 (III.A.15-1). This procedure complies with the provisions of the Fair Information Practice Act to provide confidentiality of personal records and access to an employee’s personal records in accordance with Hawaiʻi Administrative Rules, Title 20, University of Hawaiʻi, Chapter 16, Personal Records (III.A.15-2). Under this procedure, employees seeking access to their records submit a request form to the designated custodian of the personal record.

The College makes provisions to maintain and secure E/M, faculty, and APT personnel records in accordance with Administrative Procedure AP, 9.075 (III.A.15-3). This procedure also governs an employee’s access to their records in accordance with the Disclosure of Personal
Records (III.A.15-4) under Part III of the Uniform Information Practices Act (UIPA), Chapter 92F of the Hawai‘i Revised Statutes (HRS) (III.A.15-5).

Civil service personnel records are maintained and secured by OHR under State of Hawai‘i Department of Human Resources Development Policy 701.002 (III.A.15-6). Procedures to access these records are in accordance with the Disclosure of Personal Records (III.A.15-4) under Part III of the Uniform Information Practices Act (UIPA), Chapter 92F of the Hawai‘i Revised Statutes (HRS) (III.A.15-5).

All personnel records are kept in a locked filing cabinet inside a secure room accessible only to authorized individuals, including Human Resources staff and the vice chancellor for Administrative Services. The grand master key held by security personnel will not open the doors to these secure rooms.

All computer monitors in the Human Resources office have a privacy filter to protect information from unauthorized personnel who may walk into the office without an appointment. Human Resources staff members are trained to protect the confidentiality of any open personnel records or documents by covering the file or minimizing the document on their computer screen.

Any UH employees, including student hires, that access sensitive information are required to sign UH Form 92 – General Confidentiality Notice (III.A.15-7). This form acknowledges that the employee understands that sensitive and confidential information must be protected in accordance with UH Executive Policy, EP 2.210 (III.A.15-8), which provides procedures and practices for the acceptable use and management of all information technology resources, and with UH Executive Policy, EP 2.214 (III.A.15-9), which provides the framework for specific procedures and practices associated with systems and files that contain sensitive, personal, and confidential information.

Confidential files that are transferred between campuses are marked “CONFIDENTIAL” and sent via U.S. Mail or delivered by authorized personnel. Electronic files that are confidential are sent via the UH FileDrop system which uses SSL to send an encrypted email to the specified recipient with a randomly generated URL to download the file(s) (III.A.15-10). As an additional level of protection, the “Require Authentication” checkbox is used to require the UH login and password of the intended recipient. The recipient must have both the random URL and UH username and password in order to download any files. The sender also selects a file expiration date between 1 to 7 days. The email sent to the recipient contains the date and time at which the files will be deleted.

Analysis and Evaluation

All College personnel records are locked in a secure room with restricted access. Procedures governing the secure transfer of files are strictly observed. Employees may request to view their personnel records by following established procedures.

LIST OF EVIDENCE

III.A.9-1 Office of Human Resources
III.A.15-1 Administrative Procedure, AP 9.025 Fair Information Practice
III.A.15-2 Hawai‘i Administrative Rules
III.A.15-3  Administrative Procedure, AP 9.075 Personnel Records
III.A.15-4  Employee’s access to their records
III.A.15-5  Uniform Information Act Chapter 92F
III.A.15-6  State of Hawai‘i Department of Human Resources Development Policy 701.002 Employee Related Personnel Files
III.A.15-7  UH Form 92 General Confidentiality Notice
III.A.15-8  UH Executive Policy, EP 2.210 Use and Management of IT Resources
III.A.15-9  UH Executive Policy, EP 2.214 Data Classification and Information Security Guidelines
III.A.15-10 FileDrop
III.B. Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The College offers courses, programs, and learning support services at the following three primary campuses (III.B.1-1):

Manono campus. The Manono campus, located in Hilo, consists of 20.7 acres with 27 buildings, some used by the University of Hawai‘i at Hilo (UH Hilo). Facilities include a cafeteria, a student learning and testing center, faculty offices, a business office, counseling offices, admissions and records offices, administrative offices, an academic computing support office, classrooms, labs, facilities and maintenance offices, and vocational shops.

UH Hilo campus. The UH Hilo campus, located a half mile from the Manono campus, is situated on approximately 115 acres and includes space for the College’s general education, business education, and technology classes, as well as faculty offices, vocational shops, and the Learning Center (TLC). The College also shares facilities with UH Hilo, including the Edwin H. Mookini Library, the Kilohana Center, the Campus Center, the theatre, and the bookstore. In addition, the campus includes athletic facilities such as tennis courts, playing fields, and a fee-based student life center with weight rooms and a swimming pool. Hawai‘i CC and UH Hilo also share an off-campus 110-acre farm lab, Hilo Pana‘ewa Agricultural Park, which consists of a small office building, numerous greenhouse structures, crop fields, and auxiliary buildings for livestock.

Pālamanui campus. The Pālamanui campus is located in Kailua-Kona, approximately 75 miles west of the Manono campus. The five buildings on this 78-acre site house classrooms, labs, a computer lab, a library/learning center, and support services. In addition to delivering Hawai‘i CC classes, the Pālamanui campus also hosts the University of Hawai‘i Center, West Hawai‘i, which provides access to distance programs delivered by other UH campuses.

To meet the demand for higher education across the island, the College began offering courses in West Hawai‘i in the 1980s in 12,500 square feet of leased space in a retail center. After obtaining funding from the state and Pālamanui LLC, the Pālamanui campus was built and the College began teaching classes there in fall 2015. With 24,000 square feet of learning space dedicated to serving students, the new facility has space for courses, programs, and learning support services (III.B.1-2).

In addition to the locations that are maintained by the UH System, Hawai‘i CC also offers classes at schools across Hawai‘i island. Classes are offered at Hilo High School, Ke Kula o Ehunuikaimalino, Kea‘au High School, Kealakehe High School, Konawaena High School, Pāhoa High School, and Waiākea High School. These facilities are maintained by the administration at each of the school sites.
The UH System, the UHCC System, and the College share responsibility for providing safe and sufficient physical resources. Major capital projects are managed by the UH System. Minor projects, including all maintenance and health and safety repairs, and projects that require professional design consultants, are managed by the UHCC Office of Facilities and Environmental Health (FEH). When appropriate, the FEH assigns its environmental safety specialist to investigate and recommend remediation of code and safety needs. The UHCC System also supports the College by acquiring and allocating Capital Improvements Program (CIP) funding and implementing construction projects on the campus.

The College conducts regular physical inspections and requests assistance from the FEH to assess or evaluate health and safety issues, code compliance, etc. The Auxiliary and Facilities Services (AFS) manager oversees the planning and maintenance of the campus and serves as the primary campus liaison with the FEH. Limited Fire and Safety audits are conducted annually by the UHCC environmental safety specialist to identify fire code violations. When the need arises, FEH representatives and the Hawaiʻi CC vice chancellor for Administrative Services (VCAS) also conduct physical inspections of the campuses to evaluate federal, state, and county requirements regarding building codes; Americans with Disabilities Act (ADA) compliance; and repair/maintenance issues. Inspections are also used to evaluate project requests made by the College and to identify facilities in need of health and/or safety upgrades (see also Standard III.B.2).

The College also evaluates the safety and sufficiency of physical facilities during annual unit and program reviews, which include an analysis of health and safety needs (III.B.1-3). The VCAS and the AFS manager review and prioritize requests based on the impact to instruction and services. Units and programs may also use their departmental funds for modifications or improvements.

In addition, faculty and staff may submit facility modification requests, which are evaluated based on need and alignment with program and unit reviews. Unsafe facilities can be reported by calling the Planning, Operations, and Maintenance (POM) office, emailing the AFS manager, or submitting a request through eFacilities, a computerized maintenance management system, which is discussed in Standard III.B.2.

Facility and technology needs for Hawaiʻi CC Distance Education (DE) and off-site classes are determined by each individual program, taking into account the needs of the students and the availability of physical space with the required technology. Program needs for distance learning can be submitted via the comprehensive review process, further detailed in Standard III.B.2.

The Hawaiʻi CC Security office, which operates 24 hours a day, 365 days a year, is responsible for public safety at the Manono and Pālamanui campuses. The office is responsible for numerous campus safety and security programs, including emergency management, community safety and security education, and physical security, including security technology, behavioral threat assessment, and special event management (III.B.1-4). To provide safe and secure access to its campuses, Hawaiʻi CC Security controls vehicular access to the Manono and Pālamanui campuses via gates at the driveways entering the campuses.
For the UH Hilo campus, the UH Hilo administration ensures that facilities have appropriate access, safety, and security.

All three campuses are ADA compliant, providing accessible walkways and buildings and requisite handicap parking stalls. In summer 2016, upgrades were completed on the installation of three automatic door openers for ADA access. Also, each campus has clearly identified all-gender restrooms (III.B.1-5, III.B.1-6, III.B.1-7).

The College conforms to requirements established by the federal Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), which include security and facilities access, crime reporting procedures, crime prevention programs, and the relationship between campus security and local law enforcement. As part of the reporting process mandated by the Clery Act, the security environment of the campus is assessed annually (III.B.1-8). Campus security authorities receive annual training relevant to their responsibility to report conditions that jeopardize student safety. The UHCC also provides training and oversight for compliance with Clery Act and workplace violence reporting and training. In addition, UHCC Policy, UHCCP 11.600 provides guidance regarding continual development and implementation of safety and security matters, including conditions for hiring and training College security officers (III.B.1-9). In summer 2016, the UHCC System provided funding to improve door hardware and locking systems to support security in the event of a campus lock-down.

In regards to safety and hazardous materials, the UHCC System provides periodic campus inspections and training services through the environmental health and safety specialist (EHSS). The EHSS conducts training on hazardous materials awareness and hazardous waste management procedures, as well as periodic facility inspections and safety consultations for faculty and staff, providing special attention to instructional programs and courses that use hazardous materials, such as auto body, auto mechanics, and chemistry (III.B.1-10). The College also maintains a Hazardous Materials/Hazardous Waste Management program (III.B.1-11).

The following practices are also in place to assure access, safety, security, and a healthful environment:

- UH Systemwide email and cell phone alert system for emergency notification
- Emergency call boxes with blue identification lights (III.B.1-12)
- Automated External Defibrillators (AED) located throughout campuses and associated training provided (III.B.1-13, III.B.1-14)
- Security cameras at the Manono and Pālamanui campuses
- Campus directory and maps located throughout campuses.

**Analysis and Evaluation**

The UH System, UHCC System, and the College work collaboratively to provide safe and secure access to physical resources through effective safety and maintenance processes at all locations where it offers courses, programs, and learning support services. Facilities are inspected annually and evaluated with awareness of health, safety, and accessibility issues. All buildings on all three campuses are accessible and ADA compliant. Campus security personnel are well-trained and on
patrol year-round. The UHCC System’s FEH provides assistance in the management of hazardous materials and waste, and performs safety inspections. College personnel are able to report safety and resource concerns via POM, the online maintenance management system, and in program and unit reviews.

**LIST OF EVIDENCE**

| III.B.1-1 | Campus Maps |
| III.B.1-2 | Pālamanui News Article |
| III.B.1-3 | Program and Unit Review |
| III.B.1-4 | Campus Security |
| III.B.1-5 | Manono Gender Restrooms |
| III.B.1-6 | Pālamanui Gender Restrooms |
| III.B.1-7 | UH Campus Map |
| III.B.1-8 | 2016 Annual Security Report |
| III.B.1-9 | UHCC Policy, UHCCP 11.600 Safety and Security Programs |
| III.B.1-10 | UHCC Environmental Health Website |
| III.B.1-11 | Hawai‘i Community College Hazardous Materials/Hazardous Waste Management Program |
| III.B.1-12 | Blue light call box Manono locations |
| III.B.1-13 | Automated External Defibrillators (AED) Hilo locations |
| III.B.1-14 | Automated External Defibrillators (AED) Kona locations |

**III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

**Evidence of Meeting the Standard**

Hawai‘i CC engages in ongoing maintenance of its existing physical resources and develops plans to meet the changing needs of the College community.

On a regular basis, campus buildings and grounds are monitored by building occupants, janitorial/custodial/maintenance staff, and security personnel. Faculty and staff participate in the maintenance of physical resources by reporting and requesting services through eFacilities AiM (III.B.2-1), a computerized maintenance management system that is used for campus work requests. As work requests are submitted via eFacilities AiM, the AFS manager conducts a visual inspection of the campus facilities, equipment, and grounds to assess needs for acquiring, maintaining, repairing, or upgrading resources. Facilities or equipment that have received multiple requests or complaints are carefully monitored. Smaller scale repairs and maintenance are undertaken using campus financial resources and personnel.

Every three years, programs and units submit comprehensive reviews, which include requests for maintenance and upgrades of facilities and equipment for the purpose of achieving program and unit outcomes (III.B.2-2). In the comprehensive review, programs and units assess effective utilization of their resources and determine their needs for the development and growth of their programs and units, aligning needs with the mission, vision, learning outcomes, and strategic directions. Once the comprehensive review is submitted, the College Effectiveness Review
Committee (CERC) evaluates the information provided in the report. The CERC evaluation is submitted to the campus administration for their review and prioritization of any requested facilities and equipment purchases, repairs, or replacements (III.B.2-3).

To modify, renovate, expand, or update a facility, programs and units submit a facilities modification request form (III.B.2-4). Upon approval by the campus administration and the UHCC System Office of Capital Improvements, the requested modification is added to the Hawaiʻi CC Capital Improvements Program (CIP). Approved projects require funding from either the campus or the UHCC System. A need for additional DE facilities can also be requested by the program via a facilities modification request form. This form is first reviewed by the campus administration; once approved, it is sent to the Facilities and Environmental Health Office (FEH) for approval. If approved by FEH, it returns to the College and is added to the Hawaiʻi CC Repair, Maintenance and Renovation Projects list for tracking and prioritization.

When the cost of purchase, repair, maintenance, or upgrade is more than $25,000, the campus must contact the UHCC System for possible funding. At the UHCC System level, projects are prioritized by weighing the relative importance of each project against the needs of the seven UHCC campuses. Priorities are determined by considering multiple factors, including, but not limited to, work order occurrences, failure of systems, complaints from users, and long-range plans. Funding is appropriated by the Hawaiʻi State Legislature in three categories: Capital Renewal and Deferred Maintenance (CRDM), Minor CIP, and Major CIP Line Item Projects.

CRDM is prioritized by each campus, taking into account the predictable lifetimes of facility sub-systems and the facilities that have failing sub-systems. Funding is allocated as a “lump sum” to the UHCC System, and projects are prioritized by the UHCC System to remediate or eliminate the code and safety needs of the campuses. Minor CIP include projects that are estimated at less than $5 million and that modernize classrooms/learning environments. Major CIP Line Item Projects typically exceed $5 million and include new construction and renovation.

For DE, technology support is shared by the UH System, which provides major enterprise systems and the UH technical infrastructure, and by the colleges, which provide on-campus support for students and staff using technology resources. The UH System has a high-speed digital network connecting all campuses, learning centers, libraries, and Department of Education (DOE) schools. The College provides teaching and learning space as well as DE equipment needs, such as video conference equipment, which is maintained by the Media Services unit of Academic Support.

Analysis and Evaluation

Through ongoing evaluation and the use of a computerized maintenance management system, the College regularly identifies problems and maintains the physical resources of the campuses. Program and unit reviews, integrated planning processes, and facilities modification requests enable administrators to evaluate the effective use of facilities and equipment and to prioritize the anticipated needs of the campus.

LIST OF EVIDENCE

III.B.2-1  eFacilities AiM
III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

As described in Standards III.B.1-2, the College evaluates the effectiveness of its facilities and equipment regularly via several processes, including program and unit reviews, and collaborates with the UH and UHCC Systems to monitor and prioritize repair and replacement needs.

Hawaiʻi CC participates in the UHCC System annual Facilities Renewal Reinvestment Model (FRRM) that documents the backlog of maintenance and estimates the annual funding required for ongoing capital reinvestment. The FRRM uses campus building information and life-cycle methodology to estimate deferred maintenance and future capital repair needs (III.B.3-1). Visual inspections are also conducted as needed in conjunction with the FEH, and evaluations are made regarding the prioritizing of new projects (III.B.3-2).

Current efforts to avoid underutilization of classroom space include analysis of room usage for possible repurposing. Currently, certain rooms are assigned to specific departments or academic programs, while other campus facilities are assigned by POM. Each program oversees the use of the classroom space allocated to the program; rooms are scheduled according to the needs of the program, including DE course needs. To use classrooms and other facilities, instructors must follow the Hawaiʻi CC Facilities Use Practices, Procedures and Terms of Use (III.B.3-3).

The College works with UH Hilo to effectively use space on the shared Hilo campuses.

Analysis and Evaluation

The UHCC System provides support for physical resources through the FRRM report and the regular maintenance schedule. The College ensures that facilities and equipment are regularly evaluated and that improvements are made to support programs, services, and student learning.

LIST OF EVIDENCE

| III.B.3-1 | Facility Renewal Reinvestment Study 2016 Update |
| III.B.3-2 | Capital Improvement Projects |
| III.B.3-3 | Facilities Use Practices Procedures and Terms of Use |
Evidence of Meeting the Standard

Major projects are submitted through the UH System Office of Project Delivery, formally the Office of Capital Improvements (III.B.3-2). As described in Standard III.B.2, projects are prioritized at the UHCC System level by weighing the relative importance of each project against the needs of the seven UHCC campuses. At the UHCC level, the UHCC Associate Vice President for Administrative Affairs oversees major repair and maintenance projects (III.B.4-1).

The UHCC System has developed a 6-Year Vision & Plan, which spans 2018-2023 (III.B.4-2). Currently, UHCC’s focus is to implement a building and grounds maintenance program that minimizes deferred maintenance while enhancing student learning through the creation and implementation of design standards for classrooms and laboratories that reflect modern teaching approaches. UHCC is also committed to ensuring that equipment is current and meets industry standards, and to developing and maintaining a high-speed digital environment on all campuses, consistent with the facilities-related strategic plan.

The UHCC Strategic Directions 2015-2021 provides a vision for modern teaching and learning environments at UHCC campuses (III.B.4-3). To address DE needs, UHCC commits to ensuring that the digital networks are constructed and maintained in a manner that takes full advantage of the UH intercampus network. Working with UH Information Technology Services and drawing on the planning work of the Modern Facilities Task Force, UHCC assesses all of its internal campus networks to assure that they provide the required high-speed connectivity to teaching and learning spaces, to business operations, and to students in general (III.B.4-4). Necessary upgrades are implemented based on this assessment. DE needs that exceed the funds available at the campus level are incorporated into the Hawai‘i CC long-range capital goals and are submitted to the UHCC System for review and inclusion in the UHCC 6-Year Vision & Plan (III.B.4-3).

Directly aligned with the UHCC Strategic Directions 2015-2021, Hawai‘i CC’s Strategic Directions 2015-2021 (III.B.4-5) are used to prioritize budget requests for projects that will be submitted to the UHCC System and to the Hawai‘i State Legislature. In accordance with state law, UH submits a biennium budget request to the governor and legislature for their consideration during the regular legislative session; supplemental budget requests may also be submitted.

Hawai‘i CC’s long-range capital goals reflect the projected costs of facilities and equipment. The College’s institutional planning incorporates planning for new facilities and equipment, with input provided by the administrative team; unit, division, and department chairs; and CERC evaluation of program and unit reviews.

The College has developed Long Range Development Plans (LRDPs), which incorporate institutional improvement goals and provide facility cost projections. For new facilities, the total cost of ownership is managed by the UH System and UHCC System, while the UHCC FEH considers the total cost of ownership when implementing projects. Considerations in the total
cost of ownership include purchase cost, maintenance, and lifespan. The LRDPs include site considerations, program planning, planning criteria, site utilizations, alternative site plans, ultimate plans, architectural barrier-free programs, design guidelines, implementation and transitional plans, and cost estimates. The College currently has three LRDPs: two for a Hilo campus and one for the Pālamanui campus.

For the Hilo campus, two plans have been developed. The first is the Hawai‘i CC Manono Campus Long Range Development Plan 2010 Revision and Update, the most recent in a series of plans for a consolidated campus in Hilo (III.B.4-6). This plan details an expanded campus at the Manono site and addresses needed infrastructure upgrades to aging facilities. More recently, an alternative plan was created, the Hawai‘i CC Long Range Development Plan Update 2025 (III.B.4-7), which proposes relocating the College to a new site approximately 2.6 miles away from the current Manono campus location. Both plans consolidate services to one location with adequate facilities, including new buildings, additional parking, and improved communal areas (III.B.4-8). This consolidation will assist the College in accomplishing its mission, improving support of student achievement and helping it reach the 21st Century Facilities strategic direction. Currently, the LRDP for Manono campus is being revised and updated for presentation to the BOR in 2018.

The College’s plan for the Pālamanui campus is found in the University of Hawai‘i Center – West Hawai‘i Long Range Development Plan 2009 Revision and Update (III.B.4-9). Updating the original LRDP that was completed in 1998, this plan addresses changes in the West Hawai‘i community, progression of nearby development projects, and the Environmental Impact Statement completed in 2000. It maps the development of the new, permanent Pālamanui campus in Kona. This LRDP establishes a permanent campus for West Hawai‘i and includes additional instructional programs, allowing for expansion of offerings to the students of West Hawai‘i. Located in the midst of lava lands never before developed, this plan establishes a university-centered village to be developed in four phases. Phase 1 has been completed thus far.

Analysis and Evaluation

Long range planning has addressed changes in program needs and includes cost estimates concerning new physical plant facilities and infrastructure improvements. The College has remained focused on providing new campuses on both sides of the island, with the Pālamanui campus making progress toward achieving that goal. In its efforts to update the current Hilo campus LRDP, the College recognizes the ongoing uncertainty in securing the necessary state appropriations.

LIST OF EVIDENCE

| III.B.3-2 | Office of Capital Improvements          |
| III.B.4-1 | Administrative Affairs Facilities and Environmental Health |
| III.B.4-2 | Six year CIP Strategy                   |
| III.B.4-3 | Modern Teaching and Learning Environments |
| III.B.4-4 | Alerts                                  |
| III.B.4-5 | Modern Teaching and Learning Environments |
| III.B.4-5 | 21st Century Facilities                 |
| III.B.4-6 | Manono Campus Long Range Development Plan 2010 Revision and Update |
### CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

<table>
<thead>
<tr>
<th>Action</th>
<th>Standards</th>
<th>Responsible Party(ies)</th>
<th>Timeline</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and revise the integrated planning process (including evaluation of master plans)</td>
<td>I.B.9, III.B.2, III.C.1, III.D.2</td>
<td>(Related to QFE Project #1)</td>
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III.C. Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Hawai‘i Community College provides technology resources at its primary campuses and several remote locations, including Kona Nursing Resource Center (KNRC) in Kealakekua and the Ka‘ū Resource & Distance Learning Center (KRDL) in Pahala. The College provides technology support to meet current learning, teaching, communications, and operational needs at all locations. As technology improves, Hawai‘i CC resources change and evolve appropriately to meet the needs of the College, as well as the community it serves.

Computer Services/IT Support and Media Services provide support for academic and administrative computing and communications technology, as well as maintenance of faculty/staff/administration computers, network infrastructure (wired and wireless), VOIP phone system, and servers. They also provide a range of services including technological research and recommendations; purchasing, coordination, and installation of software products; and support for distance education technology, multimedia display, and other technologies.

The majority of the technology decisions for the network infrastructure (e.g., cabling, layout, equipment, etc.) are made by Computer Services (III.C.1-1). Occasionally, network infrastructure decisions may be mandated or driven by University of Hawai‘i (UH) System changes made by UH Information Technology Services (ITS). Other technology decisions are made in consultation with relevant stakeholders, including administration, faculty, funding agencies, and community partners such as KRDL and the Workforce Development Division.

Technology needs at the campus come from a variety of sources (e.g., new employees, grant-funded projects, program reviews, network infrastructure change, or new/replacement computers for a classroom, department, or office). Once a decision has been made to purchase computers/printers/software due to a need, Computer Services is notified, purchases are made, equipment arrives, and Computer Services provides setup and support for the purchased equipment.

Classroom, lab, and most administrator and staff computers are on a four-year hardware replacement cycle. Normally, the oldest are replaced first. Remaining computers, depending on availability, are refreshed/recycled with more memory and upgraded storage.

All software is reviewed by Computer Services/IT Support prior to purchase to ensure compatibility with existing systems. The majority of the College’s computers run Windows 7 and 10. All of the College’s Macs run OSX. Standard software includes the Microsoft Office suite to ensure uniformity (III.C.1-2, III.C.1-3). Computer Services/IT Support regularly installs standard software products, including Adobe programs such as Acrobat Reader, Flash Player and Shockwave Player, Firefox, Chrome, Java, and McAfee Enterprise + AntiSpyware Enterprise (III.C.1-2). In addition, divisions and departments may purchase specialized software for use on
networked or individual computers (III.C.1-4). Provisions for reliability, disaster recovery, privacy, and security are described further in Standard III.C.3.

In addition to the College’s telephone and voicemail system, the College uses a variety of communication technologies, including Polycom videoconferencing, which is used regularly to facilitate meetings between Hilo and Pālamanui as well as to link to other UH campuses and to conduct distance learning courses. The College offers distance education (DE) through a variety of modes, including the internet, videoconferencing, and interactive television. DE technology support includes computers, wired and wireless internet access, and classrooms with videoconferencing and interactive television equipment.

Design, development, and oversight of the administration of the College website (III.C.1-5) is provided by Hawai‘i CC’s web developer (III.C.1-6).

The UH System relies on email as the primary means of communication, issuing employees and students email accounts. The College also maintains several social media accounts, including Facebook (III.C.1-7), Twitter (III.C.1-8), Flickr (III.C.1-9), YouTube (III.C.1-10), and Instagram (III.C.1-11). The College provides access to the internet, MyUH (the UH System’s integrated student information system), the STAR online student information and advising tool, and to Laulima, the web-based course management system and collaborative resources tool used by the UH System. Laulima is used by faculty and students for both DE and face-to-face courses, and by faculty and staff for collaborative projects. Laulima is an open-source Sakai learning management system (III.C.1-12). It is maintained by UH System IT support, available daily by phone from 7 a.m. to 11 p.m. and by email 24 hours per day (III.C.1-13).

All Hawai‘i CC classrooms are equipped with an instructor workstation that includes a computer and visual presenter. Most programs use photocopiers, scanners, overhead projectors, visual presenters, and DVD players. The majority of non-instructional and service unit staff are equipped with a VOIP phone and computer. A small minority have a VOIP phone and computers shared among a group of staff. Most units have printers and a multifunction printer/scanner/fax.

Additional computers, mobile laptop carts, and multimedia equipment are also provided in specialized labs for designated classrooms and programs. Fully equipped labs and classrooms are located at the three primary campuses and at three off-site locations. Interactive Television (ITV) classrooms are equipped with Polycom videoconferencing equipment in 18 College classrooms—three on the UH Hilo campus, seven on the Manono campus, and eight at the Pālamanui campus.

Electronic classrooms and laptop carts are provided in the following locations/programs:

- **Manono campus**
  - Electronic classrooms--Intensive English Program (IEP); Digital Media Arts (DMA); EDvance (formerly the Office of Continuing Education and Training–OCET); Tropical Forest Ecosystem and Agroforestry Management (TEAM); Architectural, Engineering, and CAD Technologies; Hale Kea Advancement and Testing Center (HKATC); Counseling; Electronics; Nursing; Cafeteria Lab; Hā‘awi Kōkua
In addition to classrooms and labs with computer and multimedia equipment, many programs require specialized instructional technology. Examples include Nursing’s SimMan mannequin simulator, DMA’s three-dimensional printer, BEaT’s Cybersecurity Tableau Write Protection Kit, EDvance’s Flow and Level Process Control Trainer and Virage Truck Simulator, and TEAM’s drone (in the near future) for forest surveying.

Outside of the classrooms, students have access to computers with internet access at libraries, learning centers, and computer labs. In addition, wireless access is available at the three main campuses.

As discussed in Standard II.B.1, the College participates in the operation of two libraries, the shared Edwin H. Mookini Library on the UH Hilo campus and the library at the Pālamanui campus, both of which provide a range of technologies, including computers to access library resources and the internet, as well as student-use labs with printing and scanning capabilities, wireless access, and copy machines. In addition, the Mookini Library loans audiovisual equipment to faculty and staff, and provides students and faculty with access to audiovisual equipment within the library.

The College operates three learning centers that provide computers and standard software applications, located at the Manono campus (HKATC), the UH Hilo campus (TLC) and the Pālamanui campus (Pālamanui LLC). HKATC and Pālamanui LLC contain dedicated testing facilities for placement testing using internet-based Accuplacer tests as well as proctored exams for DE. HKATC and TLC also provide ADA compliant workstations for students with disabilities.

The College’s Hā’awi Kōkua Program provides additional services, resources, and access to assistive and adaptive technology for students with disabilities in Hilo and West Hawai‘i. Hā’awi Kōkua operates labs on the Manono campus and at the Pālamanui campus, which include four computer workstations equipped with assistive and adaptive hardware/software, as well as other stand-alone technology, such as voice/TTY and video phones, audio recorders, talking and large screen calculators, and visual text enlargers. Accommodations for faculty with disabilities are coordinated by the Human Resources office.
In addition to computers and software, the learning centers offer tutoring assistance for students requesting help with a variety of computer and online resources, including the internet, online registration, Microsoft Office, Quickbooks, MyMathLab, EdReady, and Brainfuse. Staff members also help faculty with computer questions, including the use of the smartboard projection unit in the TLC mini classroom.

UH ITS has responsibility for planning, policy, coordination, external relations, and operational activities related to information technologies for the University of Hawai‘i System (III.C.1-14). The College provides support for many of these technologies, including the student information (III.C.1-15), curriculum (III.C.1-16), financial (III.C.1-17), and learning management systems (III.C.1-18).

Analysis and Evaluation
Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support Hawai‘i CC’s management and operational functions, academic programs, teaching and learning, and support services. The College serves three primary campuses as well as other remote locations, and provides sufficient technology support to meet current learning, teaching, communications, and operational needs at all locations.

LIST OF EVIDENCE

| III.C.1-1 | About Computer Services |
| III.C.1-2 | Standard Software |
| III.C.1-3 | IT Supported Software |
| III.C.1-4 | Special Software |
| III.C.1-5 | Hawai‘i Community College Website |
| III.C.1-6 | Hawai‘i CC Web Support |
| III.C.1-7 | Facebook |
| III.C.1-8 | Twitter |
| III.C.1-9 | Flickr |
| III.C.1-10 | YouTube |
| III.C.1-11 | Instagram |
| III.C.1-12 | Laulima |
| III.C.1-13 | Help Desk |
| III.C.1-14 | Information Technology Services Strategic Plan May 22, 2015 |
| III.C.1-15 | Academic Support |
| III.C.1-16 | Curricula |
| III.C.1-17 | Financial |
| III.C.1-18 | Learning Management System |

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard
As technology is one of the central elements of the Hawai‘i CC learning experience (III.C.2-1), procedures are in place for acquisition, regular maintenance, and replacement of technology resources.
In accordance with UH Administrative Procedure, AP 8.540 (III.C.2-2), individual departments and divisions maintain inventory records on technology purchased through their budgets. In addition, Computer Services/IT Support maintains records on all laptops, networked computers, and printers and ensures all computer software and peripherals are compatible with existing systems. Computer Services/IT Support records are contained in Lansweeper.

The College’s Computer Services/IT Support maintains replacement schedules for computer hardware, purchases extended warranties for computer systems, develops server data recovery and back-up plans, provides for data privacy on computer systems and networks, and creates emergency response plans. Classroom, lab, and most administrator and staff computers are purchased with service warranties and are on a four-year hardware replacement cycle. In addition, departments, divisions, and units identify ongoing technology needs and submit requests to the appropriate administrator for approval. Computer Services/IT Support coordinates purchases to verify that equipment can be supported and is compatible with existing systems.

The College’s Media Services has a prioritized replacement schedule for media equipment such as Polycom units, cameras, mics, projectors, and TVs (III.C.2-3). For multimedia equipment purchases, Media Services provides research and checks compatibility, maintains inventory records, and coordinates equipment acquisitions, working with administration, faculty, and other units. In addition, Media Services keeps new or working units of general multimedia equipment in inventory to replace equipment as needed.

Technology needs at the UH System level are driven by the UH ITS Strategic Plan (III.C.1-14). UH ITS also provides technology project updates on its Projects page (III.C.2-4).

At the College level, faculty and staff are given the opportunity to request technology upgrades that fulfill their program/unit needs in their comprehensive program/unit reviews. To guide longer term planning, the College developed a Technology Master Plan (TMP), the Information Technology Strategic Plan 2013-2015 (III.C.2-5). A key feature of the plan recommended the hiring of an IT manager to lead the implementation of the plan. Due to budget limitations, the establishment of the position has been delayed. Plans are now underway to reallocate an existing position to assume the role of the manager as the College pursues another IT staff position in the next legislative session (III.C.2-6).

Analysis and Evaluation

Hawai‘i CC plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. Computer Services/IT Support and Media Services follow regular schedules for computer hardware and other equipment purchase and replacement, data recovery and back-up plans, and for installation updates to software products as needed.

LIST OF EVIDENCE

III.C.2-1 Learning Experience Section
III.C.2-2 Administrative Procedure, AP 8.540 Physical Inventory
III.C.2-3 Media Equipment Replacement Schedule
III.C.1-14 Information Technology Services Strategic Plan May 22, 2015
III.C.2-4 ITS Projects

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III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The responsibility for technology resources is shared between the UH System and the College. Computer Services/IT Support is responsible for managing the College’s information technology infrastructure and for maintaining the privacy and security of data exchanged on the campuses by students, faculty, and staff.

The UH ITS provides support services for teaching, learning, public services, administration, and research to the UH community (III.C.3-1) in the areas of administrative services, academic technologies, cyber infrastructure, enterprise systems, information security, and technology infrastructure (III.C.3-2). ITS organizes an annual All Campus IT Workshop for IT Specialists to meet and receive updates on technology (III.C.3-3) and provides guidance and assistance to keep the UH resources safe and secure from cyber and physical threats. ITS also sends alerts to the UH community (III.C.3-4) and runs a help desk service, help@hawaii.edu, which is available for phone and email support daily from 7 a.m. to 11 p.m., including holidays, except for maintenance times (III.C.3-5).

Network connectivity (wired and wireless) and VOIP phones are available 24 hours a day, 7 days a week. Wireless network access, as well as access to networked computers, requires authentication using UH usernames and passwords. Tools used for distance education are secure and reliable, and the Hawai‘i CC website is secure against compromises. Server scans and data rooms are monitored (III.C.3-6). The UH System ITS Technology Infrastructure Office ensures that there is maximum availability, quick response to down time, and reliable network connectivity for all network services/delivery modes within the UH System as well as to the internet.

Computer Services/IT Support continually monitors the campus network and responds to network interruptions caused by network equipment on campus. Computers and network equipment have usernames and passwords to ensure data privacy and protection. In the event of a power interruption, uninterruptible power supplies (UPSs) provide emergency power to servers, computers, and network equipment to allow users to shut down their computers and Computer Services/IT Support to properly shut down servers and network equipment.

Hardware (desktops, laptops, tablets, and peripherals) are purchased from credible and reliable manufacturers, and all College computer systems are protected by McAfee anti-virus software (III.C.3-7). McAfee VirusScan Enterprise software is made available through a site license agreement between UH and McAfee, and is used to detect and take action on potentially unwanted spyware and cookies (III.C.3-8). McAfee and Windows updates are performed as automatic updates at scheduled times on computers.
Computer system reliability is maintained through several methods. The majority of general-use classroom/lab computers are configured with Faronics Deep Freeze software, which prevents unwanted workstation changes, whether accidental or malicious (III.C.3-9). These computers are “unfrozen” weekly while automatic updates are applied. Computer Services/IT Support also retains administrator rights on most networked computers, which helps to minimize the frequency and severity of viruses, malware, and other computer problems.

Computer Services/IT Support uses a back-up system to address disaster recovery of server information. For example, servers are physically secured and data are automatically backed up to another server and tape weekly. Tapes are secured and stored in a safe. Data from this server is then transferred to another server in a different building on a weekly basis. Users are generally responsible for their own data recovery, and many offices use UPS battery backups that provide emergency power in the event of a power interruption to allow users to properly store data and shut down their computers.

### Analysis and Evaluation

Technology resources at all College locations are implemented and maintained by UH ITS and Hawai‘i CC’s Computer Services to ensure reliable access, safety, and security. Computer Services/IT Support ensures system security by using a back-up system. Software updates for virus scanning software are made available through a site license agreement and are used to detect and take action on potentially unwanted spyware and cookies. All networked computers and wireless network access require log-in authentication to maintain privacy and security of data exchanged by students, faculty, and staff.

### LIST OF EVIDENCE

| III.C.3-1     | IT Services            |
| III.C.3-2     | ITS About              |
| III.C.3-3     | All Campus IT Workshop 2017 |
| III.C.3-4     | Alerts                 |
| III.C.3-5     | Help Desk Services     |
| III.C.3-6     | UH Server Registration Program |
| III.C.3-7     | UH Computer Virus and Threat Information |
| III.C.3-8     | Anti-virus for Windows |
| III.C.3-9     | Deep Freeze            |

### III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

### Evidence of Meeting the Standard

Hawai‘i CC provides technology instruction and support for faculty, staff, students, and administrators in the form of distance education (DE) support, computer and media training, professional development workshops, and other support services.
Distance Education Support
The Instructional Technology Support Office (ITSO) (III.C.4-1), part of the Academic Support unit, provides ongoing training and support for DE instructors. ITSO delivers training programs and workshops, creates instructional and reference materials, and provides one-on-one faculty support. Evaluations are conducted for ITSO trainings, workshops, and services.

Media Services provides multimedia equipment training for faculty teaching via videoconferencing. Prior to the start of each semester, Polycom equipment training is offered to instructors using videoconferencing classrooms. Tips and strategies to adapt face-to-face curriculum to the videoconferencing delivery mode are also presented.

Support for DE students is provided by Learning Center staff, as well as via the UH ITS Help Desk (III.C.1-13).

Computer and Media Training
Technology training and professional support for faculty, administrators, and staff are offered throughout the year by a number of different departments, programs, and non-instructional support units, as well as through services offered across the UH System. Group trainings and training for nonstandard computer hardware/software can be requested through the Faculty/Staff Development Committee or EDvance. In addition, the Computer Services/IT Support unit provides one-on-one instruction and support of standard computer hardware/software installations based on faculty/staff requests.

In addition to providing Polycom training to faculty, Media Services also provides Polycom and general multimedia equipment training to all personnel upon request.

Computer support for students is provided by several academic support units, including the learning centers, STEM Center, and I Ola Hāloa Center for Hawai‘i Life Styles. In addition, students can obtain support via the UH ITS Help Desk (III.C.1-13).

Professional Development Workshops
Throughout the semester, the Faculty/Staff Development Committee offers a variety of technology-related workshops and presentations, including sessions on new software and internet applications. Recent offerings have included workshops on *Laulima*, Turnitin, and other web-based instructional resources. The committee conducts evaluations after each workshop, and conducted a survey in spring 2015 to assess the training needs of faculty and staff. Individuals or departments can also request specific topics for workshops or training via the committee’s webpage (III.C.4-2).

Other Support Services
Training and ongoing support for faculty and staff are provided by campus and/or system level personnel for web-based systems including the following:

- Banner student information system for course scheduling (campus)
- Banner student information system for application and student records (system/campus)
- Kuali Student Curriculum Management system (campus)
- Kuali Financial System (system)
- STAR student information and advising (system/campus)
As described in Standard III.C.2, the College has been delayed in hiring an IT manager to lead the implementation of the Technology Master Plan. Nevertheless, the College continues to work towards the plan’s goals and has implemented many of its strategies. Examples include the following:

- **Strategy 1.1: Expand DE support staff**
  Media Services in both Hilo and Pālamanui have expanded their DE support staff (one temporary full-time media specialist in Hilo, and two 0.5 temporary media specialists at Pālamanui). ITSO has requested additional staffing at Pālamanui through the unit review process (III.C.4-3).

- **Strategy 1.2: Provide resources for ongoing training of DE staff**
  ITSO and Media Services have been provided with resources for ongoing training of DE staff. A Rural Utilities Service (RUS) grant also provided training to media specialists on new video conference equipment and software.

- **Strategy 1.3: Increase training opportunities for faculty, staff, and students**
  ITSO provides workshops to faculty and staff year-round, and Media Services provides training for faculty on a one-on-one basis as needed. Several units provide support for students.

- **Strategy 1.7: Investigate and explore distance education and online delivery options**
  ITSO has continued to explore educational technology options for faculty. The office has introduced and provided training on applications/services (e.g., Screencast-o-matic, Google Apps, EdPuzzle, Quizlet) that can be incorporated into DE classes (III.C.4-4).

- **Strategy 3.1: Implement a system of assessing faculty/staff technology training needs**

- **Strategy 3.3: Establish a process for requesting and receiving training**
  ITSO provides technology training for faculty and staff. All workshops/training include a participant evaluation, which includes inquiry about additional training needs. New online instructors are contacted and offered training and support. ITSO also sends out regular communications, which include offers for one-on-one training, to the DE community.

**Analysis and Evaluation**

Hawai‘i CC provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. The College offers training to personnel and students through different departments (Media Services, Faculty/Staff Development Committee, ITSO, learning centers) as well as through the UH System. In addition, the Computer Services/IT Support unit provides one-on-one instruction and support of standard computer hardware/software installations based on faculty/staff requests.
LIST OF EVIDENCE

III.C.4-1 Institutional Technology Support Office
III.C.1-13 Help Desk
III.C.4-2 Faculty Staff Development
III.C.4-3 ITSO 3 Year Review Report
III.C.4-4 Tools for DE Classes

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College adheres to multiple policies and agreements that address the effective use of technology in teaching and learning, including UH Executive Policy, EP 2.210 Use and Management of Information Technology Resources, which details acceptable use and management of all UH information technology resources (III.C.5-1). The policy specifies responsible use (privileges and responsibilities, principles of responsible use), confidentiality and security of electronic information, ownership and disclosure of information, privacy of student information, commitment to access, special responsibilities of system and network administrators, and due process. Employees and students must agree to the established guidelines in the policy in order to gain access to the College’s technology services, including email, software applications, and resources. Unauthorized access is prohibited by law in accordance with Chapter 708, Hawai‘i Revised Statutes (III.C.5-2).

Hawai‘i CC policies also guide the appropriate use of webpages and social media (III.C.5-3, III.C.5-4), as well as content used for online instruction, which is expected to comply with federal guidelines that include accessibility for students with disabilities (III.C.5-5).

Students learn about appropriate technology use during required student orientation sessions. The College also provides DE students with information about netiquette at the beginning of each semester (III.C.5-6).

Hawai‘i CC personnel needing to access Banner or STAR are required to go through an authorization process. For both Banner and STAR, requesters must complete and pass the UH Information Security Awareness Training (III.C.5-7) and fill in the UH General Confidentiality Notice Form (III.C.5-8). For STAR, the requester must also fill in the STAR User Policy and Security Agreement (III.C.5-9).

Analysis and Evaluation

Clear policies and procedures are in place to guide the appropriate use of technology in the teaching and learning processes. Employees and students must agree to the College guidelines and policies in order to access services

LIST OF EVIDENCE

III.C.5-1 UH Executive Policy, EP 2.210 Use and Management of Information Technology Resources
III.C.5-2 Hawai‘i Revised Statutes Chapter 708 Offenses Against Property Rights
III.C.5-3 UHCC Policy, UHCCP 2.211 Social Media Site and/or Account Use and Management
<table>
<thead>
<tr>
<th>Action</th>
<th>Standards</th>
<th>Responsible Party(ies)</th>
<th>Timeline</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and revise the integrated planning process (including evaluation of master plans)</td>
<td>I.B.9, III.B.2, III.C.1, III.D.2</td>
<td>(Related to QFE Project #1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**III.C.5-4** Hawai‘i CC Policy, HAW 2.510 Webpage Guidelines Policy  
**III.C.5-5** DE Compliance Form  
**III.C.5-6** DE Orientation  
**III.C.5-7** Security Awareness Training  
**III.C.5-8** Confidentiality Notice Form  
**III.C.5-9** STAR User Policy and Security Agreement
III.D. Financial Resources

PLANNING

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Sufficient revenue streams are maintained to ensure financial solvency, cover base operations, and support initiatives that innovate and enhance programs and services. Institutional priorities are aligned with strategic plans and result from resource needs identified from program and unit reviews. Funding sources are provided to help realize these priorities. The budget process is managed with integrity to ensure that financial stability is maintained.

Revenues and Funding

Funding for Hawai‘i CC comes from the University of Hawai‘i Community Colleges (UHCC) via state and federal funding, grants, and the collection of tuition and fees. As outlined in the mission and strategic plans, Hawai‘i CC and UHCC are committed to supporting and sustaining student learning programs and services, including distance education courses, programs, and services, and to improving institutional effectiveness.

The sources of revenues for the College include the following:

General Fund and Tuition and Fees Special Fund (GF + TFSF)

The UHCC vice president and chancellors determine the General Fund (GF) allocations to individual community colleges, normally maintaining established levels of current service funding. Current service funding is equal to the prior year’s GF appropriation, plus any previously agreed upon collective bargaining augmentations, minus base budget reductions, plus funds for new initiatives (program change requests). GF base budget reductions are normally driven by downturns in the state economy; however, there have been no significant budget reductions since fiscal year 2011.

The GF received by the campuses, combined with tuition generated from credit instruction, comprise the general operating fund or “unrestricted operating budget” of the campuses. In 1995, the legislature authorized the establishment of the Tuition and Fees Special Fund (TFSF) and permitted the university to retain and expend revenues from tuition in order to “…maintain or improve the university’s programs and operations” (Act 161, SLH 1995 (III.D.1-1)). Prior to this action, tuition revenues were retained by the state and the university received GF appropriations for all of its general operating expenses. This change afforded the community colleges the means to implement planned tuition increases designed to sufficiently cover base operations as well as fund initiatives supporting educational improvement and innovation (III.D.1-2).
The funding of the general operating budget through a combination of GF + TFSF has a significant stabilizing effect on campus operations. GF allocations remain relatively stable even when enrollments contract, mitigating the impact of the loss of TFSF revenue (III.D.1-3). Conversely, when enrollments grow, campuses generate additional revenue to meet increased costs. As mentioned previously, reductions to the GF base itself usually coincide with downturns in the state economy. However, these periods are often associated with increases in enrollment as students leave the workforce to further their education.

**Other Special and Revolving Funds**

Other special and revolving funds also finance aspects of campus operations; however, unlike GF + TFSF that support general operations, these funding sources are used to support specific program activities. The program activities include non-credit instruction, summer session instruction, conferences, and student activities. The individual funds are established by statute and operate on a self-sustaining basis. In addition to covering direct costs, programs are required to generate an administrative cost fee to cover their equitable share of general campus operating expenses (III.D.1-4).

**Extramural Funds**

Proposals are submitted to extramural organizations consisting of federal, state, and local government agencies, nonprofit foundations and other private sponsors. Successful proposals result in the university receiving grants, cooperative agreements, or contracts that provide funds for the proposed activities. Extramurally funded project activities are designed to focus on outcomes and outputs supporting the needs of both the College and sponsoring agency. Proposals and awards are submitted and received on behalf of the applicant, the University of Hawai‘i (UH), by the UH Office of Research Services (ORS). All extramural funds are administered by ORS for all campuses within the UH System (III.D.1-5).

**Reserves**

UHCC requires that each campus maintain adequate financial resources to ensure financial stability (III.D.1-6). All community college campuses maintain sufficient cash reserves to address emergencies (5% minimum reserve) and other operating contingencies such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation (10% targeted reserves) (III.D.1-7).

**Capital Improvements Program (CIP) Funds**

UHCC supports all campuses by securing and allocating Capital Improvements Program (CIP) funding. The primary revenue source for CIP projects comes from state-issued general obligation bonds. Debt service payments to retire the bonds are funded by the state; individual campuses are not obligated to pay for these long-term obligations.

There are three major categories of CIP projects:

1. **New Construction, Replacement, and Major Renovations** – The construction of new facilities and major renovations of existing facilities (renovations exceeding $5 million) are budgeted and appropriated as separate line item projects. Planning for the development of new
facilities is guided by campus long-range development plans (III.D.1-8, III.D.1-9). Funding for new facilities and major renovations is provided as line items in the authorizing legislative appropriations (III.D.1-10).

2. Capital Renewal and Deferred Maintenance (CRDM) – CRDM projects are comprised of two parts: (a) Capital Renewal and (b) Reduction of Deferred Maintenance.

   a. Capital Renewal – All buildings are comprised of different sub-systems that have predictable lifetimes. The Facilities Renewal Reinvestment Model (FRRM) identifies roofs, building exteriors, elevators and conveying systems, air conditioning, lighting, electrical equipment, plumbing, fire protection and detection systems, built-in specialties and equipment, and interior finishes. Capital renewal requirements are sub-systems that are at the end of their useful lives and need to be replaced. In other words, the failure to implement capital renewal projects results in a commensurate increase to the deferred maintenance backlog. Capital renewal requirements are detailed in the 2016 Facility Renewal Reinvestment Study Report prepared by Sightlines for budget planning purposes (III.D.1-11).

   b. Deferred Maintenance – Buildings with deferred maintenance are facilities that have failing sub-systems or sub-systems that are operating beyond their useful lifetime. The FRRM on the Sightlines report guides campus evaluations of deferred maintenance needs; however, onsite evaluations conducted by the facilities manager and the vice chancellor for Administrative Services (VCAS) help to prioritize projects so that requests can be submitted to the UHCC System Office on an ongoing basis to ultimately identify specific deferred maintenance projects that require funding (III.D.1-12, III.D.1-13).

3. Minor CIP – The Minor CIP project category is for the modernization of learning environments to enhance the delivery of priority instructional programs. Funding priorities are placed on improving classrooms and other spaces that directly support educational improvement and innovation (III.D.1-12). This funding source, typically $10 million a year for the UHCC System, has been a major factor in campus plans to keep instructional spaces up to date (III.D.1-14).

Funding for CRDM and Minor CIP is provided as state-funded lump sum appropriations, which means that the community colleges can determine the specific projects that are funded through the lump sum appropriations. UHCC conducts an annual CRDM and Minor CIP budget meeting to allocate the lump sum appropriations. Each campus formulates prioritized lists of CRDM and Minor CIP projects for consideration. Projects are prioritized at the system level by weighing the relative importance of each project against the needs of the seven UHCC campuses (III.D.1-15). This process ensures that the highest CRDM and Minor CIP needs are met by allowing the funds to flow to the most critical projects in the UHCC System.
**Funding for Priority Initiatives**

UHCC Innovation and strategic initiative allocations provide campuses with the means to implement institutional improvements that support strategically important initiatives. For instance, the Hawai‘i Graduation Initiative (HGI) (III.D.1-16) is a high priority initiative that aims to increase the number of educated citizens within the state. HGI’s strategies reflect UHCC’s commitment to support increased student participation and completion, particularly for students from underserved populations and regions, and to expand workforce development opportunities across the state.

Performance-based funding has been identified as a solution aimed at generating greater institutional productivity, accountability, and educational attainment. Through funding incentives, performance-based funding is designed to encourage efficient resource allocation, greater awareness and attention to strategic priorities, and a results-oriented campus culture. The UHCC currently earmarks approximately $6.5 million of its base budget for this purpose. Starting in fiscal year 2016, the UH System began providing performance funding allocations that contributed an additional $2 million. Combined, performance funding represents over 4% of the total general operating budget (III.D.1-17).

Within the College, institutional priorities are set using the Hawai‘i CC Strategic Directions 2015-2021 and guide resource allocation (III.D.1-18). Budget principles are developed to ensure resource allocation includes addressing immediate needs such as compliance costs (III.D.1-19, III.D.1-20, III.D.1-21, III.D.1-22). In addition to UHCC funding for system priorities, the College reallocates existing resources such as position vacancies and its unallocated tuition and special revenues funds to support prioritized campus needs (III.D.1-23).

**UHCC Innovation Funds and other Strategic Initiatives**

Innovation and strategic initiative funding allocations are used to address critical needs identified through the strategic planning process and to support the goals of the HGI. Some of the initiatives include subsidizing the cost of new classes associated with enrollment growth, reforming developmental education, improving retention and persistence through guided pathway and early intervention systems, expanding financial aid support, supporting Native Hawaiian achievement, and replacing equipment (III.D.1-24).

Some of the major initiatives are as follows:

- **Enrollment Growth funding** is designed to provide community college campuses with the resources needed to meet student demand for instruction. Since tuition revenue alone historically has been insufficient to cover all costs associated with offering additional classes, the enrollment growth fund was established to cover the differential cost (additional costs net of tuition revenue) for additional credit classes/credits required to meet student demands. This has successfully eliminated the financial “disincentive” for adding new sections and allowed UHCC campuses to become more aggressive in their decisions to add classes that students need to complete their degree requirements.

- **Developmental Education Reform funding** supports UHCC’s large-scale approach to accelerate students through college level math and English. National data through such organizations as Complete College America consistently show that incorporating the co-
requisite model, rather than the pre-requisite model, results in many more students successfully passing gatekeeper courses. Given the large number of underprepared students that require support to successfully complete college level courses, the initiative is anticipated to have a significant impact on retention, persistence, and graduation.

- Guided Pathway funding supports efforts to improve timely completions by providing every student entering the community colleges with a clear individualized guided pathway to their credential with associated student support structures. The initiative expands the university’s capacity to track and advise students using an intuitive, online academic mapping and advising tool that links student advising with student registration.
- Achieving the Dream funding supports participation in the national effort to help more community college students succeed, with a special focus on students of color and low-income students.
- Financial Aid Support funding supports efforts to eliminate financial barriers to the community colleges by improving access to financial aid among low-income students and those from underserved regions and populations.
- Equipment replacement funding supports campus efforts to maintain an inventory of properly functioning and technologically current equipment. Career and technical education programs in particular require a substantial investment in equipment to provide students with meaningful hands-on training, to ensure student safety and maintain currency with industry standards and expectations.

Managing with Integrity

In compliance with Board of Regents (BOR) Policy, RP 8.204 (III.D.1-25), the framework of financial planning begins with a comprehensive operating financial plan submitted to the BOR for its approval prior to the start of each fiscal year. The plan provides the BOR with oversight to ensure that the College is managing its resources with integrity and in a fiscally responsible manner.

The plan includes all appropriated funds, including the general operating budget and other special and revolving funds. The primary underlying assumption of the approved plan is that projected expenditures do not exceed projected revenue, except for planned one-time expenditures from carryover balances. These budgets are broken down on a quarterly basis, and variances exceeding established thresholds at the UHCC System level must be explained to the BOR at the close of each quarter (III.D.1-26). Explanations for the variances are provided at the UOH 800 level, such as one-time expenses that were programmed into the previous fiscal year, and carryover balances earmarked for these requirements are carried forward into the current fiscal year.

General operating budgets (GF+TFSF) are formulated for the BOR using the following budget tools:

- General Fund projections are based on anticipated allocations (UHCC Policy, UHCCP 8.000).
- TFSF revenue projections are based on prior year collections plus/minus changes in projected enrollment and plus BOR-approved rate increases. TFSF projections are carefully monitored and adjusted according to actual fall and spring enrollment (III.D.1-
27).  

- Regular and lecturer payroll are projected based on labor ledger and personnel data contained in the financial management and personnel information systems to ensure the accuracy of the projections (III.D.1-28).
- Non-payroll budgets (other current expenses) are evaluated against historical averages of expenditures to determine appropriateness of current year allocations (III.D.1-29, III.D.1-30, III.D.1-31).
- Cash balances are projected and reviewed to ensure compliance with reserve policy requirements (III.D.1-32).

All other special and revolving fund programs implement cost center-based budgeting for revenues and expenses through the development of financial plans (III.D.1-33). A UHCC policy was adopted to provide additional guidance to the campuses on executing financial oversight of these revenue generating programs (III.D.1-34).

Budget Adjustments

All general operating and other special and revolving fund budgets are entered into the financial management system at the individual account level and by major category of expenditure (regular payroll, lecturer payroll, casual hire payroll, student help payroll, other current expenses and equipment). These budgets are monitored via monthly budget to actual reports that are posted to the UHCC Budget website (III.D.1-35).

General operating budgets (GF+TFSF) are monitored and adjusted throughout the year as needed:

- Regular and lecturer payroll requirements are re-projected every month and compared against budgets to determine if revised projections require budget changes (III.D.1-36, III.D.1-37).
- Other payroll and non-payroll budget balances are reviewed on a regular basis to determine if budget balances are adequate or require budget changes.
- Internal general operating budget financial plans are produced and updated to ensure that campus revenue and expenditure plans are balanced (III.D.1-32).
- General operating budget status reports are reviewed at monthly VCAS meetings (III.D.1-38).

For other special and revolving funds, financial plans are monitored to track revenue and expenditure projections (III.D.1-39, III.D.1-40, III.D.1-41, III.D.1-42, III.D.1-43, III.D.1-44). Best practices regarding cash management are followed to ensure that cash flow requirements, long-term obligations, and other unanticipated costs can be covered as they arise.

Campus Process

At the campus level, the College ensures that the budget planning process is transparent through communication at All College meetings (III.D.1-45). The process is built upon participation with the College Council (III.D.1-46, III.D.1-47), a College-wide governance organization with representatives from all major campus constituencies, as well as with the College Effectiveness Review Committee (CERC), which compiles budget requests from comprehensive program and unit reviews (III.D.1-48).
Budget Planning

The budget planning process begins each year in the spring for the upcoming fiscal year (FY) and continues into summer to ensure the operating budget is in place by the beginning of the FY on July 1. Individual programs and units work with administration to allocate the projected budget based on a 3-year average of prior expenditures by account for B-Budget (operating expenditures) and Student Employment requirements (III.D.1-49, III.D.1-50). Allocations are based on program/unit/department alignment with the strategic plan using guiding principles and priority criteria. One-time equipment and personnel requests may also be submitted by any constituent on campus whose needs have changed since the comprehensive program and unit reviews compiled by CERC (III.D.1-51, III.D.1-52).

- In April, the vice chancellor for Administrative Services (VCAS) provides budgeting templates to the administrative team so that they can work with their constituents on budget requests. All requests are submitted to the VCAS for compilation. The administrative team meets to review the budget requests to determine allocations based on guiding principles, priority criteria, and the College’s mission.
- In May, the projected budget is presented to the College.
- In June and July, the administrative team finalizes the budget as it receives information from the UHCC Budget Planning and Finance Office. The chancellor approves the adopted budget for the new fiscal year.
- In August, the operating budget is presented at the All College meeting.

The budget planning process is used to request funds for equipment maintenance and replacement, supplies and materials, and personnel. This process begins at the program or unit level: program/unit personnel or program management identifies needs through their Annual Report of Program Data, and/or comprehensive or annual review, which are all aligned with the campus strategic plan. Once identified, these needs are entered into the budget planning templates provided by the VCAS. Budget needs are collected by the department/division chair, unit head, or program coordinator, who is then asked to assess requests by priority. Priority is always given to issues involving the health and safety of students or employees. All requests are then summarized and compiled by the VCAS and submitted to the administrative team for further review and prioritization. Once completed, the prioritized listing is reviewed by the budget analyst, VCAS, and chancellor to ensure a balanced budget. The proposed budget plan is then approved by the chancellor.

Analysis and Evaluation

Hawai‘i CC manages its resources with integrity to support programs and services and to improve institutional effectiveness in accordance with BOR policies. In conjunction with UHCC, the College maintains sufficient financial resources to support its programs and services through the use of General Funds, Tuition and Fees Special Funds, other special and revolving funds, extramural funds, reserves, and CIP funds. These funds are distributed appropriately across the various programs and services based on campus policy and institutional priorities. The College’s financial resources are maintained, allocated, and reallocated based on system policy regarding fiscal responsibilities within the university.
LIST OF EVIDENCE

III.D.1-1  Act 161, SLH 1995
III.D.1-2  UHCC Policy, UHCCP 8.000 General Fund and Tuition and Fees Special Fund
III.D.1-3  General Fund Allocation and Tuition & Fees Revenue FY13-17
III.D.1-4  Other Special Fund and Revolving Fund Revenue FY 13 -17
III.D.1-5  Extramural Funds Report
III.D.1-6  UHCC Policy, UHCCP 8.201 Unrestricted Fund Reserve
III.D.1-7  Campus Reserve Levels
III.D.1-8  Long Range Development – Manono Campus
III.D.1-9  Long Range Development – West Hawai‘i
III.D.1-10  Financial Biennium 2015-2017 Capital Improvement Program
III.D.1-11  2016 Facility Renewal Reinvestment Study Report
III.D.1-12  Repair, Maintenance and Renovation Projects FY 17-18
III.D.1-13  R&M Project Allocations by Act
III.D.1-14  Minor Capital Improvement Program Historical Allocations
III.D.1-15  2017-10-06 R&M 6 Year Plan
III.D.1-16  Hawai‘i Graduation Initiative (HGI)
III.D.1-17  Performance Funding Allocations FY 2013-2017
III.D.1-18  Strategic Directions 2015-2021
III.D.1-19  Resource Allocation Plan FY 2019
III.D.1-20  FY 19 Budget Planning Email
III.D.1-21  UH Executive Policy, EP 8.207 Risk Management
III.D.1-22  2017 UH Annual Financial Report, Required Supplementary Information and Other
Supplementary Information
III.D.1-23  FY 19 Budget Planning Vacant Positions
III.D.1-24  Strategic Initiatives Allocations FY13-17
III.D.1-25  Board of Regents Policy, RP 8.204 University Budget (Operating and Capital Improvements)
III.D.1-26  FY18 OP Budget Worksheets
III.D.1-27  FY 17 TFSF Revenue Projection 9-15 HA
III.D.1-28  Payroll Projection Sample
III.D.1-29  FY15-17 3 Yr Avg Exp HA TFSF Curr Exp by Acct
III.D.1-30  FY15-17 3 Yr Avg Exp HA TFSF Curr Exp Obj Detail
III.D.1-31  FY15-17 3 Yr Avg Exp HA TFSF Stud Hlp PR by Acct
III.D.1-32  GF & TFSF Financial Projections
III.D.1-33  CCF Acct Final Project 06-30-17
III.D.1-34  UHCC Policy, UHCCP 8.200 Financial and Operational Oversight of Revenue
III.D.1-35  Monthly reports posted to UHCC Budget website
III.D.1-36  CC100 extract HA 02-28-17 upd accr GF
III.D.1-37  CC100 extract HA 02-28-17 upd accr TFSF
III.D.1-38  GF & TFSF Financial Projections
III.D.1-39  Associate Vice President for Administrative Affairs (AVPAA) Vice Chancellors for
Administration (VCA) Meeting July 21, 2017
III.D.1-40  CC200LA - 37-47 by Legal Auth HA CCSF 06-30-17
III.D.1-41  CC200LA - 37-47 by Legal Auth HA Conf Ctr 06-30-17
III.D.1-42  CC200LA - 37-47 by Legal Auth HA GF 06-30-17
III.D.1-43  CC200LA - 37-47 by Legal Auth HA Oth Funds 06-30-17
III.D.1-44  CC200LA - 37-47 by Legal Auth HA RTRF 06-30-17
III.D.1-45  End of the Year Breakfast Agenda May 3, 2018
III.D.2 The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Hawai‘i CC is one of ten campuses within the UH System. Hawai‘i CC’s mission and strategic plan (III.D.1-18) are the basis for the College’s budgetary and financial operational decisions. The College’s recently updated mission statement and 2015-2021 strategic plan directly align with both the UH System and the UHCC strategic plans.

Hawai‘i CC Policy, HAW 4.201 Integrated Planning (III.D.2-1) for Institutional Effectiveness guides the College in an interactive process of 1) planning, where institutional priorities are aligned to the strategic plan; 2) evaluation, through the comprehensive program and unit reviews; and 3) resource allocation, where funding requests and reallocation are implemented. A participatory and transparent structure is in place to make resource allocation decisions. The College Effectiveness Review Committee (CERC) reviews comprehensive program and unit reviews (III.D.2-2), catalogs funding requests, and provides resource recommendations to the chancellor. The chancellor, with members of administration, uses recommendations from the CERC to set institutional priorities for each fiscal year. In fiscal year 2018, institutional priorities were stated as three Wildly Important Goals (WIGs): to better meet the educational needs of Hawai‘i Island, to increase student success, and to strengthen the Kauhale (III.D.2-3).

With institutional priorities set, the CERC summary of funding requests is matched with available funding or reallocation opportunities as part of the integrated planning process. If necessary, budget plans are amended. Funding priorities that cannot be accommodated at the campus level are submitted to UHCC for consideration to be included in the system’s request to the legislature.

The budget plans contain base budget information from the prior year plus any adjustment made, including funding new requests, which provides for the budget operational plan (III.D.2-4). Financial plans are disseminated throughout the College in a timely manner through memos, letters, and emails from the VCAS to the administrative team, who then communicate with division/department chairs and program coordinators (III.D.1-20). Plans are also shared with the Kauhale via the College Council and during the All College meetings in fall and spring. All College meeting information is also posted on the chancellor’s webpage (III.D.2-5).
Past expenditures have supported the achievement of institutional plans. For instance, beginning in 2015, system funds have been dedicated to restructuring developmental education curricula, supporting professional development of instructors, hiring tutors and peer mentors, and updating technology (III.D.2-6).

Budget and financial reviews are conducted annually by the BOR per Board of Regents Policy, RP 8.204 (III.D.1-25). The College ensures sound financial practices by 1) operating within its means by adopting a balanced budget, 2) investing in the future with appropriate one-time non-General Funds (e.g., special funds and extramural funds), and 3) maintaining a prudent level of reserves. College reserves are set by UHCC Policy, UHCCP 8.201 (III.D.1-6). Hawai‘i CC maintains sufficient cash reserves to address emergencies (5% minimum reserve) and other operating contingencies, such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation (10% targeted reserves) (III.D.2-7).

Per UH Executive Policy, EP 8.207 (III.D.1-21), the College self-insures against normal and expected losses. It participates in the UH System’s Risk Management Special Fund (RMSF) to ensure appropriate reserves are in place for unexpected losses. The RMSF was created by Act 186, Session Laws of Hawai‘i 2003, to finance a self-insurance program at UH. The fund pays for expenses associated with the administration of the risk management program, including insurance premiums, retention payments, and judgment payments. The program is funded by annual assessments to each campus. Each campus’s assessment is based on factors such as number of employees, student enrollment, loss history, and specialized facilities (III.D.2-8).

Analysis and Evaluation
Hawai‘i CC follows an integrated planning process that ensures that the College’s mission and strategic plans ground its institutional planning, program evaluation, and resource allocation. Financial practices follow established guidelines and policies for institutional effectiveness and stability. Financial information is integrated into planning decisions at all levels and is disseminated regularly throughout the College by the VCAS, administrative team, and division/department chairs.

LIST OF EVIDENCE

| III.D.1-18 | Strategic Directions 2015–2021 |
| III.D.2-1 | Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness |
| III.D.2-2 | Program and Unit Review Process |
| III.D.2-3 | Wildly Important Goals (WIGS) |
| III.D.2-4 | FY18 Operating Budget |
| III.D.1-20 | FY 19 Budget Planning Email |
| III.D.2-5 | 2018 Convocation and All College Meeting |
| III.D.2-6 | FY 17 UHCC Student Success End of Year Report |
| III.D.1-25 | Board of Regents Policy, RP 8.204 University Budget (Operating and Capital Improvements) |
| III.D.1-6 | UHCC Policy, UHCCP 8.201 Unrestricted Fund Reserve |
| III.D.2-7 | Reserve Status Report FY17 |
| III.D.1-21 | UH Executive Policy, EP 8.207 Risk Management |
III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The College follows clearly defined policies and procedures that guide its financial planning and budget development, including annual/comprehensive reviews and the budget planning process. Hawai‘i CC financial planning and budget development align with the UHCC process, as outlined in the Budget Policy Paper and budget instructions. The policy paper sets forth the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget. The budget instructions establish the budget philosophy, major budget assumptions, expectations, and timeline. Operating budget revenue and expenditure assumptions are explained, including enrollment and tuition revenue projections, payroll cost assumptions, and utility cost projections; assumptions for developing CIP revenue and expenditure projections are also provided. Finally, expectations for increased efficiencies and productivity are outlined (III.D.3-1).

Upon approval by the BOR, the university’s budget is submitted to the governor for review and is incorporated into the executive budget request. The executive budget request for the state is then submitted to the legislature in December for consideration in the regular legislative session in January. Appropriations by the legislature are usually passed in May and transmitted to the governor for approval. Upon approval by the governor in June, allocation notices are transmitted to the university, including any restrictions imposed on legislative appropriations. The president determines distributions of General Funds, including a UHCC level distribution. The UHCC vice president and the UHCC chancellors determine the General Fund allocations to the individual community college campuses, normally maintaining established levels of current service funding.

Budget development documents are posted on the UH website. These documents include the following:

- Budget Policy Paper and budget instructions (III.D.3-1)
- Proposed budget request to the BOR (III.D.3-2, III.D.3-3)
- Status of both operating and CIP budgets through the various stages of the budget development cycle (III.D.3-4, III.D.3-5).

UHCC System budget execution documents are distributed during monthly VCAS meetings and/or posted on the UHCC website (III.D.3-6). These documents include the following:

- General operating budget allocations (III.D.3-7)
- General operating budget financial plans (III.D.1-32)
- General operating budget status reports (III.D.1-36, III.D.1-37)
- Monthly budget reports (III.D.3-8).
From the UHCC process, the College’s budget development process is guided by the integrated planning process (as described in Standard III.D.2) (III.D.3-9). Hawai‘i CC administrators, faculty, staff members, and student government leaders have the opportunity to participate in the financial planning and budget process within the College. Administrators receive input from the various constituencies about financial needs. The College engages the participation of all constituencies through College meetings, program and unit review, and through work by committees such as CERC.

Financial plans are disseminated throughout the College in a timely manner through memos, letters, and emails from the VCAS to the administrative team, who then communicate with division/department chairs and program coordinators. Plans are also shared with the Kauhale via the College Council and during the All College meetings in fall and spring. The All College meeting information is also posted on the chancellor’s webpage.

Analysis and Evaluation

Hawai‘i CC defines and follows system budget guidelines and processes, and provides all constituencies with appropriate opportunities to participate in development of financial plans and budgets.

LIST OF EVIDENCE

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>III.D.3-1</td>
<td>FB15-17 Budget Policy Paper and Instructions</td>
</tr>
<tr>
<td>III.D.3-2</td>
<td>BOR FB15-17 Oct 16 Operating Budget Request</td>
</tr>
<tr>
<td>III.D.3-3</td>
<td>BOR FB15-17 Revised CIP Budget Request</td>
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<td>III.D.3-4</td>
<td>FB 15-17 CIP Budget Progress</td>
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<td>III.D.3-5</td>
<td>FB 15-17 Operating Budget Progress</td>
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<tr>
<td>III.D.3-6</td>
<td>OVPCC – Administrative Budget Historical Budget</td>
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<td>III.D.3-7</td>
<td>General operating budget allocations</td>
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<tr>
<td>III.D.3-8</td>
<td>Monthly budget reports</td>
</tr>
<tr>
<td>III.D.3-9</td>
<td>Strategic Plan Flowchart</td>
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</table>

FISCAL RESPONSIBILITY AND STABILITY

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

In coordination with UHCC, institutional planning at the College reflects a realistic assessment of resource availability as well as the further development of the resources to meet expenditure requirements and strategic goals.
As described in Standard III.D.3, the Budget Policy Paper and budget instructions set forth the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget. The budget instructions establish the budget philosophy, major budget assumptions, expectations, and timeline. Operating budget revenue and expenditure assumptions including enrollment and tuition revenue projections, payroll cost assumptions, and utility cost projections are explained. Assumptions for developing CIP revenue and expenditure projections are also provided. Finally, expectations for increased efficiencies and productivity are outlined in this document (III.D.3-1).

General operating budgets (GF+TFSF) are formulated for the BOR using the following budget tools:

- General Fund projections, monitored closely by UHCC based on anticipated allocations (III.D.1-2)
- TFSF revenue projections, based on prior year collections plus/minus changes in projected enrollment and plus BOR-approved rate increases. TFSF projections are carefully monitored and adjusted according to actual fall and spring enrollment (III.D.1-27). This helps inform sound tuition policy. Tuition increase proposals balance the competing needs of keeping college affordable, meeting immediate campus needs, and achieving the goals promoted by strategic plans. UHCC has successfully maintained this delicate balance by establishing a tuition rate schedule that ensures adequate resources for ongoing needs and new funding to meet strategic objectives, yet remains affordable when compared to other two-year institutions.
- Regular payroll and lecturer payroll projections, based on labor ledger and personnel data contained in the financial management and personnel information systems to ensure the accuracy of the projections (III.D.1-28). The College closely monitors its enrollment to validate expenditure plans from tuition and fees. This includes an annual review of tuition-funded positions.
- Non-payroll budgets (other current expenses), evaluated against historical averages of expenditures to determine appropriateness of current year allocations (III.D.1-29, III.D.1-30, III.D.1-31)
- Cash balances, projected and reviewed to ensure compliance with reserve policy requirements (III.D.1-32)
- All other special and revolving funds require a balanced budget plan that uses sound revenue estimates grounded in historical information and anticipated future revenues (III.D.1-33). A UHCC policy was adopted to provide additional guidance to the campuses on executing financial oversight of these revenue generating programs (III.D.1-34).

The College also supports UHCC strategic directions to diversify the resource base beyond state appropriations and tuition. Tactics to achieve this goal include the following:

- Improving revenue streams associated with other revenue generating programs that will ultimately help cover campus overhead expenses. Hawai‘i CC special funds in support of non-credit programs have been refocused for workforce retraining and career exploration instead of personal enrichment. The latter have been effectively provided by UH Hilo for Hawai‘i Island. This change assists in ensuring the viability of EDvance (formerly the
Office of Continuing Education and Training (OCET).

- Spearheading efforts to pursue external funding for projects that relate to strategic priorities. UHCC is in the process of establishing a grants office that will target state- or systemwide appeals to accelerate long-term strategic goals. Similarly, the College is using its Research and Training Revolving Funds to support its grant capacity with a grants writer position, grants fiscal compliance officer, and consultation to build Center of Excellence capacity nationally.

- Executing a successful fundraising campaign across all campuses to provide additional support for students, faculty, facilities, priorities, and programs. Hawai‘i CC has recently launched its Waihona campaign program, including the pursuit of naming opportunities at its Pālamanui site. The campaign is coordinated closely with the UH Foundation. A new development officer and regional staff team are now in place to support advancement initiatives at the College. The College also maintains community partnerships with the Hawaii P-20 Early College Program, Japanese Chamber of Commerce & Industry of Hawaii, and others, which further develop resources.

- Executing a coherent strategy for international and nonresident recruitment and enrollment, including partnerships, that advances revenue goals as well as the educational benefits of a globally diverse student body. The College has prioritized resources to expand its international program with additional marketing and short-term global programs.

**Analysis and Evaluation**

Hawai‘i CC’s planning process requires analysis of relevant financial data and uses institutional planning tools to realistically assess resource availability, expenditures, and potential for financial resource development. The College also works to develop its resources through the UH Foundation and grants, as well as through community partnerships.

**LIST OF EVIDENCE**

- III.D.3-1 FB 15-17 Budget Policy Paper and Instructions
- III.D.1-2 UHCC Policy, UHCCP 8.000 General Fund and Tuition and Fees Special Fund
- III.D.1-27 FY 17 TFSF Revenue Projection 9-15 HA
- III.D.1-28 Payroll Projection Sample
- III.D.1-29 FY15-17 3 Yr Avg Exp HA TFSF Curr Exp by Acct
- III.D.1-30 FY15-17 3 Yr Avg Exp HA TFSF Curr Exp Obj Detail
- III.D.1-31 FY15-17 3 Yr Avg Exp HA TFSF Stud Hlp PR by Acct
- III.D.1-32 GF & TFSF Financial Projection
- III.D.1-33 CCSF Acct Final Project 06-30-17
- III.D.1-34 UHCC Policy, UHCCP 8.200 Financial and Operational Oversight of Revenue
III.D.5. Fiscal Responsibility and Stability: To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College adopts strong budgetary and internal control systems. The allocation of operational funds at Hawai‘i CC is divided into the following areas: the chancellor’s office, Academic Affairs, Student Affairs, Administrative Services, EDvance, and the UH Center, West Hawai‘i (Pālamanui). Operating budgets are allocated to each area. The operating budgets are made accessible to each respective area through the use of Kuali Financial Systems (KFS), eThority, and monthly financial reports from the UHCC Budget Office.

All general operating and other special and revolving fund budgets are entered into the financial management system at the individual account level and by major category of expenditure (regular payroll, lecturer payroll, casual hire payroll, student help payroll, other current expenses and equipment). These budgets are monitored via monthly budget to actual reports that are posted to the UHCC Budget website (III.D.3-8).

General operating budgets (GF+TFSF) are monitored and adjusted throughout the year as needed:

- Regular and lecturer payroll requirements are re-projected on a regular basis and compared against budgets to determine if revised projections require budget changes (III.D.1-36).
- Other payroll and non-payroll budget balances are reviewed on a regular basis to determine if budget balances are adequate or require budget changes (III.D.1-37).
- Internal general operating budget financial plans are produced and updated to ensure that campus revenue and expenditure plans are adequate (III.D.1-32).
- General operating budget status reports are reviewed at monthly VCAS meetings (III.D.1-38).

The College complies with all University administrative procedures under Chapter 8, Business and Finance (III.D.5-1) which establishes numerous controls through the proper use of delegations of authority, segregation of duties, online workflow management of transaction approvals, account reconciliations, and physical inventory verifications.

Internal controls and financial management practices are evaluated during the course of external and internal audits such as the annual consolidated financial statement audit, financial and compliance audit (A-133 audit), state auditor review of special funds, UH internal auditor audits, and unit review for Business Office practices.

Any audit findings or weakness in internal controls reported by the auditors are addressed and corrected.
The College, as part of the UH System, publishes a consolidated financial statement and budgetary information, which contains audit findings. These are available to members of the *Kauhale* through website publication, while detailed information is accessible through financial systems like Kuali or eThority. These reports provide budgets, historical or current year revenues, expenditures, transfers, legislative or executive restrictions, enrollment trends, carryforward cash balances, reserve balances, cash projections, and audit findings and reports. The VCAS reports financial and budget status to College personnel during All College meetings.

Internal and external audits help the College to improve management practices and internal control structures, including the Internal Control and Business Issues Report (III.D.5-2), A-133 Financial and Compliance Audits (III.D.5-3), and the Comprehensive Annual Financial Report (CAFR) (III.D.5-4).

### Analysis and Evaluation

The constant improvement of the financial integrity of Hawai‘i CC requires the use and evaluation of internal control structures in a responsible, dependable, and timely way. This allows for timely response and assistance to internal and external entities.

### LIST OF EVIDENCE

| III.D.3-8 | OVPCC Budget Files |
| III.D.1-36 | CC100 extract HA 02-28-17 upd accr GF |
| III.D.1-37 | CC100 extract HA 02-28-17 upd accr TFSF |
| III.D.1-32 | GF & TFSF Financial Projection |
| III.D.1-38 | Associate Vice President for Administrative Affairs (AVPAA) Vice Chancellors for Administration (VCA) Meeting July 21, 2017 |
| III.D.5-1 | UH Systemwide Policies and Procedures Information System (PPIS) – Administrative Procedures |
| III.D.5-2 | Internal Control and Business Issues Report Year Ended June 30, 2017 |
| III.D.5-3 | 2017 A-133 Audit |
| III.D.5-4 | 201 Consolidated Financial Statements |

### III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

### Evidence of Meeting the Standard

The College follows BOR policy, which covers the university’s fiscal management and budget process, noting that the board has “a fiduciary obligation to ensure that the University is managing its resources in a fiscally responsible manner” (III.D.1-25).

To ensure accuracy and credibility of financial and budget related documents, the College, in consultation and coordination with the UHCC System office, utilizes various multi-year financial projection models, historical revenue and expenditure patterns, business plans, and enrollment
forecasts to determine anticipated cash and fund balances, revenues, and expenditures (III.D.3-6).

The College ensures financial resources are appropriately allocated to student learning programs and services through integrated planning for institutional effectiveness as detailed in Standard III.D.2 (III.D.2-1). The program and unit review process ensures that resource requests, and subsequent investment of resources, are aligned with program and unit needs and activities and with the College’s strategic plan goals and objectives.

The College maintains financial documents, including the budget, which is developed so that financial resources support student learning programs and services. The fiscal information in the Kuali Financial System (KFS)—a systemwide financial accounting system which tracks expenditures through the budget—is readily available for review by representative budget authorities. All transactions posted in KFS undergo an approval routing process that may go all the way up to the UH System level, depending on the types and dollar amount of the transaction. These transactions are reviewed and monitored by staff in the Business Office. Further, UH System offices, such as the Office of Procurement and Real Property Management, occasionally conduct random reviews of transactions. Approving budget authorities are involved in the budget process and are responsible for development and management of their budgets. The Hawai‘i CC VCAS works with the various administrators and their designees in formulating an overall campus budget, to ensure that the financial resources support learning programs and services. Monthly budget vs. actual reports are provided to the administrators to help monitor operational expenditures against their allocated budgets (III.D.6-1).

Analysis and Evaluation

Hawai‘i CC’s financial documents are reviewed for allowability, allocability, reasonableness, and accuracy. Budgets are allocated to the programs, departments, units, and support services. The expenditure approval process ensures that programs utilize their allocations properly.

LIST OF EVIDENCE

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>III.D.1-25</td>
<td>Board of Regents Policy, RP 8.204 University Budget (Operating and Capital Improvements)</td>
</tr>
<tr>
<td>III.D.3-6</td>
<td>OVPCC – Administrative Budget Historical Budget</td>
</tr>
<tr>
<td>III.D.2-1</td>
<td>Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness</td>
</tr>
<tr>
<td>III.D.6-1</td>
<td>Budget-vs-Actual March 14, 2018</td>
</tr>
</tbody>
</table>

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The College responds in a responsible and timely manner to internal and external audit findings. Consolidated financial statements, which include audit findings, are posted on the UH Financial Reporting webpage (III.D.7-1, III.D.5-2).
Audit results

The BOR oversees the integrity of financial position and operations, including follow-up and corrective actions related to audit findings. Per Article II, Section D.2.e of the BOR bylaws (III.D.7-2), the Committee for Independent Audit mandates that the College report audit findings and related corrective actions. The College works closely with Office of the Vice President for Budget and Finance (III.D.7-3) to report and follow up on audit findings.

Responses to findings, including items stated in the management letter related to UH annual financial statements, are coordinated at the system level through the UH Budget and Finance Office. Audit findings are discussed with campus administrative staff, who notify affected units to ensure units have an understanding of the reason for the finding and the regulations or other requirements upon which the finding is based. Subsequent audits confirm corrective actions have been taken, which are reported to the board.

For all internal or external audit findings, affected units and administrative or support unit staff discuss and develop corrective action plans, which may include recording of transactions to correct errors, changes to existing procedures or development of new procedures, staffing changes, training, and/or implementation of new systems (e.g., Destiny) to improve compliance with regulations, to increase or enhance financial or programmatic data available for monitoring and decision making, or to improve internal control.

Corrective action plans identify the program and individuals responsible for implementing corrective action, actions taken to correct the audit finding or deficiency (if applicable), actions taken to prevent reoccurrence (if applicable), and the date corrective actions were taken. Additionally, these corrective actions may be confirmed by a subsequent review of the affected operation or a follow-up audit as determined necessary by the auditor. The plans are communicated to the auditor in accordance with deadlines set by the auditor or coordinating office such as Office of Research Services (A-133 audit corrective action plans).

Hawai‘i CC had one audit finding in 2017 for the Federal Direct Student Loan program, with two items needing to be addressed: 1) evidence of monthly reconciliation of borrower data, and 2) exit counseling to borrowers in a timely manner. The College took corrective action and by July 1, 2017, developed a monthly reconciliation process and standard operating procedure to ensure timely reporting of all loan records between the institution and Common Origination and Disbursement. The College also began running weekly reports to monitor all students that either drop below half time, graduate, or disenroll, to ensure that exit notification letters are sent to students within the allotted time frame (III.D.5-3).

Analysis and Evaluation

Hawai‘i CC provides responses to external audit findings that are comprehensive and timely. Responses to any external audit findings are properly communicated through appropriate channels at both the UHCC and campus levels.

LIST OF EVIDENCE

III.D.7-1 Final Reports
III.D.8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Evaluation of campus financial and internal control systems is governed by UH Executive Policy, EP 8.204 University Audit Plan (III.D.8-1) to ensure that they are effective.

Consolidated financial statements for the University of Hawai‘i, which includes Hawai‘i CC, are prepared in accordance with generally accepted accounting principles and are audited annually by external auditors. For the year ending June 30, 2017, the auditors reported, “the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the University of Hawai‘i, as of June 30, 2017 and 2016, and the changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America” (III.D.1-22).

The auditors consider the university’s internal controls relevant to the preparation and fair presentation of the consolidated financial statements in order to design appropriate audit procedures, but not for the purpose of expressing an opinion on the effectiveness of internal control. However, any weaknesses in financial or internal control observed by auditors during the course of the audit which are required to be reported by federal regulations are reported in a Financial and Compliance Audit report. Any weaknesses in financial or internal control which are not required to be reported by federal regulations in the compliance report are reported in an Internal Control and Business Issues Report.

The Financial and Compliance Audit report also provides a report on compliance with the requirements of laws, regulations, and contracts and grants applicable to its federal programs that could have a direct and material effect on each of the university’s major federal programs. For the year ending June 30, 2017, the auditors stated, “In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.” With respect to internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program, the auditors stated, "We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses." The auditors found six instances of noncompliance which were required to be reported but stated, "Our opinion on each major federal program is not modified with respect to these matters" (III.D.5-3).

The Internal Control and Business Issues Report discloses any weaknesses in financial or internal control which are not required to be reported by federal regulations in the Financial and Compliance Report. In addition, the report discloses whether findings from the prior audit are
resolved or unresolved and if any of the findings are repeat findings in the current year. For the year ending June 30, 2017, the auditors did not report any findings for Hawai’i CC (III.D.5-2).

Financial and internal control findings for central offices (General Accounting and Loan Collection Office, Financial Management Office, etc.) are addressed in the same manner as campus findings. Affected units discuss and develop corrective action plans which may include recording of transactions to correct errors, changes to existing procedures or development of new procedures, staffing changes, training, or implementation of new systems.

Hawai’i Revised Statutes §23-12 (III.D.8-2) require the State of Hawai’i’s Office of the Auditor to conduct a review of UH special funds, revolving funds, and trust funds and accounts once every five years. The review includes an evaluation of the original intent and purpose of each fund, both as expressed by the legislature and as understood by the expending agency, the degree to which each fund achieves the stated and claimed purposes, an evaluation of performance standards established by the agency, and a summary statement reflecting total fund transactions in the preceding five fiscal years, including the fund balance at the beginning of each fiscal year, total deposits and withdrawals, amount of interest earned, total expenditures made from the fund, and the ending fund balance for each fiscal year. The Office of the Auditor’s Report 14-18, Review of Special Funds, Revolving Funds, Trust Funds, and Trust Accounts of the University of Hawai’i, examined 65 university special funds, revolving funds, trust funds, and trust accounts. The report was completed in December 2014 (III.D.8-3). Report 14-18 stated that the Community Colleges Special Fund, established by §304A-2162, “continues to serve the purpose for which it was created, but it functions as, and meets the criteria for, a revolving fund and should be reclassified as such.” Report 14-18 was presented to the 2015 Hawai’i State legislature; however, the Legislature, through further consultation with UHCC, determined that the special fund classification was appropriate.

The university’s Office of Internal Audit conducts UH internal audits to ensure the quality and integrity of the university’s compliance with legal, regulatory, and policy requirements; financial reporting and financial statements; and internal controls. The university’s Office of Internal Audit reports its findings directly to the BOR Committee on Independent Audit to ensure appropriate oversight, management, and operating responsibilities. Also, the UH internal auditor performs audits of selected programs (e.g., petty cash, culinary program) and may identify internal control deficiencies.

The UHCC campuses participate in annual surveys to ensure that revenue bond expenditures and uses of spaces improved by revenue bonds remain consistent with regulatory and legal restrictions.

Audits of a specific department, program, or fund may be conducted by a legislative auditor or an external audit firm that is hired by the university. These audits may identify internal control deficiencies.

For audits by the UH internal auditor or other external auditors, corrective actions may be confirmed by review of operations or follow-up audit by auditors, if any.
In addition to UH System internal audits, the Hawai‘i CC Business Office conducts a review of campus programs or units to identify any deficiencies. If any deficiencies are found, recommendations are made for improvement with follow up to ensure that the deficiencies are addressed. Finally, internal and financial control systems are also considered when developing procedures that affect staffing assignments and implementation of improvements to financial systems or sub-systems.

Extramural funding agencies may perform program or financial audits of grants or contracts at any time during or after the funding period for any reason, including normal programmatic or financial monitoring or in the event of suspected fraud or criminal activity.

UH has established administrative procedures on Business and Finance that govern financial management. These policies and procedures are reviewed regularly and are updated to ensure compliance with applicable laws and regulations. The UH internal auditor also conducts audits to ensure compliance with UH policies and procedures (III.D.5-1).

Analysis and Evaluation
Following system policy, Hawai‘i CC’s financial and internal control systems are evaluated for validity and effectiveness. Along with legislative audits and UH System internal audits, the Hawai‘i CC Business Office reviews campus programs or units to identify any deficiencies. If any deficiencies are found, recommendations are made for improvement with follow up to ensure that the deficiencies are addressed.

LIST OF EVIDENCE

- III.D.8-1 UH Executive Policy, EP 8.204 University Audits
- III.D.8-2 2017 UH Annual Financial Report, Required Supplementary Information and Other Supplementary Information
- III.D.5-3 2017 A-133 Audit
- III.D.5-2 Internal Control and Business Issues Report Year Ended June 30, 2017
- III.D.8-2 Hawai‘i Revised Statutes §23-12 Review of special, revolving, and trust funds
- III.D.8-3 Review of Special Funds, Revolving Funds, Trust Funds, and Trust Accounts of the University of Hawai‘i
- III.D.5-1 UH Systemwide Policies and Procedures Information System (PPIS) – Administrative Procedures

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard
Sufficient cash flow and reserves are retained by the College so that stability is ensured and strategies for appropriate risk management can be supported. The College follows the reserve policy established by UHCC Policy, UHCCP 8.201 Unrestricted Fund Reserve Policy – General, Special, Revolving Funds (III.D.1-6). The minimum cash reserves are to be maintained at 5% of
unrestricted funds expenditures and encumbrances. The target cash reserves may be maintained at a level that is above the 5% minimum and up to 10% of the unrestricted funds expenditures and encumbrances. All UHCC campuses meet both 5% minimum and 10% targeted reserve requirements. For fiscal year 2018, the Hawai‘i CC reserve amount held centrally by the UH System totals $1,143,937. This is in the operating budget as presented to the BOR meeting on August 10, 2017 (III.D.2-7).

There are two primary sources of revenue that are used to support the operating budget of the College: state General Fund appropriations and tuition revenue. State General Funds are appropriated to the community college campuses by the state legislature. The state provides approximately one quarter of the funding prior to the beginning of the fiscal year with the remaining full year allocation made prior to the end of the first quarter. State General Fund revenues are used almost exclusively to pay employee salaries. The College collects tuition prior to the beginning of fall and spring terms and these funds are expended over the course of each term. Tuition revenue projections are adjusted according to actual enrollments, and budget modifications are made if necessary. Revenue from tuition is used to support salaries and other operational expenses of the College. Unexpended tuition revenue is the primary source of the College’s cash reserves.

The UH System is a state agency and is covered within the provisions of the State of Hawai‘i’s self-insurance program. The UH risk management program was established through UH Executive Policy, EP 8.207. Through this policy, additional insurance shall be secured only where hazardous conditions increase the potential and probability of loss.

The State of Hawai‘i, to include the UH and its ten campuses, is self-insured and provides insurance policies and coverages for all state agencies. The College has a delegated responsibility to review potentially high-risk programs and activities and to ensure that these programs and activities are properly assessed to minimize or prevent liability concerns. Oversight for all insurance-related requirements and issues is provided to the College by the UH Office of Risk Management. This office assists the College in identifying and managing risks in order to reduce losses, maintain financial stability, and protect university resources (III.D.1-21).

**Analysis and Evaluation**

The cash flow strategies at Hawai‘i CC are sufficient to maintain stability for the implementation and management of plans to meet emergencies and other occurrences. The College meets cash reserve requirements set by the UHCC System, made up of a minimum reserve (5% of prior year expenditures) and a target reserve (5%-10% of prior year expenditures).

**LIST OF EVIDENCE**

- **III.D.1-6** UHCC Policy, UHCCP 8.201 Unrestricted Fund Reserve
- **III.D.2-7** Reserve Status Report FY17 06-30-17 HA
- **III.D.1-21** UH Executive Policy, EP 8.207 Risk Management
III.D.10 Fiscal Responsibility and Stability: The Institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The UH System has offices established to provide financial oversight and support to campuses. Overall UH financial reporting responsibilities are handled by the UH Financial Management Office (III.D.10-1). The Office of Research Services (ORS) is responsible for the management of extramurally funded programs (III.D.10-2). ORS reviews and approves research and training grants from federal and other external agencies. In addition, extramural fund financial information is maintained in the financial system of the Research Corporation of the University of Hawai‘i (RCUH) (III.D.10-3). Funds generated through fundraising efforts are overseen by the UH Foundation (III.D.10-4).

Kuali Financial System (KFS), a systemwide financial accounting system designed to meet the needs of higher education, was implemented in July 2012. Users of KFS have the ability to review financial information at an account level. UHCC generates financial reports for budgets, historical or current year revenues, expenditures, transfers, legislative or executive restrictions, enrollment trends, carry forward cash balances, reserve balances, and cash projections for the campuses. The College’s internal oversight of funds and expenditures is exercised by the VCAS. For extramural funds, budget to actual reports, eThority reports, and loan funds, KFS online-available balance screens provide monitoring of financial status.

Financial information is communicated throughout the College periodically via memos, reports, and meetings to monitor financial status and to assess the need for budget adjustments due to changes to initial plans, unanticipated savings, or new requirements. This information is used to prioritize the various financial decisions of the College, including identification of funds that can be reallocated, which ensures the appropriate use of funds.

While the UH ORS centrally manages all extramural funds, the College has a fiscal specialist in the Business Office to provide fiscal support. Fiscal transactions are processed through the RCUH system. The principal investigator (PI) of each award maintains oversight and control of funds, and is responsible for reviewing purchases and authorizing personnel hires within the scope of the contract/grant. Compliance with the regulations and requirements covering the award is audited as part of the annual systemwide Financial and Compliance Audit (A-133).

The College’s Financial Aid Office maintains documentation to demonstrate compliance with regulations and requirements, such as student eligibility based on need; financial aid awards that do not exceed unmet need or maximum award limits; adjustment of awards when unmet need changes or a student withdraws; repayment to federal program for over-award adjustments; reporting of awards, adjustments, or withdrawals to federal agency; and exit interviews for students with loans. Compliance with federal Title IV requirements is demonstrated through the campus maintenance of documentation for student eligibility, adjustments, and reporting of awards. Financial aid grants and loan programs are also audited as part of the annual Systemwide Financial and Compliance Audit (A-133) (III.D.5-3).
Operational oversight of the College’s revenue generating program funds for campus units and activities that generate revenue, including the library, culinary, construction, transportation, and other programs, is stated in the UHCC Policy, UHCCP 8.200 Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs (III.D.1-34). According to the policy, programs are required to provide business plans and budgets to the Business Office. The business plans require the programs to review and project the revenue to cover direct costs. Programs are required to generate an administrative cost to cover their share of general campus operating expenses.

There are a variety of contractual agreements that Hawaiʻi CC enters into both with internal and external entities. These agreements allow the College to utilize existing and additional financial, technological, physical, and human resources to deliver educational services to all segments of the Hawaiʻi Island community. The agreements include, but are not limited to, purchase orders, contractual procurement orders, real property lease/rental agreements, memorandums of agreement, affiliation and sponsored/sheltered class agreements, and extramural contracts. All contractual agreements go through several layers of review and approval to ensure that they are consistent with Hawaiʻi CC’s mission and goals: unit-, department-, or division-level administrative review; Business Office review; vice chancellor, dean, or director review; and, if needed, chancellor review.

Auxiliary activities are revenue-generating programs and activities that provide non-instructional goods or services funded by a user charge or fee. Auxiliary activities include activities such as food service, vending machines, and facilities rental and are conducted for the benefit of students, faculty, and staff. Auxiliary activities are reviewed annually as part of the College’s revenue generating program planning and budget process (III.D.1-33). This process ensures that these activities are actively engaged in the financial management responsibilities of the enterprise and that the activities are financially solvent.

Monies from scholarships, fundraisers, and donations are housed in accounts under the UH Foundation and are monitored by the foundation’s internal control system. The UH Foundation’s responsibilities are to ensure that properly authorized transactions are processed in a timely manner and that disbursements are in compliance with account restrictions.

The Treasury Office administers the cash handling and cash management of the university system. This office also administers the TouchNet eCommerce system for non-registration-related payments (III.D.10-5). Hawaiʻi CC complies with policies and procedures for the receipt, deposit, and cash management of funds received by the university (III.D.10-6).

The Capital Asset Accounting Office works with campus and system departments in the administration of all capitalized asset accounting, which includes accounting for equipment assets, CIP assets, plant assets, and other agency vested assets (III.D.10-7). Hawaiʻi CC complies with policies and procedures for the acquisition, use, upkeep, tracking, and disposition of capitalized assets (III.D.10-8).
Analysis and Evaluation

In addition to system monitoring, Hawai‘i CC maintains effective oversight of finances by closely monitoring financial reports, by distributing financial information regularly throughout the College in order to assess the need for budget adjustment, and by documenting compliance with external program requirements.

LIST OF EVIDENCE

- III.D.10-1 UH Financial Management Office Homepage
- III.D.10-2 The Office of Research Services Homepage
- III.D.10-3 Research Corporation of the University of Hawai‘i Homepage
- III.D.10-4 UH Foundation Homepage
- III.D.5-3 2017 A-133 Audit
- III.D.1-34 UHCC Policy, UHCCP 8.200 Financial and Operational Oversight of Revenue
- III.D.1-33 CCSF Acct Final Project 06-30-17
- III.D.10-5 Cash Handling and Deposits
- III.D.10-6 Cash Handling Policy and Guidelines
- III.D.10-7 Capital Assets
- III.D.10-8 Capital Asset Policies

LIABILITIES

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

As described in Standard III.D.2, Hawai‘i CC’s financial planning is integrated with its institutional mission and goals in order to guarantee long-term support of its student learning programs and services.

The College prioritizes its payments for liabilities and obligations through a variety of means, including continual assessment of revenues and expenditures, identification of projected revenues and expenditures, and the maintenance of reserves at both the system and College levels. Short-term and long-term financial planning considers the College’s long-range obligations. Long-term obligations are taken into account when developing annual campus financial plans. These nondiscretionary obligations are considered before programming budgets for discretionary items and are reflected as line items in the operating budget (III.D.11-1).

In addition, the College works closely with both the UHCC and UH System offices. Long-term debt in the form of debt service on revenue bonds to finance new construction and facility improvements is considered in both short-term and long-term financial planning.
The UHCC System supports all campuses by securing and allocating CIP funding to fund major construction and renovation projects. The primary revenue source for university CIP projects comes from state-issued general obligation bonds for which the state funds debt service payments to retire the bonds. Individual campuses are not required to pay for these long-term obligations.

The UHCC campuses do not issue debt for Other Post-Employment Benefits (OPEB), insurance costs, or repair and maintenance projects which are funded by the state. The items currently financed with long-term debt are limited to projects that directly create cost savings that offset debt service costs. Revenue bond debt service for Pālamanui has resulted in cost savings from elimination of lease rental (III.D.11-2).

**Analysis and Evaluation**

Hawai‘i CC engages in long-term financial planning and creates annual budgets that maintain sufficient financial resources over time to address current and future payments of liabilities and obligations.

**LIST OF EVIDENCE**

III.D.11-1 Hawai‘i CC Operating Budget
III.D.11-2 February 20, 2013 Minutes of the BOR Joint Meeting of the Committees on Planning and Facilities and Community Colleges

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

**Evidence of Meeting the Standard**

The employer’s share of OPEB obligations for General Fund (GF) positions is centrally paid for by the GF for all state agencies. As such, employer OPEB obligations for GF positions are not part of the UH System operating budget.

The University of Hawai‘i is, however, obligated to cover the OPEB requirements for the relatively small number of non-GF positions. The university’s contributions are calculated as part of the state’s total contribution requirements and are reimbursed to the state’s GF as part of the fringe benefit rate on the UH employees’ actual salaries. The UH System’s liability for OPEB is not allocated internally to individual departments, funds, and campuses (III.D.12-1).

The university’s annual OPEB cost for non-GF employees is calculated based on the annual required contribution (ARC), an amount actuarially determined in accordance with the parameters of Governmental Accounting Standards Board Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and to amortize any unfunded actuarial liabilities over a period not to exceed 30 years.
Employer OPEB obligations for non-GF positions are fully recognized and accounted for in UHCC non-GF financial plans. Annually, funds are allocated by the College as part of the budget planning and execution process.

The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards.

As mentioned in the Notes to the Consolidated Financial Statements for June 30, 2017 and 2016, page 67, Funding Policy and Annual OPEB Cost section, “The University is required by GASB Statement No. 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions, to obtain an actuarial valuation every other year. Therefore, an actuarial valuation was performed as of July 1, 2015” (III.D.12-2).

Analysis and Evaluation
Hawai‘i CC appropriately allocates resources for payment of benefits, liabilities, and obligations for non-GF positions. The level of funding is recognized and accounted for in UHCC financial plans.

LIST OF EVIDENCE

III.D.12-1 OVPCC Administrative Budget Financial Statements

**III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

Evidence of Meeting the Standard
The UHCC System, in coordination and consultation with the College, calculates the amount of the financial obligation associated with locally incurred debt instruments. Funds are transferred from the College to the UHCC System on an annual basis for repayment of these debt instruments. Debt instruments were used to finance the development and construction of the new Pālamanui campus. During development of the annual budget, the College identifies assessed financial obligations and allocates resources to meet debt agreements. The College’s annual financial projection allocates the amount required for repayment of debt to ensure it does not affect the financial condition of the institution (III.D.1-32).

The UHCC System supports all campuses by securing and allocating capital improvement program (CIP) funding to fund major construction and renovation projects. The primary revenue source for university CIP projects comes from state-issued general obligation bonds for which the state funds debt service payments to retire the bonds. Individual campuses are not required to pay for these long-term obligations.

The items currently financed with long-term debt are limited to projects that directly create cost savings that offset debt service costs. Revenue bond debt service for Pālamanui has resulted in cost savings from elimination of lease rental (III.D.11-2).
Analysis and Evaluation

Annually, Hawai‘i CC assesses and allocates resources for repayment of locally incurred debts that can affect the financial condition of the institution.

LIST OF EVIDENCE

- III.D.1-32 GF + TFSF Financial Projections
- III.D.11-2 February 20, 2013 Minutes of the BOR Joint Meeting of the Committees on Planning and Facilities and Community Colleges

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Hawai‘i CC has long-term debt instruments (revenue bonds). In fiscal year 2013, revenue bond usage was approved by the UH BOR for the construction costs related to the Pālamanui campus. Annually, funds are allocated for the debt service as part of the budget planning and execution process, which is 2.1% of the operating budget. Revenue bond debt service for Pālamanui has resulted in cost savings from elimination of lease rental (III.D.11-2).

University policies and procedures require that the funds be used in accordance with state and federal requirements, the mission and goals of the university, and the purpose of the funding source:
- UHCC Policy, UHCCP 8.200 Financial and Operational Oversight of Revenue Generating and Financially Self-Sustaining Programs (III.D.1-34)
- Board of Regents Policy, RP 10.201 Interests in Real Property (III.D.14-1)
- UH Executive Policy, EP 2.212 Management of University Bond System (UBS) (III.D.14-2)

The revenue bond processes and compliance have been reviewed and evaluated by the UH Office of the Internal Audit report for fiscal year 2013.

Auxiliary activities at Hawai‘i CC, including food service, are conducted for the benefit of students, faculty, and staff. Auxiliary activities are reviewed annually to ensure activities are not operating at a deficit or accumulating excess cash or profits. UHCC Policy, UHCCP 8.200 (III.D.1-34) provides guidance in carrying out financial and operational oversight to ancillary and self-sustaining services. Bookstore operations are administered by the UH Mānoa Bookstore unit.

The fiscal management of extramural, externally funded programs and contractual agreements is reviewed and approved through the UH ORS. The usage of the funds must be in accordance with the rules and regulations as stipulated in the award contract (III.D.14-3). An annual Financial and Compliance Audit is conducted in accordance with the Office of Management Budget circular A-133.
Fundraising efforts are conducted by the University of Hawai‘i Foundation (UHF) within the UH System; its activities and funds are audited separately from the UH System annual audits. In addition to the UHF fundraising efforts, the campus is also active in seeking revenue to fund scholarships, staff development, and expansion goals through grants and contracts. The UHF takes in the revenue and disburses the accounts payable, including scholarships, reimbursements, and expenditures.

University policies and procedures govern acceptance of gifts and fundraising activities and provide guidelines to ensure funds are properly expended in compliance with donor restrictions and the usual and common business and regulatory practices (III.D.14-4, III.D.14-5, III.D.14-6, III.D.14-7). Fundraising, grants, and contracts transactions are reviewed and monitored by the UHF staff or the College’s Business Office.

Analysis and Evaluation
All financial resources at Hawai‘i CC, including debt instruments, auxiliary activities, fundraising activities, and grants are utilized for their intended purposes and in compliance with institutional regulations.

LIST OF EVIDENCE

III.D.11-2 February 20, 2013 Minutes of the BOR Joint Meeting of the Committees on Planning and Facilities and Community Colleges
III.D.1-34 UHCC Policy, UHCCP 8.200 Financial and Operational Oversight of Revenue
III.D.14-1 Board of Regents Policy, RP 10.201 Interests in Real Property
III.D.14-2 UH Executive Policy, EP 2.212 Management of University Bond System (UBS)
III.D.14-3 Administrative Procedure, AP 8.926 Requirements for Extramurally Financed Research and Training Programs/Activities of the University of Hawai‘i
III.D.14-4 Board of Regents Policy, RP 8.209 Gifts
III.D.14-5 Board of Regents Policy, RP 8.210 Fund Raising
III.D.14-6 UH Executive Policy, EP 8.209 Fund Raising
III.D.14-7 Administrative Procedure, AP 8.620 Gifts

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard
The Financial Aid Office monitors and manages student loans so that the College is in compliance with federal requirements. The College follows the policies of Title IV of the Higher Education Act (2017-18 catalog, pp. 52-55) and is an institutional member of the National Association for Student Financial Aid Administrators (NASFAA). Daily newsletters are reviewed by the Financial Aid Office to keep abreast of changes in regulations, upcoming deadlines, and updates about NASFAA’s efforts to advocate for aid administrators. Access to the federal Student Aid Resource webpage (ifap.ed.gov) to review regulations has been given to all
of the Financial Aid staff. In addition, the staff attends various state and regional association trainings.

The Financial Aid officer is responsible for ensuring that changes to procedures and institutional policies are made in a timely manner to maintain compliance. Annually, a federal A-133 Compliance Audit is done to ensure that Title IV aid is being administered in accordance with federal regulations. If the campus has a finding, an audit will be conducted the following year for that compliance issue to ensure that the campus has corrected its procedures and policy. The Hawai‘i CC Financial Aid Office’s last federal A-133 Audit was completed for the 2016-2017 award year and one audit finding with two items were noted and have been corrected by the College.

Hawai‘i CC is responsible for submitting a Program Participation Agreement (PPA) Application every three to five years to the U.S. Department of Education to receive approval to administer Title IV aid. Hawai‘i CC’s current PPA is set to expire on March 31, 2021.

Hawai‘i CC has a current student loan default rate of 24.2% (III.D.15-1). This is a significant decrease from the student loan default rate that hovered between 27.6 and 28.1% over the prior three years (III.D.15-2), which is below the 30% threshold that would require the creation of a student loan default prevention plan. Although not required by the Department of Education to have a default prevention plan in place, the Financial Aid Office at the College makes significant efforts in the areas of default prevention and debt management by including a default prevention plan as well as informational videos and resource links on the Financial Aid website (III.D.15-3). The College has developed policies and procedures to ensure timely dissemination of exit notification for loans as well as consistent monthly reporting of federal student loans to the Common Origination and Disbursements (COD) agency (III.D.15-4).

Student loan default rates, revenues, and related matters are monitored and assessed for compliance with federal regulations. The Financial Aid manager and the Financial Aid officer, whose program responsibility is student loans, review the annual draft cohort default rate that is provided in February, the official cohort default rate, and the reports that the campus receives from the federal loan servicers.

Analysis and Evaluation

Hawai‘i CC monitors and manages student loan default rates and federal grants, which include Title IV, to ensure compliance with federal requirements. The most current cohort default rates for Hawai‘i CC are below the federal guidelines of 30%. Annual audits are conducted, and findings, if any, are corrected. The College has processes in place to ensure default rates remain within acceptable standards and has strengthened collaboration with the UH System Financial Aid Office to improve reporting.

LIST OF EVIDENCE

III.D.15-1 Fiscal Year 2015 Draft 3 Year Cohort Default Rate
III.D.15-3 Financial Aid Website
III.D.15-4 Hawai‘i CC Financial Aid Policies
III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

There are a variety of contractual agreements that Hawai‘i CC enters into both with internal and external entities. These agreements allow the College to utilize existing and additional financial, technological, physical, and human resources to deliver educational services to all segments of the Hawai‘i Island community. The agreements include, but are not limited to, purchase orders, contractual procurement orders, real property lease/rental agreements, memorandums of agreement, affiliation and sponsored/sheltered class agreements, and extramural contracts. All contractual agreements go through several layers of review and approval to ensure that they are consistent with Hawai‘i CC’s mission and goals: unit-, department-, or division-level administrative review; Business Office review; vice chancellor, dean, or director review; and, if needed, chancellor review.

All agreements are subject to applicable UH policies and procedures included in the UH Systemwide Administrative Procedures Manual A8.200 (III.D.16-1), BOR Policies and Bylaws Chapter 8 (III.D.16-2), and UH Systemwide Executive Policies E8.000 (III.D.16-3). Finalized agreements include clearly defined roles and responsibilities, services, corrective actions, and termination to ensure oversight and integrity.

Contractual agreement awards providing extramural funding to Hawai‘i CC are reviewed and executed by the UH ORS. Annually, usage of the extramural funds is audited as part of the consolidated financial statement audit and compliance audit. Non-extramural funded procurement agreements that involve amounts greater than $25,000 are reviewed and executed by the UH Office of Procurement and Real Property Management.

University policies and procedures govern acceptance of contracts and provide guidelines to ensure all fiscal resources are expended in accordance with the goals, objectives, and mission of the university and in compliance with federal and state laws and regulations, university policies and procedures, sponsor terms and conditions of the contract, and common business and regulatory practices.

Affiliation agreements and sponsored/sheltered class agreements that are executed by the College are reviewed following an established on-campus routing procedure. This is to ensure adherence to applicable UH policies and procedures. These agreements are under College control and allow for changes or terminations by the College (III.D.16-4).

The Office of the Vice President for Community Colleges (OVPCC) conducts post-audit reviews of affiliation agreements and sponsored sheltered class agreements to ensure that agreements comply with university policies and procedures and reasonable risk tolerance. The OVPCC also reviews Affiliation Agreement Reports and Sponsored/Sheltered Class Reports to determine if
the affiliation agreements and sponsored/sheltered class memorandums of agreement are consistent with the academic/instructional direction of the community colleges.

**Analysis and Evaluation**

Agreements with external entities are consistent with the institution’s mission and goals to deliver educational services to all sectors of the Hawai‘i Island community. UH System policies and procedures govern all agreements, which are reviewed closely to maintain the integrity of the institution and the quality of its programs, services, and operations.

**LIST OF EVIDENCE**

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<tr>
<td>III.D.16-1</td>
<td>Administrative Procedure, AP 8.200 Procurement</td>
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<td>III.D.16-2</td>
<td>Board of Regents Policy, RP 8.201 Contracts and Official Documents</td>
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<td>III.D.16-3</td>
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<td>III.D.16-4</td>
<td>UHCC Policy, UHCCP 8.102 Affiliation Agreements, Sponsored Class, and Sheltered Class Memoranda of Agreements</td>
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**CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS**

<table>
<thead>
<tr>
<th>Action</th>
<th>Standards</th>
<th>Responsible Party(ies)</th>
<th>Timeline</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and revise the integrated planning process (including evaluation of master plans)</td>
<td>I.B.9, III.B.2, III.C.1, III.D.2</td>
<td>(Related to QFE Project #1)</td>
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Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

IV.B. Chief Executive Officer

IV.C. Leadership and Governance

IV.D. Multi-College Districts or Systems
Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continued improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes

**IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence.** They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

In the spirit of ‘E Imi Pono (“seeking excellence”), institutional leaders at Hawai‘i CC encourage College-wide innovation through participatory processes such as shared governance, All College/Kauhale/convocation events, professional development, division/department meetings, committee work, student government, personnel/student surveys, advisory councils, reassigned time projects, assessment, and program/unit review. Benchmarks for institutional excellence, as demonstrated in the mission of the University of Hawai‘i Community Colleges (IV.A.1-1) and in Hawai‘i CC’s newly revised mission and institutional learning outcomes (IV.A.1-2), speak to the College’s dedication to the island Kauhale, to respect for diverse perspectives, and to student success and educational excellence.

Shared responsibility for institutional performance is emphasized through traditions such as each semester’s opening “All College Breakfast,” during which administrative team members report on new and ongoing projects to a gathering of all Hawai‘i CC faculty, staff, administrators, and student government representatives (IV.A.1-3). These meetings also include activities and foster dialog about institutional goals, planning, and student achievement (IV.A.1-4).

Professional development opportunities, such as participation in conferences, seminars, and workshops, also support innovation. Two dynamic examples include the Hawai‘i National Great Teachers Seminar (IV.A.1-5) and the Hawai‘i Student Success Institute (IV.A.1-6). Not only do these opportunities serve as a springboard for innovation through presentations of new ideas and strategies for student success, they also provide a forum for faculty and staff to network with counterparts from other colleges, which is significant given the College’s geographic location. Additionally, leadership supports the efforts of the Faculty/Staff Development Committee.
Standard IV

(IV.A.1-7) to provide professional development workshops throughout the year. The College further recognizes innovative efforts of individual faculty and/or staff members with its Innovation Award (IV.A.1-8).

Innovation also stems from division/department meetings where colleagues convene to discuss current issues and possible solutions. At times, these outcomes can lead to even wider meetings to confer more broadly about campus issues. For example, the Liberal Arts and Public Services division has met to discuss, among other issues, program modifications (IV.A.1-9), assessment (IV.A.1-10), and approaches to resolving plagiarism (IV.A.1-11).

Equally significant, committee work often acts as a conduit for innovation. Due to the composition of most committees, members represent different facets of the College, and committee meetings provide a forum for sharing multiple perspectives. For example, when members of the Hawai‘i CC International Education Committee wanted to promote the benefits of internationalism, the winning suggestion was to invite Fulbright scholars from around the world to give presentations about their areas of expertise, as well as about their home countries. The activity sought to deepen intercultural understanding and support the College’s institutional learning outcomes. Notably, this suggestion came from a professor who had been supported by administration to pursue a Fulbright opportunity in India. The idea became an annual event for the College, which has now hosted individuals from Bulgaria (IV.A.1-12), Indonesia (IV.A.1-13), and India (IV.A.1-14).

Other sources of innovation include Program Advisory Councils, which represent local industry leaders and influence programmatic initiatives, and reassigned time projects that allow faculty to pursue ideas and innovations pertinent to student success. For example, Hawai‘i CC’s coordinator for ESL instruction used reassigned time (IV.A.1-15) to create a framework for an English language learners outreach/recruitment project to better serve English language learners in the community. Another example is the English department’s professional development program, which offers faculty release time for implementing, documenting, and sharing new instructional methodologies and wrap-around strategies to support student success in its redesigned co-requisite developmental courses (see Standard II.A.2).

Additionally, the College’s review and planning processes, described further in Standards I.B.1-2, serve as a forum for collecting and forwarding innovative ideas and action plans. Assessment (IV.A.1-16), the program and unit review process (IV.A.1-17) and the College Effectiveness Review Committee (CERC) (IV.A.1-18) all rely on reflective analysis to reveal strengths, weaknesses, and needs. Discoveries can lead to action items concerning teaching innovations, identification of new trends and directions for programs/units, and opportunities for collaboration among disciplines or divisions/units.

Other policies, practices, and programs that encourage collaboration on institutional improvement include

- Hawai‘i CC Policy, HAW 4.201 - Integrated Planning for Institutional Effectiveness, a policy to “identif[y] the various components that Hawai‘i CC uses to plan for, implement support for, evaluate and improve student success” (IV.A.1-19)
- Innovations projects supported by the Office of the Vice President of Community Colleges (IV.A.1-20). A comprehensive website highlights new directions and campus
ideas that have been funded

- Collaboration on major system initiatives (Developmental Education Acceleration, STAR GPS registration system, Pathways (IV.A.1-21)), which promote efficient processes for instruction, course selection, registration, and academic career guidance/monitoring

- College-wide invitations to contribute to institutional processes and procedures, such as revision of the College’s institutional guiding statements or strategic plan (IV.A.1-22);

- Cross-departmental student success committees such as the Strategic Enrollment Management Committee, Student Success Committee, and the newly formed Integrated Student Support Committee

- Participation in wala‘au “talk story” sessions, which promote congregation, interaction, and the exchange of ideas relative to campus initiatives (IV.A.1-23).

Analysis and Evaluation

Guided by the institutional mission, Hawai‘i CC encourages participatory processes and implements innovations through professional development, integrated planning, and other institutional practices. Hawai‘i CC’s leadership encourages initiative by offering rewards and professional development opportunities to faculty and staff in order to promote student learning and institutional improvement.

LIST OF EVIDENCE

IV.A.1-1 Mission of the University of Hawai‘i CC
IV.A.1-2 Revised Mission and Institutional Learning Outcomes
IV.A.1-3 All College Meeting Spring 2018
IV.A.1-4 All College Meeting 2017 – Kauhale Day
IV.A.1-5 Hawai‘i National Great Teachers Seminar
IV.A.1-6 Hawai‘i Student Success Institute
IV.A.1-7 Staff Development Workshops
IV.A.1-8 Faculty and Staff Award
IV.A.1-9 AA Task Force Issues Ballot Final
IV.A.1-10 Liberal Arts PLO Assessment
IV.A.1-11 All-Liberal Arts Meeting
IV.A.1-12 Bulgaria Flyer
IV.A.1-13 Indonesia Flyer
IV.A.1-14 India Flyer
IV.A.1-15 Instructional Assigned Time request
IV.A.1-16 Assessment Website
IV.A.1-17 Program and Unit Review Process
IV.A.1-18 College Effectiveness Review Committee
IV.A.1-19 Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
IV.A.1-20 Office of the Vice President of Community Colleges
IV.A.1-21 STAR GPS Registration system
IV.A.1-22 Proposed changes to Mission, Vision, ILO and ULO
IV.A.1-23 Wala‘au Sessions
IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Hawaiʻi CC has numerous policy, planning, and special-purpose committees, each of which has guidelines that specify purpose, membership, and roles of participation for administrators, faculty, staff, and students. Established policies and procedures are regularly reviewed for effectiveness.

Hawaiʻi CC Policy, HAW 3.303 defines the College’s shared governance model, including the roles of its three most important governing bodies: the College Council, the Academic Senate, and the Associated Students of the University of Hawaiʻi (ASUH). The policy outlines the purpose of each of these assemblies and states that regular evaluation of the governance groups serves “to ensure the integrity and effectiveness of the College’s governance and decision making processes” (IV.A.2-1). Several recent governance changes resulted from the evaluation process: the 2015-16 College Council “facilitated a campus wide committee to review, revise and implement changes to the Hawaiʻi CC College Council Charter”; the 2016-17 Academic Senate updated its charter to accurately define the duties of the secretary and to implement the idea of select committees in addition to standing committees, among other changes; and the ASUH amended its constitution and by-laws in the 2015-16 academic year.

The College Council’s primary role is to apprise the chancellor of College-wide issues. Membership is comprised of representatives from all of the institution’s constituencies (administration, faculty, staff, and students); in addition, anyone from the College may bring forth concerns. Topics include budgeting, strategic planning, community relations, accreditation and assessment, institutional guiding statements, and coordination of committees. The Committee Handbook provides a current list of committees and guidelines (IV.A.2-2); an overview of College committee structure is outlined in Hawaiʻi CC Policy, HAW 3.301 (IV.A.2-3). The council also forms task forces to address special purposes. Participation roles are defined further in the College Council Charter (IV.A.2-4).

The Academic Senate is comprised of all instructional and non-instructional faculty and holds responsibilities pertaining to “development, modification, initiation, and review of academic policies and issues.” Topics include the scope and nature of educational curricula; standards for teaching, scholarship, and service; standards and evaluation of admission, graduation, certification, and grading; and professional ethics. Guidelines for participation, as well as for service on representative committees within the Academic Senate, are explained in the Academic Senate Charter (IV.A.2-5).

The ASUH is the main forum for student participation in governance. Membership is extended to all current students of Hawaiʻi CC. The ASUH Charter authorizes the election of a student government “responsible for the general welfare and development of the student body” (IV.A.2-6). Elected officers of the student government collaborate with a faculty advisor and report to the
vice chancellor for Student Affairs. The ASUH president also represents the student body on the College Council.

Students can also contribute to the College by participating in service learning projects and other co-curricular activities (see Standard II.C.4) and by completing the following surveys, which solicit feedback to improve the Hawai‘i CC experience for students:

- The Community College Survey of Student Engagement (CCSSE) (IV.A.2-7)
- Graduate Leaver Survey (IV.A.2-7)
- Student Climate Survey (SCS) (IV.A.2-8).

Finally, students have representation on the CERC, the Student Conduct Committee, and on the Ho‘olulu Council, a special advisory council to the chancellor that is tasked with reporting on issues, programs, and policies that affect Native Hawaiians at Hawai‘i CC and within the UH System. The council also represents Hawai‘i CC on the Pūko’a Council, a Native Hawaiian advisory council to the UH president, and on the Council of Community College Native Hawaiian Chairs. Membership is open to any Hawai‘i CC constituents; further guidelines appear in the Ho‘olulu Council charter (IV.A.2-9).

Analysis and Evaluation

Guided by clear policies, procedures, and membership rules, the shared governance model has been successful in affording administration, faculty, staff, and students the opportunity to participate in decision-making processes. Shared governance responsibilities are clearly divided between the College Council, the Academic Senate, and the ASUH and are defined in their respective charters. To address the College’s role as an indigenous serving institution, the Ho‘olulu Council ensures representation of Native Hawaiians in College governance.

LIST OF EVIDENCE

<table>
<thead>
<tr>
<th>IV.A.2-1</th>
<th>Hawai‘i CC Policy, HAW 3.303 Campus Governance</th>
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<tbody>
<tr>
<td>IV.A.2-2</td>
<td>Committee Handbook</td>
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<td>IV.A.2-3</td>
<td>Hawai‘i CC Policy, HAW 3.301 College Committee Structure</td>
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<td>IV.A.2-4</td>
<td>College Council Charter Approved April 8, 2016</td>
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<td>IV.A.2-5</td>
<td>Updated Senate Charter</td>
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<td>IV.A.2-6</td>
<td>Charter Associated Students of UHCC</td>
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<tr>
<td>IV.A.2-7</td>
<td>Graduate Leaver Survey</td>
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<tr>
<td>IV.A.2-8</td>
<td>Student Climate Survey</td>
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<tr>
<td>IV.A.2-9</td>
<td>Ho‘olulu Council October 3, 2014</td>
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**IV.A.3** Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

As described in Standard IV.A.2, Hawai‘i CC has policies and procedures that define the roles of the College Council, Academic Senate, and ASUH in governance, institutional policies, planning
and budget, as appropriate. The institution’s organizational chart (IV.A.3-1) and functional statement (IV.A.3-2) further specify the roles and management responsibilities of each Hawai‘i CC administrator.

The role of faculty in institutional governance is set forth in Hawai‘i CC Policy, HAW 3.303 Campus Governance (IV.A.2-1) and UH Executive Policy, EP 1.201 Faculty Involvement in Academic Policy (IV.A.3-3).

Hawai‘i CC’s Integrated Planning for Institutional Effectiveness Policy (HAW 4.201) outlines the systematic, institution-wide evaluation and strategic planning process that integrates program and unit review, planning, and resource allocation to support mission fulfillment and continuous improvement of academic quality and institutional effectiveness (IV.A.1-19). Faculty members primarily exercise their voice in institutional planning and budgeting via the program and unit review process (IV.A.1-17) (further described in Standards I.B.4-5) in which they report on data, program status, assessment results, goals and action plans, and budget requests. The program/unit review plans and budget requests are evaluated by the College Effectiveness Review Committee (CERC), which has representative membership from across the College (IV.A.3-4), with budget prioritization recommendations made to the administrative team. Based on the program/unit reviews and system strategic directions (IV.A.3-5), the administration shapes the College’s strategic plans and makes final resource allocation decisions.

Analysis and Evaluation

Policy documents describing the Integrated Planning Process and other shared governance procedures define clear and substantive roles for administrators and faculty in institutional governance processes, providing opportunity for significant contributions to institutional policies, planning, and budget considerations.

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<table>
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<tr>
<th>Standard (IV.A)</th>
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<tr>
<td>IV.A.3-1</td>
<td>Organizational Chart</td>
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<td>IV.A.3-2</td>
<td>Functional Statements</td>
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<td>IV.A.2-1</td>
<td>Hawai‘i CC Policy, HAW 3.303 Campus Governance</td>
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<td>IV.A.3-3</td>
<td>UH Executive Policy, EP 1.201 Faculty Involvement in Academic Policy</td>
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<td>IV.A.1-19</td>
<td>Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness</td>
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<td>IV.A.1-17</td>
<td>Program and Unit Review Process</td>
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<td>IV.A.3-4</td>
<td>CERC Operating Guidelines</td>
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<td>IV.A.3-5</td>
<td>Strategic Directions 2015-2021</td>
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**Evidence of Meeting the Standard**

Faculty and academic administrators at Hawai‘i CC share responsibility for making recommendations about curriculum and student learning programs and services. A combination of policies, procedures, and well-defined structures establishes these responsibilities.
As indicated in Standard IV.A.2, the Academic Senate, composed of all faculty members, plays a primary role in evaluating academic policy and curriculum. The Academic Senate Charter (IV.A.4-1) assigns responsibilities relating to curriculum and student learning programs and services to three standing committees, which review and evaluate all relevant College and system policies and procedures. These committees, which report to the Senate regularly with recommendations, are assigned the following areas of focus:

- **Educational Policy Committee.** The Educational Policy Committee reviews, advises, and makes recommendations to the Senate on academic policies including, but not limited to, standards for graduation, admissions, certification, and distance education; academic regulations; curriculum process; grading; and student relations (e.g., student conduct, grievances, and appeals).

- **Curriculum Review Committee.** The Curriculum Review Committee makes recommendations regarding the review and modification of degree requirements, program proposals, course proposals, and catalog descriptions as appropriate for all credit courses, including distance education and summer session. The Curriculum Review Committee’s recommendations are reviewed by the Senate. The Senate chair forwards the Senate’s recommendations to the vice chancellor for Academic Affairs.

- **General Education Committee.** The General Education Committee reviews course proposals and makes recommendations regarding the designations of these courses as general education. The recommendations are forwarded to, reviewed, and approved by the Senate.

In addition to the standing committees, the Academic Senate created four “Select” committees to evaluate courses and policies that fall into specific curricular categories:

- **Distance Education Committee.** The Distance Education Committee develops and proposes policies regarding a College-wide, coordinated approach to online teaching and learning at Hawai‘i CC to ensure these courses meet best practices and national standards of online teaching and align with the mission of the College.

- **Hawai‘i Asian Pacific Course Designation Committee.** The Hawai‘i Asian Pacific Course Designation Committee reviews and approves courses that meet the UH System requirements that identify important skills and concepts necessary for living and working in diverse communities, such as Hawai‘i. A significant component of readings, assignments, and other course materials will address Hawaiian, Asian and/or Pacific cultures.

- **Sustainability Course Designation Committee.** The Sustainability Course Designation Committee reviews and approves courses that meet the UH System requirements that identify important skills and concepts regarding sustainability across a variety of academic disciplines. A significant component of readings, assignments, and other course materials will address environmental topics.

- **Writing Intensive Curriculum Committee.** The Writing Intensive Curriculum Committee evaluates courses according to the UH System Articulation Agreement governing Writing Intensive (WI) designation and intercampus transfer. Hallmarks of WI designated courses include a maximum class size, minimum word count and writing prerequisite, interaction between the instructor and student as part of a writing process, and emphasis on writing as a major grade determinant and a tool for learning course
Standard IV

Hawaiʻi CC Policy, HAW 5.202 Assessment Policy (IV.A.4-2) defines assessment as “the process of gathering information/data on student learning and services for the purposes of evaluating and improving the learning environment” and ensures that assessment is a consistent, College-wide practice. The policy delineates how the outcomes of assessment contribute to improving student learning and services, as well as the responsibilities of faculty, staff, vice chancellors, and directors. The Assessment Committee supports continuous improvement in learning by sponsoring assessment activities, encouraging meaningful assessment practices and experiences, and promulgating discovery based on results of the assessment process. The Institutional Assessment coordinator provides training and support to develop, align, and assess institutional, unit, program, and course outcomes; maintains and publishes assessment documentation, reports, and resources; and collaborates with administrators, division/department/unit leadership, and faculty/staff to facilitate assessment activities that foster continuous improvement.

In addition, Hawaiʻi CC Policy, HAW 5.250 Course Review Policy (IV.A.4-3) outlines a systematic procedure for faculty review of courses to ensure continuity and relevance over time.

Faculty and academic administrators also offer recommendations for curriculum and student learning programs and services via the program and unit review process (IV.A.4-4). Additional feedback is provided by the CERC (IV.A.1-18), which is chaired by the vice chancellor for Academic Affairs (VCAA), and which evaluates all comprehensive program and unit reviews to provide “quality improvement” feedback to the review writers and to provide campus planning recommendations to the chancellor.

To ensure that current practices are followed and effective, Hawaiʻi CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness Policy (IV.A.1-19) specifies the VCAA as responsible for the “development and regular review” of the Academic Master Plan, which is a product of collaboration between faculty and the VCAA.

The College Council includes academic administrators, faculty, and staff as defined by the College Council Charter (IV.A.2-4), and provides recommendations on student learning programs, including the learning centers and library. The University of Hawaiʻi Community Colleges UHCC Policy, UHCCP 5.203 (IV.A.4-5) addresses the establishment and issuance of the degrees and certificates within the UHCC, and delegates to each college the responsibility for planning, design, and establishment of programs leading to degrees and certificates.

Lastly, the Distance Education Substantive Change Process is addressed in the document titled “Substantive Change Proposal: Associate of Arts Degree via Distance Learning” (IV.A.4-6) and provides responsibilities for administration and faculty that ensure the integrity of online courses.

**Analysis and Evaluation**

Hawaiʻi CC charters, policies, and other documents assign responsibility for reviewing and making recommendations on curriculum and student learning programs and services to specific constituencies within the faculty and academic administration. Policy is also in place to regularly evaluate practices for compliance and effectiveness.
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<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>IV.A.4-1</td>
<td>Charter of the Academic Senate</td>
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<td>IV.A.4-2</td>
<td>Hawaiʻi CC Policy, HAW 5.202 Assessment Policy</td>
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<td>IV.A.4-3</td>
<td>Hawaiʻi CC Policy, HAW 5.250 Course Review Policy and Procedure</td>
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<td>IV.A.4-4</td>
<td>Program and Unit Review Process</td>
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<td>IV.A.1-18</td>
<td>College Effectiveness Review Committee</td>
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<td>IV.A.1-19</td>
<td>Hawaiʻi CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness</td>
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<td>IV.A.4-5</td>
<td>UHCC Policy, UHCCP 5.203 Program Credentials Degrees and Certificates</td>
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<td>IV.A.4-6</td>
<td>AA Substantive Change March 12, 2009</td>
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**IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

**Evidence of Meeting the Standard**

The Constitution of the State of Hawaiʻi, Article X, Section 6, gives the Board of Regents (IV.A.5-1) domain over the University of Hawaiʻi System. Its responsibilities include authorizing, amending, and publishing policies “that provide the framework for the university.” Board of Regents Policy, RP 1.210 Faculty Involvement in Academic Decision-Making and Academic Policy Development (IV.A.5-2) ensures that Hawaiʻi CC faculty members have a voice “on matters impacting and/or relating to the development and maintenance of academic policy and standards to the end that quality education is provided, preserved, and improved.” UH Executive Policy, EP 1.201 Faculty Involvement in Academic Policy (IV.A.3-3) serves to implement RP 1.210.

At the campus level, Hawaiʻi CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness ensures effective decision-making for institutional plans and gives consideration to all relevant stakeholders (IV.A.1-19). Faculty, staff, and administrators provide collective input through the program and unit review process (IV.A.4-4), CERC, and the College Council. This document includes the UH System policies on planning, delineates institutional plans, explains the implementation process of the plans, and provides a schedule for continuous review of the plans to promote ongoing improvements. The flowchart diagram of the Integrated Planning Process illustrates the cycle of the College’s resource allocation and plans implementation (IV.A.5-4).

Finally, the Hawaiʻi CC concept of Kauhale (IV.A.1-2) requires community involvement to harness collective knowledge and expertise. As described on the College’s About Hawaiʻi CC webpage, “Community partnerships and collaboration are central to the mission of the College. To keep curricula and requirements current and relevant, the College has invited community leaders in business, industry, and the professions to serve as advisors to provide guidance regarding course content, selection of training equipment, employment needs, and the effectiveness of different programs. Program Advisory Councils are formed for each CTE degree program. In addition, the chancellor seeks advice from community and business leaders on ways
the College can assist in development for the community. Members of these advisory groups are listed throughout the catalog.”

Analysis and Evaluation
The College’s system of board and institutional governance ensures that all stakeholders participate in the development and review of institutional plans, policies, curricular changes, and other significant decisions. Specifically, guidelines for these considerations are stipulated in Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness, through which the College continuously develops and reviews plans to support institutional effectiveness and student success. Depending on the nature of the matter, decisions also include the direct involvement of the College Council, Academic Senate, student government, advisory councils, industry, and the community.

LIST OF EVIDENCE

IV.A.5-1 Office of the Board of Regents
IV.A.5-2 Board of Regents Policy, RP 1.210 Faculty Involvement in Decision and Policy Development
IV.A.3-3 UH Executive Policy, EP 1.201 Faculty Involvement in Academic Policy
IV.A.1-19 Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
IV.A.4-4 Program and Unit Review
IV.A.5-4 Strategic Plan Flowchart
IV.A.1-2 Concept of Kauhale

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard
The College uses a number of methods to disseminate information institution-wide regarding the processes for decision-making and the resulting decisions. The chancellor shares updates on College progress and institutional planning at College-wide meetings, and posts this information on the Hawai‘i CC website (IV.A.6-1). Administrators also relay updates, announcements, and decisions during unit/division meetings and via campus email. In addition, significant decision-making bodies such as the College Council (IV.A.6-2), Academic Senate (IV.A.6-3), and student government (IV.A.6-4) record meeting proceedings with minutes, which are posted on the College’s website. The information described above is also discussed in division and department meetings. Other methods of communication include the faculty/staff/student listservs, the College newsletter Kauhale (IV.A.6-5), and the student newsletter Ka‘Io (IV.A.6-6).

Analysis and Evaluation
The College uses multiple methods, including its website, blogs, email, newsletters, and meetings, to broadcast decision-making processes and the resulting decisions.

LIST OF EVIDENCE

IV.A.6-1 Chancellor – Wala‘au January 11, 2018
IV.A.6-2 College Council Webpage
IV.A.6-3 Academic Senate
IV.A.7 Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The institution’s organizational chart (IV.A.3-1) and functional statement (IV.A.3-2) specify the roles and management responsibilities of each Hawai‘i CC administrator. Roles and responsibilities of administrative positions are reviewed during reorganization or when a position is up for recruitment.

Regular evaluation to assure integrity and effectiveness of the institution’s governance groups, including policies, procedures, and processes, takes place within the various campus entities. As stated in Standard IV.A.2, to establish effectiveness and relevance, the governing bodies representing faculty and College-wide constituencies conduct charter reviews. Review processes are documented in minutes and draft documents; revised charters are posted on the College website.

The College Council Charter was most recently updated in the 2017-18 academic year (IV.A.2-4). Additionally, the council has conducted surveys to evaluate its purpose and effectiveness (IV.A.6-2). Results are available on the council webpage and have been used as an impetus to discuss the role that the council plays within the College.

Likewise, the Academic Senate updated its charter in the 2016-17 academic year, which resulted in strengthening the preamble, identifying the need for additional committee designations, further detailing the roles of the chair and vice chair, redefining the role of the secretary to address duties related to the digital age, removing the archivist position, recognizing the addition of a permanent member from Pālamanui on the Executive Committee, and establishing a review period for the charters, practices, and processes of Senate committees (IV.A.7-1).

The ASUH amended its constitution (IV.A.7-2) and by-laws (IV.A.7-3) in the 2015-16 academic year as well.

The College also has a Committee on Committees (IV.A.7-4), whose charge includes the “periodic review of committee structure[s].” Reporting directly to the College Council, the committee provides monthly updates at council meetings.

Analysis and Evaluation

The College evaluates the institution’s leadership roles and policies, procedures, and processes relative to governance and decision-making to ensure integrity and effectiveness; however, it needs to do so in a more consistent and predictable manner, formally documenting such evaluation. The institution uses results for ongoing improvement.
LIST OF EVIDENCE

| IV.A.3-1 | Organizational Chart |
| IV.A.3-2 | Functional Statements |
| IV.A.2-4 | College Council Charter Approved April 8, 2016 |
| IV.A.6-2 | College Council Webpage |
| IV.A.7-1 | Academic Senate Charter – with modifications |
| IV.A.7-2 | ASUH Constitution |
| IV.A.7-3 | ASUH Bylaws |
| IV.A.7-4 | Committee on Committees |

CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

<table>
<thead>
<tr>
<th>Action</th>
<th>Standards</th>
<th>Responsible Party(ies)</th>
<th>Timeline</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawai‘i CC policy HAW 1.001 was updated to include a policy review schedule</td>
<td>I.C.5, IV.A.4, IV A.7</td>
<td>Administrative Team</td>
<td>Completed spring 2018</td>
<td>Systematic, regular review of College policies and procedures</td>
</tr>
</tbody>
</table>
IV.B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

In accordance with the University of Hawai‘i (UH) System classification plan (IV.B.1-1), the chancellor has primary responsibility for providing “the visionary leadership in developing, designing, facilitating and implementing campus plans, initiatives, policies and procedures to support and promote excellence across the system and the campus.” In this capacity, the Hawai‘i CC chancellor--Chancellor Yamane (July 1, 2011-December 30, 2015), Interim Chancellor Onishi (January 1-June 30, 2016) and newly appointed Chancellor Solemsaas (July 1, 2016-present)--oversees all administrative and academic matters of the campus (Academic Affairs, Student Affairs, Administrative Services, EDvance (formerly the Office of Continuing Education and Training), and the Pālamanui branch campus (IV.B.1-2), including budget planning and execution, human resources management, facilities management, long- and short-range academic and administrative planning, community outreach, fundraising, and entrepreneurial activities.

Under the direction of the chancellor, clearly articulated policies regarding campus governance, committee work, and planning processes are in place. These policies provide guidance and clarify the roles of different constituents and campus leaders regarding the planning and operations of the College. The College governance structure and planning policies support a participatory and transparent system under the leadership of the chancellor (see Hawai‘i CC Policy, HAW 3.301 (IV.B.1-3), HAW 3.303 (IV.B.1-4), HAW 4.201 (IV.B.1-5)). On campus, the chancellor regularly meets with the College administrative team and the chairs of the College Council and the Academic Senate to communicate institutional values, goals, institution-set standards, and other relevant information related to planning and mission fulfillment. The chancellor reports to the College Council at its monthly meetings (IV.B.1-6) and is occasionally invited to address the Academic Senate when the Academic Senate chair and chancellor decide an issue needs to be shared collaboratively with the faculty. The chancellor also ensures that these matters are communicated in a timely manner to the College community during campus-wide meetings at fall and spring convocation, in email announcements and web postings (IV.B.1-7). Off campus, the chancellor meets with Rotary Clubs and the Hawai‘i Island, Kona, Kohala, and Japanese Chambers of Commerce to share mission and vision ideas and other relevant news with the community. The chancellor also convenes an advisory council to provide community input on pertinent planning issues (IV.B.1-8).

The chancellor approves the College budget. The administrative team, headed by the chancellor, is given information about all budget expenditures during budget planning meetings. In 2017, the chancellor requested that the College Council review planning processes and clarify further the role of the council as it relates to setting priority criteria for resource allocation. As a part of the resource allocation process, the results of the program and unit review process and the budget prioritization process are grounded in relevant data and analysis to help inform work plans and resource allocation. For example, permanent positions to support the redesign of developmental
education resulted from the 2015 program reviews for reading, writing, and math, which requested “More permanent, full-time faculty… not only to teach high-demand developmental courses, but also to consistently participate in assessment, curriculum development, and student success strategies concerning developmental … courses.”

The chancellor oversees institutional effectiveness and ensures that the integrated planning cycle is based on a culture of evidence and focuses on student learning ([IV.B.1-5, IV.B.1-9]). Additionally, the chancellor recommends for Board of Regents (BOR) approval the College mission and vision statements and strategic plans that ensure commitment to student learning and success ([IV.B.1-10]). In pursuit of College endeavors, as needed and in consultation with the UH president and the University of Hawai‘i Community Colleges (UHCC) vice president, the chancellor represents the campus in legislative sessions in support of Hawai‘i CC and UH System missions.

Consistent with Board of Regents Policy, BOR 5.201 ([IV.B.1-11]), the chancellor acts on behalf of the campus to make recommendations to the BOR about programs that are “new, provisional, under review” in support of the College mission. Upon recommendations of the faculty, the chancellor certifies to the BOR that graduates have met prescribed program requirements in the awarding of degrees and certificates of achievement contained in BOR-approved degree programs. The chancellor also approves new certificates of competence and completion in support of the mission.

In selecting and evaluating personnel, the chancellor adheres to all contracts and has final approval of all personnel appointments at the College. To support personnel development, the chancellor promotes professional development opportunities for all personnel through campus-based workshops, professional training, local and national conferences, study abroad, and sabbatical leave. The chancellor also supports an annual Chancellor’s Award for Outstanding Service to a faculty or staff member and recruits campus representatives to serve on selection committees for other awards given to faculty or staff ([IV.B.1-12]).

**Analysis and Evaluation**

The chancellor demonstrates primary responsibility for the quality of the institution through effective leadership in the areas of planning, budget, organization, human resources, and institutional effectiveness driven by a well-communicated commitment to institutional values, goals, and standards. Clearly articulated policies are in place for campus governance. The chancellor takes an active role in the selection, development, and evaluation of personnel. An integrated planning cycle is in place through which the chancellor manages and assesses institutional effectiveness.

**LIST OF EVIDENCE**

- [IV.B.1-1] Chancellor Job Code GE102
- [IV.B.1-2] Organizational Chart
- [IV.B.1-3] Hawai‘i CC Policy, HAW 3.301 College Committee Structure
- [IV.B.1-4] Hawai‘i CC Policy, HAW 3.303 Campus Governance
- [IV.B.1-5] Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
- [IV.B.1-6] College Council Meeting Agendas and Documents
- [IV.B.1-7] Chancellor Announcement
IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

**Evidence of Meeting the Standard**

The College’s administrative structure is comparable to other similarly sized higher education institutions in the state (IV.B.1-2). Evaluation of the administrative structure occurs through the ongoing integrated planning process (program/unit review, planning, and budget prioritization processes) (IV.B.1-5). New mandates, position vacancies, new allocation, programmatic changes, and program/unit review results communicate the effectiveness of organizational units and reporting structures, and inform the need for administrative responsibilities. As a result of the above processes and with a new chancellor, the administrative team began a more comprehensive review of overall administrative structure and staffing support in key areas in 2017. A proposal for an organizational restructure has been developed to strengthen Hawai‘i Island support, particularly because the new Pālamanui campus is approximately 75 miles away from the main, Hilo location (IV.B.2-1). Thus, support for the Pālamanui branch campus was redefined to ensure integrated academic and student affairs operations with administrative services at that site instead of at a central Hilo location. The proposal also included consolidation of departments, such as the merging of Construction Academy with Transportation and Trades to create a new unit, Applied Technology Education.

Evaluations of executive management staff are done annually, which include setting of goals and identifying work plans for the forthcoming academic year. All administrators working directly under the chancellor have clearly defined job descriptions and are evaluated annually using the guidelines set forth in UH Executive policy EP 9.212.IX (IV.B.2-2) (see Standard III.A.1). This includes responsibilities delegated by the chancellor and assigned to members of the administrative team. For example, the chancellor has delegated responsibility for “overall administration, management, development, and integrity of all academic programs and services at the College, both instructional and non-instructional programs” to the vice chancellor for Academic Affairs (VCAA). The VCAA serves as the chief academic officer of the campus with, among other duties, decision-making and direct responsibilities “for all instructional programs and courses.”

**Analysis and Evaluation**

Through the integrated planning process, the chancellor oversees and evaluates the administrative structure of the College, focusing on its commitment to meet the needs of all segments of the Hawai‘i Island community. Staffing and delegation of authority to personnel, such as the vice chancellors for Academic Affairs, Administrative Services, and Student Services, are consistent and appropriate.
IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Under the chancellor’s leadership, the College institutes processes that support ongoing improvements in the teaching and learning environment, taking a Kauhale approach to how the College community communicates both internally and with its surrounding community. Campus governance operates under the philosophy of collegiality (IV.B.1-4). Faculty members, through the Academic Senate, have primary responsibility for the teaching of courses and share the responsibility for overseeing the curriculum with the chancellor, who has delegated the maintenance of the curriculum to the VCAA. Additional collegial processes include committee work (IV.B.1-3) and convocation activities, during which the chancellor communicates the status of key initiatives that impact instruction and student achievement, planning, and mission fulfillment. In addition, the chancellor holds Wala‘au (“to converse” in Hawaiian) focus group sessions that establish values, goals, and priorities; communicate information; and generate interdisciplinary feedback on College matters. Wala‘au sessions have been held on system and College initiatives, grant activities, developmental education, budget, and on the accreditation process (IV.B.3-1).

From 2013 until 2015, each college in the UH System was responsible for setting its student performance standards based on information provided by the Office of the Vice President of Community College (OVPCC). Each college was also responsible for evaluating whether targets were met. During 2015 and 2016, the vice president met with each college’s chancellor and with
the chancellors as a whole to develop a systemwide set of performance measures. The result was UHCC Policy, UHCCP 4.203, Institution-Set Standards (IV.B.3-2), implemented in February 2017. The vice president meets during the fall semester on each campus to give an annual presentation on the respective college’s attainment of the targets (IV.B.3-3).

On November 16, 2017, highlights of targets met and deficiencies as summarized by the vice president were shared by the chancellor through the chancellor’s Wala’au e-newsletter sent via the campus faculty/staff listserv (IV.B.3-4). The administrative team meets regularly with the chancellor to develop and follow up on action plans to address the deficiencies.

As CEO, the chancellor oversees the College’s integrated planning activities (IV.B.1-5), which include assessment and program and unit reviews, strategic planning, and resource allocation. The chancellor has maintained a collegial focus on improvements to the teaching and learning environment by emphasizing faculty involvement throughout review processes to ensure that academic planning remains a priority, and through the activities of the Assessment Committee, a group that is comprised of faculty and staff. The committee monitors and refines assessment-related portions of the program/unit review processes, and assists in the development and implementation of assessment plans for student learning outcomes in all programs and units.

The College’s Institutional Research Office (IRO) compiles regular and on-demand reports that analyze data at the student, program, and curricular levels (IV.B.3-5). Such reports, along with system data, are utilized by programs and units to prepare their reviews and assessments of student learning, which are then evaluated by the College Effectiveness Review Committee (CERC), which has College-wide representation, to determine if institutional goals have been met. The CERC also evaluates budget requests generated during the program/unit review process, measuring their relevance to strategic plan goals and providing the chancellor with a summary evaluation and budget recommendations (IV.B.3-6). In consultation with the administrative team, the chancellor uses CERC recommendations to manage campus resources and develop the campus budget, as well as to develop supplemental and biennium budget recommendations for the OVPCC. These processes emphasize the primary role of data-driven institutional planning.

Via the College’s integrated planning process, the chancellor ensures that the College evaluates whether institutional planning and implementation efforts achieve the mission of the institution, and that planning culminates in resource requests, which are prioritized based on strategic plan objectives and College priorities in support of student achievement and learning. As such, ongoing implementation and evaluation of goals set in campus plans and/or appendices are reviewed and updated appropriately. This has resulted in the College’s Strategic Plan for 2015-2021, setting the stage to formally link strategic plan outcomes with comprehensive program and unit review processes, further establishing procedures to evaluate overall institutional planning and effectiveness (IV.B.3-7).

**Analysis and Evaluation**

Established policies and procedures demonstrate the chancellor’s prioritization of continuous improvement of the institution through the achievement of educational goals. Integrated planning activities rely on data collected both internally and externally, and analysis of the data leads to coordinated resource allocation recommendations. Comparison of data from program and unit
reviews with available resources ensures that allocations are funneled to the areas that will have the most impact on student learning and achievement. Evaluation of institutional planning and implementation efforts supports the achievement of the College’s mission.

**LIST OF EVIDENCE**

<table>
<thead>
<tr>
<th>IV.B.1-4</th>
<th>Hawai‘i CC Policy, HAW 3.303 Campus Governance</th>
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<tbody>
<tr>
<td>IV.B.1-3</td>
<td>Hawai‘i CC Policy, HAW 3.301 College Committee Structure</td>
</tr>
<tr>
<td>IV.B.3-1</td>
<td>Conversation with the Chancellor</td>
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<tr>
<td>IV.B.3-2</td>
<td>UHCC Policy, UHCCP 4.203 Institution-Set Standards</td>
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<td>IV.B.3-3</td>
<td>Vice President Annual Presentation</td>
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<td>IV.B.3-4</td>
<td>Chancellor’s <em>Wala‘au</em></td>
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<td>Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness</td>
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<td>IV.B.3-6</td>
<td>IRO Mission</td>
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<td>IV.B.3-7</td>
<td>CERC AY 2014-2015-2016</td>
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<td></td>
<td>Strategic Planning Resources</td>
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</table>

**IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

**Evidence of Meeting the Standard**

Per the College’s functional statement, the chancellor is responsible for maintaining the “accreditation standards as promulgated by the Accrediting Commission for Community and Junior Colleges, the state Legislature, and other governing bodies” (IV.B.4-1). The chancellor assigned the Accreditation Liaison Officer (ALO) position to a faculty member, who is required to provide the *Kauhale* with ongoing updates via email and during Campus-wide meetings, coordinate the writing of mid-term reports and substantive change proposals, and to assume other responsibilities that may arise.

In 2016, preparation for the institutional self-evaluation report (ISER) and analysis resulted in the establishment of the Accreditation Team and Core Team to document how the College complies with all accreditation requirements, standards, and policies. Using Stanford’s Design Thinking model, members of each Standard Team were carefully selected to ensure diverse cross-campus representation. Two faculty members served as ISER co-chairs and led the Core Team (accreditation steering committee). The Core and Standard Teams membership included faculty, staff, and administrative leaders. The chancellor provided appropriate resources for training and consultation to ensure faculty, staff, and administrative personnel were equipped to actively participate and engage in the accreditation process (IV.B.4-2, IV.B.4-3, IV.B.4-4). The chancellor has either attended or sent representatives to ACCJC accreditation trainings to ensure familiarity with the new standards and policies.

The chancellor met regularly with the ISER co-chairs and ALO and attended Core Team meetings. The membership of the Accreditation Team and Core Team demonstrate how faculty, staff, and administrative leaders are all part of the process.
In addition, Chancellor Solemsaas requested training to serve as an ACCJC evaluator. Prior to joining Hawai‘i CC, she served as an accreditation evaluator for the Northwest Commission on Colleges and Universities for five years, visiting seven different institutions in Montana, Oregon, and Washington. Chancellor Solemsaas also issued a campus-wide invitation seeking volunteers across the Kauhale to serve as ACCJC evaluators.

Analysis and Evaluation
The chancellor actively leads the Kauhale in its commitment to meeting eligibility requirements, standards, and commission policies at all times. Members of faculty, staff, and administration have been recruited to serve in a variety of roles: as ALO, on accreditation teams, and in work groups writing and reviewing the ISER. Furthermore, the chancellor has set an example of accreditation service as a volunteer evaluator and encourages faculty, staff, and administration to do likewise.

LIST OF EVIDENCE

| IV.B.4-1 | Functional Statements |
| IV.B.4-2 | Accreditation Kick-off workshop |
| IV.B.4-3 | Accreditation Team Training – fall 2016 |
| IV.B.4-4 | Accreditation Team Training – spring 2017 |

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard
The chancellor ensures that all statutes, regulations, and governing board policies are followed (IV.B.5-1). If there are questions about whether or not proposed actions are appropriate, the chancellor consults with UH legal counsel and UHCC Human Resources. Examples of how the chancellor ensures that statutes, regulations, and policies are followed at the College level include the following:

- Internal and external audit findings
- Follow-up on findings from student complaints and student discipline
- Clery Report findings
- CARE Team findings
- Title IX regulations with the management team
- Proof of compliance with required trainings, including sexual assault, right to privacy, and faculty-student behavior.

Written system directives on updates or new statutes, regulations, and governing board policies are distributed to the administrative team and to the campus. During summer 2017, UH System policy updates were reviewed to identify updates needed for related College policies. The chancellor also assures consistency with the UH System through campus policy actions, overseeing the need to revise, create, or delete policies through the vice chancellors, according to their respective areas of responsibility. The chancellor provides final approval to policy actions.
once appropriate reviews and approvals are given by applicable governing bodies, such as the Academic Senate. Subsequently, the chancellor ensures appropriate notification and implementation through the vice chancellors’ offices.

Through participation in the University Council of Chancellors and the Council of Community College Chancellors (IV.B.5-2), the chancellor works directly with system leadership to negotiate budgetary concerns such as meeting the institutional performance standards, the FTE targets, and the College reserves. The chancellor takes action to implement new requirements and disseminate UH System information, policies, regulations, etc., through weekly meetings with the administrative team, who assure appropriate steps are taken within their respective areas. All information is also shared with the College at monthly College Council meetings. The chancellor makes campus-wide presentations during fall and spring convocation. When invited to Academic Senate or committee meetings, the chancellor provides updates about UH System policies and their impacts on the College.

The chancellor ensures that College practices are consistent with the mission and College policies through the integrated planning process, which includes evaluation via the program/unit review process. Results and recommendations are submitted to the chancellor for consideration and planning purposes.

The chancellor is responsible for the fiscal management of the College and approves the College budget, which is overseen by the vice chancellor of Administrative Services. The administrative team, headed by the chancellor, reviews expenditures and personnel changes, particularly vacant position status. In 2016, the administrative team adopted fiscal guiding principles that 1) ensure a balanced budget, 2) invest in the future, and 3) maintain a prudent level of reserves. With no additional funding available for allocation, the administrative team focused on reallocating vacant personnel while establishing funds to be used for priorities; reserves were set aside to ensure contingency funds are in place for future priorities (IV.B.5-3, IV.B.5-4).

Analysis and Evaluation

The chancellor assures that statutes, regulations, and board policies are implemented and communicated effectively, and that College practices are in line with these requirements and consistently reflect the College’s mission. The chancellor effectually controls the budget and expenditures, working directly with system leadership and the College’s administrative team.

LIST OF EVIDENCE

| IV.B.5-1 | Chancellor's Duties |
| IV.B.5-2 | UHCC Policy, UHCCP 1.101 Council of Community Colleges Chancellors |
| IV.B.5-3 | Budget Planning 2016 |
| IV.B.5-4 | Budget Planning 2017 |

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

Hawai‘i CC is committed to the spirit of Kauhale. In addition to providing monthly updates to
the College Council, regularly attending participatory governance committees, and presenting during All College meetings, the chancellor meets regularly with communities served by the institution. The chancellor provides monthly articles to the local chamber newsletter and presents College updates at community functions and meetings (IV.B.6-1).

Administrative team members also serve on a number of community boards, including the Hawai‘i Island Chamber of Commerce, the Japanese Chamber of Commerce, the Industry of Hawai‘i Workforce Investment Board, and the North Hawai‘i Educational Resource Center. The chancellor’s weekly administrative team meetings include reports on community board activities. In this manner, the chancellor is able to maintain a broad range of communication within the community.

The chancellor also supports Program Advisory Councils, which provide input to all Career and Technical Education programs. Each program meets with its council one or two times a year to ensure that the program continues to meet community and employer needs (IV.B.6-2). In addition, the chancellor and members of the administrative team support the state’s P-20 initiatives (IV.B.6-3), strengthening ties with the College’s K-12 partners, such as Department of Education (DOE), Kamehameha Schools, and other charter schools. In 2017, the chancellor helped to launch the Hawai‘i Island Educational Leadership group, consisting of the chancellors from UH Hilo and Hawai‘i CC, three DOE Complex Area Superintendents, and a representative from the P-20 initiative. The group seeks to establish communication among the various stakeholders within the educational community to ensure that students succeed in a cohesive system (IV.B.6-4).

In addition, the chancellor ensures administrative support for a number of College projects designed to strengthen communication and engagement with the community. In 2017, the College undertook its 50th Model Home Project. The project included a fundraising event that gathered alumni and community and business partners to support this worthy endeavor (IV.B.6-5). Pālamanui also hosted the UH president’s speaker series events (IV.B.6-6). The events hosted anywhere from 65 to 120 community attendees.

Finally, the chancellor has awarded outstanding community partners with a Mahalo Award since 1995. Partners are selected from list of nominees and are often awarded during the College’s end of the year celebration (IV.B.6-7).

Analysis and Evaluation

The chancellor works closely with the community through many educational and leadership organizations and encourages the leadership team to do the same. Communications with the community are frequent and varied, ensuring that its needs remain central to the work that the College does.

LIST OF EVIDENCE

IV.B.6-1 Chamber of Commerce Newsletter
IV.B.6-2 Hawai‘i CC Policy, HAW 3.302 Program Advisory Councils
IV.B.6-3 P-20 Fact Sheet
IV.B.6-4 Hawai‘i Island Education Leadership meeting
IV.B.6-5 50 years of Model Homes
IV.B.6-6 President's Series Pālamanui Program
IV.B.6-7 Mahalo Award
IV.C. Leadership and Governance

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Regents (BOR) of the University of Hawai‘i (UH) is established under Hawai‘i Revised Statutes HRS§304A-104. The fifteen-member board is responsible for the general management and control of the university that incorporates all of public higher education, including the University of Hawai‘i Community College (UHCC) System. The regents are appointed to five-year terms (with one exception noted below), and represent either one of the four counties in the state or the public at large. Regents may be appointed to a second consecutive five-year term. One regent must be a student of the university. The student regent is appointed for a two-year term, and may be reappointed (IV.C.1-1, IV.C.1-2).

Members of the board, drawn from a slate of nominees submitted by the Regents Candidate Advisory Committee (RCAC), are appointed by the governor and confirmed by the state Senate. The RCAC consists of seven members, with four members appointed by the governor and one member each appointed by the president of the state Senate, the speaker of the House, and the Association of Emeritus Regents. The RCAC solicits nominations for the regents, qualifies and screens the applicants, and presents to the governor a slate of nominees for each vacant regent position (IV.C.1-3, IV.C.1-4).

The bylaws of the BOR include the specific organization and responsibility of the board and its committees for academic matters, financial oversight, and general control of the university. This authority is further delineated through Regents Policies (RP) (IV.C.1-5, IV.C.1-6). Several policies, including RP 4.201 Mission and Purpose of the University, focus on assurance of academic quality and integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements. The board executes these responsibilities through regular reporting and deliberation at board and committee meetings. The board also may elect to create special task groups to address specific issues, such as the recently created Integrated Academic and Facilities Plan (IV.C.1-7, IV.C.1-8).

Analysis and Evaluation

The governing board is established in state statute and the board is appointed through a process of open recruitment for board member candidates followed by gubernatorial appointment and Senate confirmation.

The authority of the board for the governance of the university is established in the state constitution and statute, and the board has organized its bylaws, policies, and processes to carry out the full measure of board governance, including the oversight of academic programs, student success, and fiscal integrity of the institutions.
The authority of the board encompasses all components of the university, including the UHCC System and the individual community colleges.

LIST OF EVIDENCE

**IV.C.1-1**  Hawai‘i Revised Statutes 304A-104 Regents; appointment; tenure, qualifications; meetings

**IV.C.1-2**  Board of Regents Homepage

**IV.C.1-3**  Hawai‘i Revised Statutes 304A-104.6 Candidate advisory council for the board of regents of the University of Hawai‘i

**IV.C.1-4**  RCAC Website Homepage

**IV.C.1-5**  Bylaws of the Board of Regents of the University of Hawai‘i

**IV.C.1-6**  Board of Regents Policies (Chapter Tables of Contents)

**IV.C.1-7**  Board of Regents Policy, RP 4.201 Mission and Purpose of the University

**IV.C.1-8**  Board of Regents Minutes of April 20, 2017, pp. 8-9 (approving the report from the IAFP permitted interaction group)

**IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

Evidence of Meeting the Standard

The primary policy governing board interaction among board members and with the broader university community is Board of Regents Policy, RP 1.202 Relationship of the Board to Administration and University. Specifically, Section III.A.2.B of the policy states the following:

“Except as specifically authorized by formal action, no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson. All meetings between board members and any member of the administration, including the president, shall be authorized by the board’s chairperson and arranged through the secretary and/or with the full knowledge of the secretary. In addition, no unilateral action of a member of the board has the authorization nor support of the board; and the authority of the board reposes in the board as a whole. Likewise, all communication from the president and any members of the administration to the members of the board must flow through the secretary unless otherwise authorized.”

The policy also delineates and structures the communication between the board and the university administration, including the requesting and providing of information to and from the board and the administration (**IV.C.2-1**).

The policy is further emphasized through the BOR handbook that is made available to all incoming regents and published on the board website. The handbook is based on best practices drawn from the Association of Governing Boards, and includes expectations of regents, including the responsibility of individual regents to “Serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree” (**IV.C.2-2**).

The 2017 Board Self Assessment includes several items focused on “Acting as a Unit.” Responses to the self-assessment questionnaire indicate that regents feel that there is effective
communication and mutual trust, leading to a “high-performing group that works well together” (IV.C.2-3, IV.C.2-4, IV.C.2-5).

Analysis and Evaluation

As noted, RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. A review of board minutes did not disclose any instances of board members acting outside the policy guidelines.

LIST OF EVIDENCE

IV.C.2-1 Board of Regents Policy, RP 1.202 Relationship of the Board to Administration and University (Section III.B.2.b)
IV.C.2-2 Board of Regents General Overview
IV.C.2-3 Board of Regents Minutes of October 31, 2017
IV.C.2-4 Board Self-Evaluation Results, 2017
IV.C.2-5 Board of Regents Minutes of November 16, 2018

Evidence of Meeting the Standard

As the governing body of the UH System, the BOR selects and evaluates the university president. Board of Regents Policy, RP 2.203 Policy on Evaluation of the President establishes the evaluation protocols for the university president, including an annual self-assessment by the president, additional data collection by the board, a preliminary meeting between the board and the president, and a final evaluation after the president responds to the preliminary assessment (IV.C.3-1).

System CEO Selection

There has not been a search for the vice president for Community Colleges (VPCC) since the position was re-established in 2005, and the current vice president was appointed to oversee the reorganization of the community college system. Should the position of vice president become vacant, the president would follow the recruitment and other procedures outlined in Board of Regents Policy, RP 9.212 Executive and Managerial Personnel Policies. In a two-step process that differentiates the functions of appointment and approval, the president would make a recommendation for VPCC to the BOR, which has the final approving authority for that position (IV.C.3-2).

Campus CEO Selection

The process for selecting the chancellor (CEO) of a college is managed by the VPCC. The search process involves the creation of a 15- to 20-member committee, the Chancellor Search Advisory Committee, composed of representatives from various college constituencies and the community that the College serves. Nominations for members of the screening committee are solicited from governance groups. The vice president determines the final composition, based on ensuring broad and equitable representation within the advisory committee.
A formal policy for the selection of chancellors, UHCC Policy, UHCCP 9.210 Recruitment, Selection, and Appointment of Community College Chancellors, was drafted in spring 2018, and vetted and approved by the chancellors and campus governance bodies (IV.C.3-3). A detailed set of procedures, which has been used consistently for several years in this process, is appended to the policy.

The authority for appointment of the college chancellor is delegated to the VPCC, with final approval of the appointment by the president of the university. A public announcement is made, and the selected candidate is also placed on the agenda of the BOR to ensure that the regents are fully informed of the selection process and the selected candidate.

**UH CEO Evaluation**

Evaluations are conducted in executive session at a public board meeting with the summary results of the evaluation also made public and included in board minutes. The posted agenda items and subsequent minutes for the past three presidential evaluations are provided as evidence (IV.C.3-4, IV.C.3-5, IV.C.3-6).

**UHCC and CC Campus CEO Evaluation**

The board delegates the evaluation of the VPCC to the university president, and the evaluation of the individual college chancellors is further delegated to the VPCC. The annual evaluation of both the VPCC and the chancellors is governed by UH Executive Policies, EP 9.203 Evaluation of Board of Regents Appointees and EP 9.212 Executive/Managerial Classification and Compensation (IV.C.3-7, IV.C.3-8).

Executive Policies establish an annual review that includes a 360-degree assessment by the individual, as well as his/her peers, subordinates, and constituents, of the executive’s performance. The individual self-assessment also includes a review of accomplishments and goals set for the review year, and the establishment of goals for the upcoming year. The evaluation information is then discussed between the supervisor and the executive being evaluated. The results of the evaluation impact both continued employment and compensation increases.

The UHCC System further refines the annual evaluation of executive personnel, including chancellors, through UHCC Policy, UHCCP 9.202 Executive Employees Performance Evaluation. This policy delineates the requirements for the respondents in the 360 evaluation, and also adds the college’s attainment of its strategic goals as a component of the chancellor’s evaluation (IV.C.3-9).

The evaluation system is reviewed on a periodic basis. In the 2016-2017 review, two changes were adopted. First, an additional item was added to the 360 instrument to allow respondents to assess the performance of the executive in furthering the student success agenda (IV.C.3-10). Second, the categories of performance rating were changed to better reflect the gradations in overall performance. Each executive/managerial employee is now rated as exceptional, exceeds expectations, meets expectations, or does not meet expectations (IV.C.3-11).
Analysis and Evaluation

CEO Selection
The procedures used to recruit and select the VPCC and the college chancellors involve a broadly representative screening committee, extensive solicitation of applicants, multiple levels of interviews, and public visitations by the finalists to the campus. The president of the university makes the final selection of the vice president, subject to approval by the BOR. The VPCC makes the final determination of the chancellor, subject to approval by the president.

CEO Evaluation
Annual evaluations involving 360 evaluations, assessment of goal attainment, and progress toward strategic goals have been conducted for the vice president and all college chancellors each year. The results of the evaluation are used to set goals for the upcoming year, establish performance ratings on which continued employment may be based, and in determination of merit-based salary increases, when available.

LIST OF EVIDENCE

| IV.C.3-1 | Board of Regents Policy, RP 2.203 Policy on Evaluation of the President |
| IV.C.3-2 | Board of Regents Policy, RP 9.212 Executive and Managerial Personnel Policies |
| IV.C.3-3 | UHCC Policy, UHCC 9.210 Recruitment, Selection, and Appointment of Community College Chancellors |
| IV.C.3-4 | Board of Regents Minutes of July 16, 2015 (President evaluation, p.16-17) |
| IV.C.3-5 | Board of Regents Minutes of August 18, 2016 (President evaluation, p. 8-9) |
| IV.C.3-6 | Board of Regents Minutes of August 24, 2017 (President evaluation, p. 11) |
| IV.C.3-7 | UH Executive Policy, EP 9.203 Evaluation of Faculty and Administrative, Professional and Technical Employees |
| IV.C.3-8 | UH Executive Policy, EP 9.212 Executive/Managerial Classification and Compensation |
| IV.C.3-9 | UHCC Policy, UHCCP 9.202 Executive Employees Performance Evaluation |
| IV.C.3-10 | 360 Questionnaire for Executive/Managerial Evaluation |
| IV.C.3-11 | President’s Memo of March 29, 2017 (establishing new categories for 360) |

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard
The autonomy of the university and related independent authority of the BOR is embodied in Article X of the state constitution. Section 6 of Article X specifically states that

“There shall be a board of regents of the University of Hawai‘i, the members of which shall be nominated and, by and with the advice and consent of the Senate, appointed by the governor from pools of qualified candidates presented to the governor by the candidate advisory council for the board of regents of the University of Hawai‘i, as provided by law. At least part of the membership of the board shall represent geographic subdivisions of the state. The board shall have the power to formulate policy, and to exercise control over the university through its
executive officer, the president of the university, who shall be appointed by the board. The board shall also have exclusive jurisdiction over the internal structure, management, and operation of the university. This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern” (IV.C.4-1).

In carrying out its responsibilities, the board leadership often testifies at legislative hearings on matters relating to the university, and meets with key state legislators on various bills and budget matters. These legislative communications are coordinated and consistent between the board and the university’s administrative legislative coordinator.

Analysis and Evaluation

The autonomy of the university is established in the state constitution. Given the authority of the legislature to enact laws of statewide concern, the board remains attentive to whether such laws might impede the university and board from exercising its constitutional authority.

In 2012, a fraudulent fundraising event for university athletics led to extensive legislative hearings and bills introduced relating to management and control within the university. The BOR responded by creating an Advisory Task Group on Operational and Financial Controls Improvement (ATG) to conduct its own audit of university operations. The ATG, comprised of both regents and respected community members, conducted an audit of policies and practices, evaluated the processes against best practices in higher education, and made recommendations in several areas for improvement. The board considered the reports, and made governance and policy changes in accordance with some of those recommendations (IV.C.4-2, IV.C.4-3, IV.C.4-4, IV.C.4-5, IV.C.4-6).

By taking the initiative to address the issues raised by the legislature in a comprehensive and very public manner, the board exercised not only its responsibility for oversight and management of the university, but also its authority to act on matters relating to the university, and protecting the institution from undue influence and political pressure.

LIST OF EVIDENCE

|IV.C.4-1| State Constitution, Article X, Section 6 |
|IV.C.4-2| Advisory Task Group (ATG) on Operational and Financial Controls report of November 12, 2012 |
|IV.C.4-3| ATG report of May 12, 2013 |
|IV.C.4-4| ATG report of May 12, 2013 |
|IV.C.4-5| ATG report of July 15, 2013 |
|IV.C.4-6| ATG report of August 14, 2013 |
IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Both by the structure of and responsibilities established for its standing committees, and by its Regents Policies, the board acts to fulfill its responsibilities as the single provider of public higher education in the state. Board policies and strategic plans are aligned and guide the university in fulfilling its overall mission. The role of community colleges within the UH System is further defined in Board of Regents Policy, RP 4.207 Community College System (IV.C.5-1).

The board has modified the UH mission statement twice in the past several years. In 2009, the regents adopted a change in the mission that made explicit the university’s responsibility and commitment to the success of Native Hawaiian students and the desire for the university to be a model indigenous serving institution (IV.C.1-7). In 2014, the regents acted in response to a student initiative to expand the mission to include sustainability as a core responsibility and value for the university. This subsequently led to the creation of a new policy on Sustainability, Board of Regents Policy, RP 4.208, illustrating the alignment of mission and policy (IV.C.5-2). Work on a new policy focused on alignment of programs with the mission is currently in progress.

As stated in Board of Regents Policy, RP 4.201, Section C.b, “The Board approves a mission statement that elaborates the basic system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the UH System, emphasizing the fundamental commitment to access and quality.” Board of Regents Policy, RP 4.201, Section C.a also differentiates the basic unit missions (four-year and two-year institutions), which are further articulated in individual campus mission statements.

Analysis and Evaluation

BOR bylaws and policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the system, and reflect broad compliance with the overall expectations of board management, quality control, and fiscal oversight.

LIST OF EVIDENCE

IV.C.5-1 Board of Regents Policy, RP 4.207 Community College System
IV.C.1-7 Board of Regents Policy, RP 4.201 Mission and Purpose of the University
IV.C.5-2 Board of Regents Policy, RP 4.208 Sustainability Policy
IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The BOR homepage (http://www.hawaii.edu/offices/bor/) includes links to the board bylaws and policies. The bylaws include sections defining the board membership and organization, the officers and duties of each officer, the standing committee structure of the board and the scope of each committee, the meeting requirements for both committees and the board, and other operating procedures including parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the board. The bylaws also include the conflict of interest requirements for board members (IV.C.1-2, IV.C.6-1).

Analysis and Evaluation

The bylaws are published and made available to the public, and include all required elements of the Standard.

LIST OF EVIDENCE

IV.C.1-2  Board of Regents Homepage
IV.C.6-1  Board of Regents Bylaws

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

BOR policies are reviewed on a staggered three-year cycle, with current iterations posted at the board’s homepage. As a result of a recommendation from the previous comprehensive accreditation review, the university and board developed and implemented the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all of the board policies and the related UH executive policies and administrative procedures (IV.C.7-1).

The features of the PPIS include

- Description of the PPIS with frequently asked questions on the PPIS homepage
- Easy public access to all policies, including from the BOR homepage
- Policy header that includes the effective date of each policy, the dates of all prior amendments to the policy, and the next scheduled review date. While Regents Policies may be amended on as-needed basis, the board policies are also on a staggered three-year review cycle
- Links from the executive policy and/or administrative procedure to the related Regents Policy
- Automatic notification to interested parties of any change in policy (IV.C.7-2).
When the PPIS was implemented in 2014, all policies were re-codified to be consistent with the new system. The policy review dates were set as August 2017 for Chapters 1-4, August 2018 for Chapters 5-8, and August 2019 for Chapters 9-12 (IV.C.7-3).

The review of Chapters 1-4 was conducted beginning in summer 2017 with a review of the 28 policies included in those chapters. Policies were reviewed for both content and format under the aegis of the Committee on Personnel Affairs and Board Governance. Recommendations were made as to whether a policy would a) remain unchanged, b) be subject to editing for clarity or alignment with current practice, c) undergo substantive review and modification, or d) be repealed. Based on this assessment, one policy will be repealed and six will undergo substantive review. One new policy may be created. The board will complete this cycle by the end of the academic year, before a new cycle begins. A report was presented first to the Committee on Personnel Affairs and Board Governance on November 1, 2017, and subsequently provided to the board at its November 16, 2017 meeting (IV.C.7-4, IV.C.7-5). A further update was provided to the Committee on April 5, 2018 (IV.C.7-6).

**Analysis and Evaluation**

The board policies are publicly available through the BOR homepage and are managed through the comprehensive PPIS. The PPIS system provides timely notification to all interested parties of policy changes and establishes a review cycle for all policies.

The review cycle for Chapters 1-4 was initiated as scheduled in summer 2017 and resulted in the review of 28 policies. Six policies were substantively updated through the review process.

All policies are current with their review cycle. It is understood that a policy may be reviewed and revised at any time, should the need arise; a new policy may also be created as needed. A review of board minutes confirmed that board actions were in compliance with policies. Policy changes were also compliant with all consultation requirements established by Chapter 89 of the Hawai‘i Revised Statutes, the public employee collective bargaining law.

**LIST OF EVIDENCE**

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IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The board has established strategic goals for the university and its component colleges in four key areas:

- Hawai‘i Graduation Initiative focusing on student success
- Hawai‘i Innovation Initiative focusing on research and innovation and commercialization of the university’s research endeavors
- Twenty-first century facilities, including eliminating the deferred maintenance backlog, modernizing teaching and research facilities, and sustainability
- High performing, mission-driven system, including developing efficiencies and effective strategies taking advantage of the university’s role as the single system of public higher education in the state.

These key goals, endorsed by the board in 2015, are further articulated in and aligned with the strategic goals of the UHCC System and of the individual community colleges and other campuses. When feasible, the goals are quantified with targeted incremental growth or improvement measures (IV.C.8-1, IV.C.8-2, IV.C.8-3, IV.C.8-4).

The board regularly receives updates on the university’s progress in meeting these strategic goals through data on established metrics and trends, and presentations at either board meetings or meetings of the Academic and Student Affairs Committee. The board has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the board has sought to gain a better understanding of the issues impacting student success through a series of reports that explore topics such as financial aid, enrollment management, workforce planning, and student pathways (IV.C.8-5).

The board meets on a rotating basis at the campuses in the system; it receives a briefing from the host campus on its progress toward meeting the student success agenda.

Analysis and Evaluation

The board has adopted strategic goals related to student success with specific metrics and targets for each major unit, including the community colleges. The community colleges have adopted strategic goals that are consistent with these system goals and that extend the goals and targets to the individual community colleges.

LIST OF EVIDENCE

- **IV.C.8-1** Board of Regents Minutes of January 22, 2015 (p. 15, documenting endorsement of Strategic Plan)
- **IV.C.8-2** Strategic Directions 2015-2021 and Strategic Directions Metrics PPT (included with Minutes of November 19, 2015)
- **IV.C.8-3** UH Metrics 2015-2016 (included with Minutes of January 26, 2017)
IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

All new board members receive a full-day orientation that consists of two major components. The first is an introduction to university functions, governance, and strategic directions. The second component deals with board governance, processes, ethics, and conduct. All new board members receive a copy of the BOR General Overview as a part of the orientation, as well as a substantial New Regent Orientation Book. Additionally, beginning in 2017, new board members are paired with a more experienced board member, who serves as a mentor to the incoming member (IV.C.1-5, IV.C.9-1, IV.C.9-2).

Board members regularly participate in governing board professional development through attendance at conferences of the Association of Governing Boards and the Association of Community College Trustees (IV.C.9-3).

The board also organizes training for its members as a part of regular board retreats or board committee meetings. For example, during the 2016-2017 academic year, the university external auditor conducted a four-part training session for the Independent Audit Committee, drawn from the American Institute of Certified Public Accountants handbook, covering the primary duties of an audit committee, expertise, understanding processes and controls, federal government implications, and roles and responsibilities of the external auditor, the internal auditor, and management (IV.C.9-4). The vice president for Budget and Finance also provides an overview of the State of Hawai’i budget as it pertains to the University system (IV.C.9-5).

Analysis and Evaluation

New board members are provided with a comprehensive orientation and related materials, and with a mentor from among the experienced board members. Professional development is provided through attendance at national board professional associations and through training provided at board meetings.

In 2017, the board updated its committee structure to modify the Personnel Committee to also include board governance. Among the added responsibilities for the committee is ensuring that education and development pertinent to board service is provided for board members.

LIST OF EVIDENCE

IV.C.1-5 Board of Regents Bylaws
IV.C.9-1 Board Orientation Agenda for 2017-2018
IV.C.9-2 Board of Regents General Overview
IV.C.9-3 Regents attendance at AGB/ACCT conferences (list)
IV.C.9-4 Board of Regents Minutes of October 6, 2016 (documenting AICPA session)
IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board of Regents Policy, RP 2.204 establishes the process for board self-evaluation. In 2017, the board bylaws were amended to expand the role of the Personnel Committee to a Committee on Personnel Affairs and Board Governance, with explicit responsibility for managing the board evaluation process (IV.C.10-1, IV.C.10-2).

Pertinent to the current accreditation cycle, the Board has conducted annual evaluations since 2014 (IV.C.10-3, IV.C.10-4, IV.C.10-5). Additionally, in 2012-2013, the board undertook a comprehensive audit of the university operations, including board functions and structure, and implemented significant changes in response to the audit recommendations (IV.C.10-6, IV.C.10-7, IV.C.10-8, IV.C.10-9).

The board has drawn from the Association for Governing Boards as a guide to structuring and evaluating its operations (IV.C.10-10).

Analysis and Evaluation

The board uses the results of its evaluation to improve its operations. For example, in 2015 the board evaluation included an assessment of whether the board committee structure adequately aligned with the strategic directions of the university. The concern was that the then-current structure of having an Academic Affairs Committee, a Student Affairs Committee, and a Community College Committee resulted in un-coordinated conversations about student success. After debate and consultation, the board acted to consolidate the three committees and focus the committee responsibilities on the student success agenda. At the same time, the board acted to create a committee on research and innovation, also in alignment with the university’s strategic directions.

While the board has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation schedule has not been scheduled in a formal, regular manner. Partly in response to this assessment, the board acted to expand the Personnel Committee to include governance. Among the described responsibilities of the expanded committee are oversight of the evaluation process and the regular review of board policies. The policy on Board Self Evaluation, RP 2.204, is one of those undergoing substantive review.

LIST OF EVIDENCE

IV.C.10-1 Board of Regents Policy, RP 2.204 Policy on Board Self Evaluation
IV.C.10-2 Cynthia Quinn Memo on changes to Board of Regents Bylaws (2017 amendment of
committee structure)  

**IV.C.10-3** Board of Regents Minutes of November 7, 2014 (Board 2014 self-evaluation, pp. 2-4)  

**IV.C.10-4** Committee on Personnel Affairs and Board Governance Minutes of September 7, 2017 (Board 2017 self-evaluation)  

**IV.C.10-5** Board of Regents Minutes of October 31, 2017 (Board self-evaluation and priority-setting)  

**IV.C.10-6** Advisory Task Group Report November 2012  

**IV.C.10-7** Advisory Task Group Report May 2013  

**IV.C.10-8** Advisory Task Group Report July 2013  

**IV.C.10-9** Advisory Task Group Report August 2013  

**IV.C.10-10** Association of Governing Boards workshop on evaluating operations  

**IV.C.11.** The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)  

**Evidence of Meeting the Standard**  

Article X of the BOR bylaws establishes the conflict of interest policies and procedures for regents. Regents are informed of the ethics requirements during their initial orientation (IV.C.1-5).  

Board of Regents Policy, RP 2.206 Policy on Regents as Employees also describes the conflicts of interest that may arise when regents are also active employees of the university and the conditions under which such regents need to recuse themselves from actions impacted by their employment status (IV.C.11-1).  

Regents are also subject to public laws governing ethics behavior. Regents must file annual financial disclosure forms with the Hawai‘i State Ethics Commission. These disclosures are open to the public. The board has also included a board education presentation by the State Ethics Commission Executive Director as an agenda item at its regular meetings (IV.C.11-2).  

**Analysis and Evaluation**  

The board is subject to both state ethics laws and to its own bylaws and policies relating to ethics and conflicts of interest. The laws and policies cover all of the potential conflicts identified in the Standard. Board members are informed of the ethics requirements through their initial orientation, and through regular board professional development.  

Potential ethics concerns are routinely identified during board meetings, and the regent in question is either recused from action and deliberation on the agenda item, or the potential conflict is determined not to preclude participation. The UH general counsel is available at board meetings to help resolve the determination of potential conflicts of interest.
No evidence exists for board members having acted in a manner inconsistent with the established ethics bylaws and policies.

LIST OF EVIDENCE

IV.C.1-5 Bylaws of the Board of Regents October 1, 2015
IV.C.11-1 Board of Regents Policy, RP 2.206 Regents as Employees
IV.C.11-2 Board of Regents Minutes for January 26, 2017 (with Ethics Commission Presentation PPT)

IV.C.12. The governing board delegates full responsibility and authority to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Board of Regents Policy, RP 2.202 Duties of the President clearly documents the relationship between the BOR and the UH System president, and establishes the authority of the president to implement and administer board policies (IV.C.12-1).

The general policy on duties of the president is further refined in specific actions. For example, Board of Regents Policy, RP 9.218 Delegation of Personnel Actions describes those hiring actions reserved by the board, those delegated to the president, and those that may be further delegated by the president (IV.C.12-2).

The structure of the UH System establishes this line of authority with the UH System president, and through the president to the VPCC, and the individual college chancellors.

When the board does feel that a matter needs additional oversight, it may elect to create a task group to work on the issue. Task groups may be established by the chairperson upon authorization by the board, and with such powers and duties as determined by the board. The tenure of a specific task group shall expire at the completion of its assigned task.

An example of such a task group was focused on creating an Integrated Academic and Facilities Plan for the UH System (IV.C.12-3). The task group included both regents and UH administrative officials. Several meetings were held that led to the final recommendation to adopt a plan governing academic program planning and related facilities construction across the ten-campus UH System (IV.C.12-4, IV.C.12-5, IV.C.12-6, IV.C.12-7).

Analysis and Evaluation

While the board maintains its responsibility for establishing overall strategic direction, university policies, and fiduciary management of the UH System, the board does not actively engage in direct or detailed management of the community colleges or individual campuses.

LIST OF EVIDENCE

IV.C.12-1 Board of Regents Policy, RP 2.202 Duties of the President
IV.C.12-2 Board of Regents Policy, RP 9.218 Delegation of Personnel Actions
IV.C.12-3 Integrated Academic and Facilities Plan
Evidence of Meeting the Standard

The board is routinely informed about the status of accreditation at each of the community colleges.

In preparation for the 2018 Institutional Self-Evaluation Report (ISER), the Committee on Academic and Student Affairs was presented with an overview of the accreditation process, including those Standards relating to the governing board. Following this briefing, the board acted to create a permitted interaction group to assist in the evaluation of board-related Standards (IV.C.13-1). A permitted interaction group is comprised of a sub-set of the regents and is allowed to engage in conversation and dialog about an issue without being subject to open meeting provisions. The permitted interaction group may not take any action but may only report to the larger board or one of its committees. The permitted interaction group included board leadership, the chair and vice chair of the Committee on Academic and Student Affairs, and regents representing all the islands with community colleges. A further briefing on preparing for accreditation was provided to the board at its March 2017 meeting (IV.C.13-2).

Members of the permitted action group were provided an early draft of Standard IV.C in August 2017, and met with representatives from the community colleges (ALOs and ISER chairs/co-chairs) in November 2017 to refine the document, provide clarification where needed, and suggest additional items of evidence. The group was provided a final opportunity to review this section, pertaining to the governing board, before the completed ISERs from the six campuses were presented for review by the Committee on Academic and Student Affairs, the BOR, and the UH president in early summer 2018.

Analysis and Evaluation

The board was fully informed of the accreditation requirements and the process of ISER preparation, and was directly involved in the assessment of board-related Standards.

LIST OF EVIDENCE

IV.C.13-1 Board of Regents Minutes of February 23, 2017 (p. 10) on creation of permitted interaction group
IV.C.13-2 Committee on Academic and Student Affairs Minutes of March 8, 2017 (p. 3, with VPCC presentation on accreditation standards)
IV.D. Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The University of Hawai‘i (UH) System is the sole provider of public higher education in the State of Hawai‘i. The overall structure of the UH System is established in Board of Regents (BOR) Policy, RP 3.201 Major Organizational Units of the University of Hawai‘i. The ten-campus UH System as a whole includes the University of Hawai‘i Community College System (UHCC), which is comprised of seven community colleges. The UHCC System is further established in Board of Regents Policy, RP 4.207 Community College System. UH Maui College is accredited by the Western Association of Schools and Colleges (WASC), Senior division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), and function as the multi-campus system now being evaluated (IV.D.1-1, IV.D.1-2).

As an outcome of the reorganization in 2005, overall leadership of the UHCC System is now provided by the vice president for Community Colleges (VPCC), the CEO of the system. The VPCC is a member of the senior administration of the UH System, reporting directly to the UH System president (IV.D.1-3). The UHCC office, which oversees the management of and provides support in several areas including academic support, planning, personnel, facilities, and fiscal resources, is located on the island of O‘ahu at a central site near the flagship campus in Mānoa. The VPCC works with an associate vice president for Academic Affairs and an associate vice president for Administrative Affairs to ensure support for the effective operation of the colleges at the system level (IV.D.1-4, IV.D.1-5).

The VPCC further works with the chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership (See Standard IV.D.4.) (IV.D.1-6). The community college chancellors may report through the VPCC to the president of the UH System for policy-making and decisions affecting all campuses, and to the VPCC for leadership and coordination of community college matters. This flow of communication preserves the BOR’s actions in supporting both individual campus autonomy and systemwide coordinated operations (IV.D.1-7).

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC System Functional Map, most recently reviewed by the community colleges and updated in fall 2017. The Functional Map shows alignment with both the major accreditation topics (IV.D.1-8), as well as the detailed parts of Standards (IV.D.1-9).
Analysis and Evaluation

As part of the University of Hawai‘i System, the College meets this Standard.

Established policies and procedures clearly identify the positions of CEO for both the UHCC System (VPCC) and individual campuses (chancellors), and identify their authorized roles in providing leadership at multiple levels.

LIST OF EVIDENCE

| IV.D.1-1 | Board of Regents Policy, RP 3.201 Major Organizational Units of the University of Hawai‘i |
| IV.D.1-2 | Board of Regents Policy, RP 4.207 Community College System |
| IV.D.1-3 | Organizational Chart 1 |
| IV.D.1-4 | Organizational Chart 3 |
| IV.D.1-5 | Organizational Chart 4 |
| IV.D.1-6 | Organizational Chart 2 |
| IV.D.1-7 | UH System Website, Senior Leadership page |
| IV.D.1-8 | University of Hawai‘i Community Colleges Functional Map by Major Accreditation Topic |
| IV.D.1-9 | University of Hawai‘i Community Colleges Functional Map (Major Accreditation Topic and Detailed Map by Parts of Standards) |

Evidence of Meeting the Standard

The VPCC (the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions and in support of educational excellence and student success. The VPCC provides system-level support for campus operations through both a centralized system office and several bodies comprised of campus representatives.

The operations of the Office of the Vice President for Community Colleges (OVPCC) are overseen by two associate vice presidents who coordinate centralized support services in the areas of academic affairs and administrative affairs. The associate vice president for Academic Affairs provides leadership in operational policy-making pertinent to the development and implementation of UHCC Systemwide academic plans, goals, and assessment. Specific areas of assistance and coordination include academic support services; academic planning, assessment, and policy analysis; career and technical education; student affairs; and workforce development. The office also supplies the system with strategic data on a number of measures that contribute to more refined assessment of the success of various programs and initiatives (IV.D.2-1).
The associate vice president for Administrative Affairs provides leadership in supporting all aspects of administrative services that contribute to the effective and efficient functioning of the colleges. Specific areas of assistance and coordination include budget and finance; compliance and Title IX; Equal Employment Opportunity; facilities and environmental health; human resources; and marketing and communications (IV.D.2-2). Facilities management is one area that requires an additional level of coordination and prioritization. Capital improvement projects (CIP) for all campuses are managed at the UH System level through the UH Office of Capital Improvements (OCI; now designated as the Office of Project Delivery), established by the BOR. General UHCC repair and maintenance and minor CIP are managed by the associate vice president for Administrative Affairs, and individual colleges have responsibility for routine maintenance, and health and safety issues. Individual colleges have Long Range Development Plans (LRDPs), which are used by the UHCC and UH Systems to develop and justify minor and major CIP (IV.D.2-3, IV.D.2-4, IV.D.2-5).

The VPCC also meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: Council of Community College Chancellors; Community College Council of Faculty Senate Chairs; and Community College Council of Native Hawaiian Chairs (IV.D.2-6).

Each campus also mirrors the system-level structure in having executive leadership for academic affairs and administrative services; where student services functions are coordinated under the associate vice president for Academic Affairs at the system level, the colleges maintain separate executive management for student services with either vice chancellors or deans. Vice chancellors for Academic Affairs (VCAAs), vice chancellors for Administrative Services (VCASs), and vice chancellors for Student Affairs (VCSAs) or deans of Student Services also meet with their counterparts from other campuses on a regular basis, extending the network of collaborative planning and decision-making, and mutual support (IV.D.2-7).

In addition to these councils based on administrative positions, the UHCC System has also developed several system-level initiatives in support of student success and achievement. Primary among these is the Student Success Council, created in 2014 as an outgrowth of the UHCC System having joined the Achieving the Dream Initiative in 2006 (IV.D.2-8). The system-level council is mirrored in campus-based committees, which are focused on four key initiatives: developmental education; college pathways; just-in-time, customized support services; and graduation and transfer. Coordination at the system level, balanced with campus-based activities, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for developing models for implementation that fit best with the individual campus culture and mission.

Emerging initiatives that will require additional system-level coordination and effective interface with the individual colleges are a) Sustainability and b) Distance Education. With reference to Sustainability, a UH Executive policy (EP 4.202) and a new Board of Regents policy (RP 4.208) signal a system-level commitment that will impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions. Secondly, while the community colleges have utilized the modality of distance learning for quite some time, recent discussion has now focused on developing a coordinated and fully online associate in arts
(Liberal Arts) degree at the UHCC System level, which will require renewed and proactive commitment from the UHCC System office and the individual campuses (IV.D.2-9, IV.D.2-10, IV.D.2-11).

Analysis and Evaluation
As part of the University of Hawai‘i System, the College meets this Standard.

The UHCC System is well-structured as a system to delineate the roles and responsibilities for the system as a whole on the one hand, and the individual colleges on the other. It provides for the benefits of the economies and efficiencies of scale through the coordination of academic and administrative functions in the system-level OVPCC (see also Standard III), while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office.

Additional structures exist that further provide for equal access to participation among the campuses, founded on regular communication and collaborative discussion and decision-making, including the councils that meet with the VPCC, the committees of vice chancellors, and the system-level initiatives such as the Student Success Council.

LIST OF EVIDENCE

IV.D.2-1 OVPCC Website – Associate Vice President for Academic Affairs page
IV.D.2-2 OVPCC Website – Associate Vice President for Academic Affairs page
IV.D.2-3 University of Hawai‘i Office of Capital Improvements (OCI), now Office of Project Delivery
IV.D.2-4 Individual Campus LRDP – Manono
IV.D.2-5 Individual Campus LRDP – Pālamanui
IV.D.2-6 Sample minutes Council of Community College Chancellors; Community College Council of Faculty Senate Chairs; and Community College Council of Native Hawaiian Chairs
IV.D.2-7 Sample Agendas from system VCAA, VCAS, VCSA meetings
IV.D.2-8 OVPCC Website: Academic Affairs – Student Success Council
IV.D.2-9 UH Executive Policy, EP 4.202 System Sustainability
IV.D.2-10 Board of Regents Policy, RP 4.208 Sustainability Policy
IV.D.2-11 OVPCC Webpage – Sustainability

IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard
The UH System’s budget preparation and receipt of and further distribution of resources are governed by state law, primarily Chapter 37 of the Hawai‘i Revised Statutes (HRS) (IV.D.3-1). Biennial budget requests, financial plans, and program performance reports are provided to the governor and the legislature in odd-numbered years; supplemental budget requests (to amend any appropriation for the current fiscal biennium) may also be submitted in even-numbered years. Operating and Capital Improvement Projects (CIP) funds for the UH System are appropriated by major organizational units, of which the UHCC is one.
The UHCC System Office, under the guidance of the associate vice president for administrative Services, coordinates the budget development and request process for the community colleges, based on the strategic plans of the UH System, the UHCC System, and the individual college strategic plan (IV.D.3-2).

The Community Colleges Strategic Planning Council (SPC) is the primary body for ensuring systemwide participation in the UHCC strategic planning process. The membership of the SPC includes the chancellor, faculty senate chair, and student government chair from each college, and the vice president and the associate vice presidents for the community colleges (IV.D.3-3). The SPC provides a planning context to ensure that system budget request categories and priorities are consistent with and align appropriately with UHCC Strategic Plan goals and objectives. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the SPC, are codified in UHCC Policy, UHCCP 4.101 Strategic Academic Planning. The VPCC has a functional responsibility for providing a fair distribution of resources that is sufficient to support the effective operations of the colleges (IV.D.3-4).

Each college develops its own budget request (as described in more detail in Standard III.D). At the UHCC System level, the seven community college chancellors, with support from the associate vice presidents and their staff, collectively review, categorize, and prioritize the individual college budget requests. A key criterion in approving campus budget requests is the extent to which they align with and support strategic planning goals. The individual college budgets remain intact at the campus level, but are consolidated at the UHCC System level for purposes of further integration in the overall UH System budget, which is ultimately submitted to the state Legislature.

While state General Funds, allocated by the legislature, provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Other sources of internal and extramural funds (e.g., special funds, revolving funds, grant funds, UH Foundation) may also be generated and retained by each college. The management of sources of funding other than general funds is guided by two UHCC policies: UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation, and UHCCP 8.201 Unrestricted Fund Reserve-General, Special, Revolving Funds. Each College’s budget reflects a different combination of revenue sources and expenditures; all campuses maintain the reserve required by accreditors (IV.D.3-5, IV.D.3-6, IV.D.3.7).

Campuses have also had access to additional funds from the OVPCC, and more recently from the Office of the University of Hawai‘i President, providing additional incentive for the meeting of certain goals linked to performance measures focused on student achievement. These are in turn associated with system and campus strategic objectives (IV.D.3-8). Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. Unallocated funds are redistributed by the OVPCC for other campus or system initiatives, such as those associated with Student Success.
In addition to fiscal resources, the UHCC System has also been attentive to the more effective use of vacant positions throughout the system. Since requests for new positions are subject to legislative approval and appropriation, the system must often reallocate a position from one unit or program to another, in order to be more responsive to such factors as enrollment growth, changing workforce needs, and program requirements. Another UHCC policy was developed in November 2012 to more objectively and equitably manage and reassign vacant positions. This policy created a system pool of those positions, from which campuses may request reallocation, based on documented need (IV.D.3-9).

With reference to effective control of expenditures, recent actions taken between 2013-2016 provide an example of the controls in place to ensure accountability and sound fiscal management, as well as the way in which corrective action may lead to the creation and implementation of new policy and procedural guidelines. In the fiscal year ending June 30, 2013, the UH Office of Internal Audit (OIA) conducted operational reviews of the Culinary Arts programs at two community college campuses. The reports identified “operational and financial risks” and presented recommendations relating to the inventory management, financial analysis and reporting, and other aspects of these programs. In spring 2014 OIA conducted follow-up reviews to ensure implementation of recommendations (IV.D.3-10). The Internal Audit report was on the agenda of the May 12, 2015 meeting of the BOR Committee on Independent Audit. Subsequent to the December 15, 2016 meeting of that same committee, findings from the Internal Audit report were included in the UH System’s Annual Report on Material Weaknesses and Fraud, presented to the 2017 legislature (IV.D.3-11, IV.D.3-12, IV.D.3-13). As one outcome of this case, the OVPCC created a new policy in March 2016 to provide better management and oversight for revenue-generating programs (IV.D.3-14).

Analysis and Evaluation

As part of the University of Hawai‘i System, the College meets this Standard.

Allocation of key resources (particularly funding and personnel) is guided by clearly established policies. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that resources are used most effectively to support colleges’ missions in service to student learning and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

LIST OF EVIDENCE

IV.D.3-1 Hawai‘i Revised Statutes, Chapter 37 (on Budget Planning and Preparation)
IV.D.3-2 Crosswalk of UH System, UHCC System, and Campus Strategic Plans
IV.D.3-3 OVPCC Website – Strategic Planning Council page
IV.D.3-4 UHCC Policy, UHCCP 4.101 Strategic Academic Planning
IV.D.3-5 UHCC Policy, UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation
IV.D.3-6 UHCC Policy, UHCCP 8.201 Unrestricted Fund Reserve - General, Special, Revolving Funds
IV.D.3-7 Operating Revenue
IV.D.3-8 Crosswalk of Performance Funding Measures
IV.D.3-9 UHCC Policy, UHCCP 9.495 Long – Term Vacancy Policy
IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.

Evidence of Meeting the Standard

The University of Hawaiʻi System has a president, a vice president for Community Colleges (VPCC) (among several vice presidents responsible for differentiated areas of UH System functions), and chancellors for each of the ten universities or colleges in the system. As noted, the VPCC is the CEO of the system of the seven UH community colleges. Each college has a chancellor, the CEO of the institution. Board of Regents Policy, RP 4.207 established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System (IV.D.4-1). In 2005, the BOR approved the reorganization of the Community College System and created the new Executive position of VPCC (IV.D.4-2). A subsequent memo to the college chancellors provided detailed organizational charts as well as a Functional Statement for the OVPCC (IV.D.4-3). Key among the Major Functions delineated in that memo is the following:

“Ensures that the community college chancellors have full responsibility and authority to implement and administer delegated system policies without interference and holds the chancellors accountable for the operation of the colleges.”

The authority and responsibility of community college chancellors for the overall management and governance of their campuses is further affirmed in UH Executive Policy, EP 1.102 Authority to Manage and Control the Operations of the Campus which states, “Primary authority for financial management has been delegated by the president to the chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads” (IV.D.4-4). UHCC Policy, UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation also specifies the chancellor’s responsibility “…to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission” (IV.D.4-5). Responsibility for a broad range of personnel actions has also been delegated to the chancellors in UH Executive Policy, EP 9.112 (Attachment B) (IV.D.4-6).

In line with the need for accountability in the fulfillment of their duties, chancellors (and other executive/managerial personnel) are subject to annual performance evaluation, with final
assessment by the VPCC. This process is thoroughly codified in UHCC Policy, UHCCP 9.202 Executive Employees Performance Evaluation (IV.D.4-7, IV.D.4-8).

Analysis and Evaluation

As part of the University of Hawai‘i System, the College meets this Standard.

It is clearly documented in several policy and procedural documents that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC System. The trend of delineation and delegation has generally given more autonomy to the chancellors in making campus-level decisions, particularly in the areas of personnel and finance.

**LIST OF EVIDENCE**

| IV.D.4-1 | Board of Regents Policy, RP 4.207 Community College System |
| IV.D.4-2 | Board of Regents Minutes of June 21-22 2005 (new Executive position of VPCC; pp. 8-11) |
| IV.D.4-3 | Associate Vice President for Administrative Affairs Unebasami Memo of July 8, 2005 (with functional statements, organizational charts) |
| IV.D.4-4 | UH Executive Policy, EP 1.102 Authority to Manage and Control the Operations of the Campus |
| IV.D.4-5 | UHCC Policy, UHCCP 8.000 General Fund and Tuition and Fees Special Fund Allocation |
| IV.D.4-6 | UH Executive Policy, EP 9.112 Delegation of Authority for Personnel Actions (Attachment B) |
| IV.D.4-7 | UHCC Policy, UHCCP 9.202 Executive Employees Performance Evaluation |
| IV.D.4-8 | Board of Regents Committee on Personnel Affairs and Board Governance Minutes of November 1, 2017 (update of Executive/Managerial Evaluations) |

**Evidence of Meeting the Standard**

The community colleges in the Hawai‘i statewide system of public higher education operate within a three-tiered system: the University of Hawai‘i (UH) System as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community College (UHCC) System; and the individual community college campuses located on the four major islands in the state. Satellite learning centers, providing additional outreach across the state, are managed by the community colleges and UH Maui College (IV.D.5-1). A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require effective planning of operations that are coordinated and integrated across the system.

As noted, there are multiple structures in place at the UH and UHCC levels (e.g., committees of administrative counterparts from individual campuses, councils of campus governance representatives) that facilitate the dialogue and decision-making essential to the processes of planning and implementation. In addition, each tier of the system is grounded in a
comprehensive strategic plan that provides the conceptual guidance for mid-range planning. These currently include the UH Strategic Directions 2015-2021, the UHCC Strategic Directions 2015-2021 (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan (IV.D.5-2, IV.D.5-3, IV.D.5-4).

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration (IV.D.3-2). In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the UH and UHCC levels, as seen in the Crosswalk of UH System and UHCC System Performance Funding cited in Standard IV.D.3 (IV.D.5-5).

Most recently, on April 20, 2017, the BOR approved the Integrated Academic and Facilities Plan (IAFP) for the University of Hawai‘i System. Recognizing the critical interdependence between the academic missions of the ten campuses and the physical and other resources required to support those missions, the IAFP states that it is “…intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH System is addressed without undue duplication or inter-campus competition” (p. 2) (IV.D.5-6). The IAFP provides an overview of current conditions and emerging needs and prospects for the four major units in the system (the three universities and the UHCC System) and affirms the further integration of planning in noting that “The principles of this plan will be incorporated into biennium budget planning, annual operating budgets, 6-year CIP plans and academic program approvals and reviews” (p. 18).

**Analysis and Evaluation**

As part of the University of Hawai‘i System, the College meets this Standard.

The UH System, the UHCC System, and the individual community colleges develop strategic plans that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that are used as the basis for evaluating institutional and system effectiveness.

**LIST OF EVIDENCE**

| IV.D.5-1 | System Map with CC and Learning Center locations |
| IV.D.5-2 | UH Strategic Directions 2015-2021 |
| IV.D.5-3 | UHCC Strategic Directions 2015-2021 |
| IV.D.5-4 | Strategic Directions 2015-2021 |
| IV.D.3-2 | Crosswalk of UH System, UHCC System, and Campus Strategic Plans |
| IV.D.5-5 | Crosswalk of UH System and UHCC System Performance Funding |
| IV.D.5-6 | University of Hawai‘i Integrated Academic and Facilities Plan |
IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Multiple modes and avenues of communication exist in the UH System to facilitate and support the effective operation of its constituent institutions. Within the UHCC System, the VPCC and the administrative staff in the OVPCC are key liaisons in the ongoing process of the flow of information.

The VPCC is a member of the UH president’s senior leadership team (Executive Council) as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the Administrative Representative to the BOR Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for BOR approval (e.g., strategic plans, Institutional Self-Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of BOR committee and board meetings, the VPCC is provided with memos summarizing BOR-approved actions (IV.D.6-1). Campuses are also informed of updates to the policies and procedures that constitute the institutional infrastructure through notification from the Policies and Procedures Information System (PPIS) (IV.D.6-2).

The VPCC also meets regularly with three councils representing different aspects of college governance: the Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Meetings of these councils are documented, and each council completes an annual self-assessment (IV.D.6-3, IV.D.6-4, IV.D.6-5).

The VPCC makes semi-annual visits to each UHCC campus, with information pertinent to both UHCC System and individual campus performance. Typically, fall semester visits focus on major initiatives and budget for the current academic year as well as campus scorecards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary, as well as a prospective view of upcoming work (IV.D.6-6, IV.D.6-7).

As noted, the community colleges function within a three-tiered system: the UH System, the UHCC System, and the individual community colleges. Communication between the top two tiers (UH System and UHCC System) is structurally more stable and often articulated in specific policy or procedure. Communication between system and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings (e.g., the councils identified above, or meetings of functional counterparts such as vice chancellors for Academic Affairs) will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and system indicate that there are varying degrees of effective campus- and constituent-focused reporting. With the goal of improving timely access to information documenting discussion and decision-making at the system level (e.g., agendas and minutes of councils and other deliberative bodies), specific steps have been taken to address communication-related concerns: 1) as needed, orientation is provided to those serving as
campus representatives to system committees so they are more fully aware of their reporting duties; and 2) the OVPCC is engaged in a comprehensive update of its own website to enhance accessibility and currency of the information posted there.

Analysis and Evaluation

As part of the University of Hawai‘i System, the College meets this Standard.

Just as the VPCC serves as an important point of connection between the UH System and the UHCC System (OVPCC), and between the OVPCC and the individual colleges, the chancellors of the individual colleges are responsible for coordinating with the OVPCC, and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC has recognized the need to maintain access to up-to-date documentation of system-level meetings, and is updating its own website to ensure better access to that information.

LIST OF EVIDENCE

| IV.D.6-1 | Sample Board of Regents memos to VPCC |
| IV.D.6-2 | Sample PPIS Memos to VPCC |
| IV.D.6-3 | UHCC Policy, UHCCP 1.101 Council of Community College Chancellors |
| IV.D.6-4 | UHCC Policy, UHCCP 1.102 Community College Council of Faculty Senate Chairs |
| IV.D.6-5 | UHCC Policy, UHCCP 1.104 Community College Council of Native Hawaiian Chairs |
| IV.D.6-6 | VPCC PowerPoint Presentation Fall 2017 |
| IV.D.6-7 | VPCC PowerPoint Presentation Spring 2018 |

IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The process of evaluating role delineations, governance, and decision-making processes can best be described as organic and ongoing, in the sense that while there is not a formal instrument of evaluation or assessment, there are multiple established policies and procedures in place at the UH, UHCC, and campus levels that are intended to ensure the stable, consistent, and effective functioning of systems and individual colleges. Such policies and procedures serve both to a) set standards of best practices, and b) minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Policies are regularly reviewed (IV.D.7-1), new policies are created when need is recognized (e.g., new UHCC policy on selection process for chancellors), roles and responsibilities are delineated in the Functional Map, and personnel are regularly evaluated on their performance in supporting and achieving educational goals (IV.D.7-2).

Of specific importance in this last context is the role of the Community Colleges Strategic Planning Council (SPC), the primary body for assuring systemwide participation in the UHCC strategic planning process, as codified in UHCC Policy, UHCCP 4.101 Strategic Academic
Planning. The policy identifies roles and responsibilities in the process of campus academic planning, which provides much of the critical infrastructure for the effective functioning of the colleges (IV.D.7-3).

**Analysis and Evaluation**

As part of the University of Hawai‘i System, the College meets this Standard.

Established policies and procedures, as well as documentation of governance and decision-making that operationalize those policies and procedures, are subject to ongoing review. Where appropriate, colleges are evaluated on the basis of performance-based measures that support their efforts to meet goals linked to student achievement and learning.

**LIST OF EVIDENCE**

- **IV.D.7-1** Board of Regents Committee on Personnel Affairs and Board Governance Minutes of November 1, 2017 (status of Policy Review)
- **IV.D.7-2** UHCC Policy, UHCCP 9.210 Recruitment, Selection, and Appointment of Community College Chancellors
- **IV.D.7-3** UHCC Policy, UHCCP 4.101 Strategic Academic Planning
Quality Focus Essay

Introduction

As a result of self-reflection during the Institutional Self Evaluation Report (ISER) process, members of the Hawai‘i Community College (Hawai‘i CC) Kauhale identified two areas on which to focus to better meet the mission of the College and to ultimately increase student learning and achievement. These two action projects aim to improve the College’s 1) integrated planning process, and 2) student first-year experience.

In this Quality Focus Essay (QFE), the College outlines how these projects were identified, as well as proposed outcomes, actions, timelines, needed resources, and proposed assessments.

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Action Project 1: Integrated Planning

The goal of institutional planning is to steer the College towards effectively fulfilling its mission. Planning incorporates assessment of student learning, program/unit review, strategic and academic plans, and resource allocation for the attainment of institutional objectives. Since integrated planning involves broad-based coordination and collaboration across the College, it is important to create a process that is clear, well-communicated, and useful. Integrated planning evolves over time and requires continual re-evaluation and commitment from all parts of the Kauhale. Writing the ISER, followed by the deployment of Achieving the Dream’s Institutional Capacity Assessment Tool (ICAT) survey, provided an excellent opportunity to assess how well integrated planning is taking place at Hawai‘i CC. Through Standard and Core Team discussions, stakeholders indicated the need for further revision of integrated planning at the College.

Recent Integrated Planning Efforts: In an attempt to define the relationships between various planning components of the College and to institutionalize processes that steer the College forward in a unified and coherent manner, the Office of the Chancellor issued Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness in November 2011, after a broad, collaborative review. This policy outlined the way the various components work together to guide the institution towards its goals. These components include various plans (the University of Hawai‘i Community Colleges (UHCC) Strategic Plan, Hawai‘i CC’s Strategic Plan, the Academic Master Plan, the Technology Master Plan, and the Resources Master Plan) as well as the program and unit review and assessment processes (QFE-1). While this policy outlined the intentions of the Kauhale, implementation proved challenging for a variety of reasons. A sound integrated planning system requires the capacity to maintain its various components and ensures
active participation by a broad spectrum of the *Kauhale*. While integrated planning invited participation and functioned as described in the policy, the recent ISER process and ICAT survey made evident the need to streamline processes to make the College’s integrated plan more transparent, meaningful, and sustainable over time.

**Identification of the Need**

**The ISER Process:** Reviewing various plans and processes, campus leaders and Standard Teams identified inefficiencies. For example, Standard Teams noted that the annual evaluations of program and unit reviews, conducted by the College Effectiveness Review Committee (CERC), are time consuming and, because multiple representatives and stakeholders participate in these evaluations, difficult to schedule. There can be a significant time lag between the writing of program and unit reviews and related resource allocation. A more streamlined process of evaluation by CERC could assure more meaningful expenditures that directly promote student learning.

In another example, while program and unit reviews facilitate important reflection within departments and non-instructional units, this reflection remains largely in silos. Cross-campus self-evaluation could be strengthened in the integrated planning process to facilitate more seamless services and support for students across the institution. In addition, a wider, more intentional sharing of results would lead to better transparency and cross-department/division/unit understanding and cooperation.

**The ICAT Survey:** Hawai‘i CC adopted Achieving the Dream’s Institutional Capacity Assessment Tool (ICAT) as a way to gather feedback from the College’s faculty and staff about the institution’s processes and to provide context for Action Project 1.

Planning for implementation of the ICAT survey started in July 2017 with the administrative team, College Council, and members of the ISER Core Team. The tool measures *Kauhale* members’ perceptions regarding institutional capacity in seven key areas. Not surprisingly, the results of the survey confirmed needs identified during the ISER process. With the results of the ICAT, the College

- facilitated a campus-wide discussion about improvements needed for the College, such as streamlining the integration of planning, evaluation, and resource allocation;
- focused on our capacity to support student success, particularly in closing educational achievement gaps; and
- re-evaluated efforts and commitment to achieving student success.

The survey was launched at the beginning of spring 2018. By mid-February, 118 faculty, administration and staff (34%) responded to the survey. The College kicked off a campus dialogue with a Capacity Cafe during *Kauhale* Day (QFE-2) on March 2, 2018. Over 150 members discussed the data and proposed solutions to identified concerns.
Desired Goals/Outcomes

The goal of Action Project 1 is to strengthen the College’s integrated planning processes to be more efficient, streamlined, and timely. This includes leveraging technology tools (including the recently acquired Campus Labs OUTCOMES assessment management system) for better data and information gathering and improved workflow. Finally, the goal is to make the integrated planning process more Kauhale-based, increasing participation and commitment, as well as improving communication and transparency, all directed toward the shared outcome of enhancing student success.

Actions/Steps to Be Implemented

- The College establishes where improvement of the integrated planning processes is needed. From information gathered through the ISER process and ICAT discussions, the College will review where and how to consolidate and streamline campus plans, the program and unit review processes, and the allocation of resources.
- The administrative team, College Council, and Accreditation Liaison Officer (ALO) will create an Integrated Planning Review (IPR) Task Force that will compile and analyze data and survey results.
- With the administrative team, College Council, and ALO, the IPR Task Force will research best practices and models for high quality integrated planning.
- The IPR Task Force will develop an updated model for implementation. This will include strengthening the links between outcomes assessment and the program and unit review process (PURP), and reviewing and clarifying the relationship between the PURP and budget allocation.
- The College will implement the revised model and draft relevant policies.
- The chancellor, administrative team, and IPR Task Force will evaluate the updated model and revise and improve as needed.

Responsible Parties

Ultimately, the responsible parties will be the administrators of the College. However, a broad cadre of campus leaders and stakeholders, represented in the IPR Task Force, will be involved in the research, review, and revision process. In addition, the College Council’s involvement will ensure broad representation across the College.

Timeline and Process

<table>
<thead>
<tr>
<th>Implementation Year</th>
<th>Tasks</th>
<th>Timeline</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 0 (Spring 2018)</td>
<td><strong>Taking Inventory</strong> Needs assessment (ISER, ICAT)</td>
<td>Spring</td>
<td>Administrative Team, College Council, ALO</td>
</tr>
</tbody>
</table>
### Quality Focus Essay

#### Year 1 (2018-2019)

<table>
<thead>
<tr>
<th>Review and Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Review, consolidate, streamline campus plans</td>
</tr>
<tr>
<td>● Review, revise PURP</td>
</tr>
<tr>
<td>● Explore ways for Campus Labs OUTCOMES assessment management system to contribute to better efficiency of assessment and program/unit review</td>
</tr>
<tr>
<td>● Review and revise budget process</td>
</tr>
<tr>
<td>● Compile and analyze data</td>
</tr>
<tr>
<td>● Research best practices and models</td>
</tr>
</tbody>
</table>

*IPR Task Force: membership from Administration and Campus Governance Groups*

#### Year 2 (2019-2020)

<table>
<thead>
<tr>
<th>Redesign</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Develop new model and plan for implementation</td>
</tr>
</tbody>
</table>

*IPR Task Force*

#### Year 3 (2020-2021)

<table>
<thead>
<tr>
<th>Implement</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Implement updated model and draft policies</td>
</tr>
</tbody>
</table>

*Chancellor, Administrative Team, IPR Task Force*

#### Year 4 (2021-2022)

<table>
<thead>
<tr>
<th>Assess and Revise</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Evaluate update model</td>
</tr>
<tr>
<td>● Revise and improve as needed</td>
</tr>
</tbody>
</table>

*IPR Task Force*

### Resources

Initially, Action Project 1 will not require resources beyond the time and commitment of the Kauhale, most especially the administrative team, College Council, ALO, and the IPR Task Force. During and after Year 2, however, resource needs will be evaluated and the various participants will identify what funding will be needed, if any.

### Assessment

The College will collect data about 1) the timely completion and quality of program and unit reviews, 2) numbers of faculty and staff who participate in the planning process, and 3) student
success indicators directly resulting from budgeting decisions and expenditures. Furthermore, the College plans to redeploy the ICAT survey to identify ways to continue making improvements.

**Action Project 2: First-Year Experience**

The goal of the College is to provide high quality learning opportunities that lead students to degree completion and employment. To achieve this goal, the College aims to support each student from entry to end point. This project focuses on improving experiences for students at their most vulnerable stage: their first year at the College. Recognizing the potential to improve the retention of students, the College Kauhale will focus on meeting the needs of students during their first year, both inside and outside of the classroom. This project develops a coordinated program between instruction, student services, and academic support that seeks to improve retention and persistence rates, and ultimately degree attainment.

**Identification of the Problem**

According to 2017 IPEDS statistics, 31.4% of full-time, degree-seeking students who entered Hawai‘i CC in fall 2014 completed a certificate or degree in three years. Only 48% of first-time degree-seeking students in fall 2016 returned in fall 2017 (QFE-3). In response to these data, the College and the UHCC System have worked to improve Hawai‘i CC’s enrollment and persistence through a number of initiatives. For example, the UHCC System’s Integrated Student Support (ISS) Team emerged out of Achieving the Dream efforts to develop a “Student Success Pathway with academic and non-academic supports to achieve an educational goal that supports their career aspirations” (QFE-4). Similarly, in spring 2017, the vice chancellor for Academic Affairs (VCAA) and the vice chancellor for Student Affairs (VCSA) convened a representative group of campus leaders for the Student Success Pathways (SSP) Team, which is working towards the development and implementation of an integrated Strategic Enrollment Management (SEM) Plan 2018-2021. The SEM Plan modifies existing outreach and onboarding activities, as well as improves support for students’ progress to degree completion and transfer.

**Action Project 2** targets the development of high engagement strategies for an effective first-year experience that will contribute to larger, wider ranging efforts of ISS, SSP, and other initiatives to increase retention and persistence. This project will focus on training instructors, peer mentors/tutors, and academic and student support advisors and counselors to develop and implement these strategies.

**Desired Goals/Outcomes**

The outcome of Action Project 2 is the development of high engagement approaches for instruction and academic and student support that will contribute to a positive first-year experience for students. This Action Project will support other College efforts to create an effective first-year experience program that increases Hawaiʻi CC’s attainment of institutional goals for persistence and completion, and ultimately, students’ graduation rates and achievement of their academic and career goals.
Actions/Steps to Be Implemented

Launch of instruction and student support training:
- The College will form a First-Year Experience Campus Planning Team that will introduce and develop a plan to provide training of faculty and student support faculty/staff in the use of high engagement strategies.
- An initial group of instructors and student support faculty/staff will be trained to implement high engagement strategies.

Implementation
- A bank of resources and professional development materials for high engagement strategies will be made available to the entire campus.
- A cohort of students will be identified to enroll in classes utilizing the high engagement strategies.
- Tutors and peer mentors will be trained.
- Strategies for high-touch support for faculty advising and counseling will be adopted and counselors and advisors will be trained.
- The First-Year Experience Campus Planning Team will collect, analyze, and report out student persistence and retention data for students who take one or two classes from trained instructors.

Scale up
- Given the data, as appropriate, teachers, counselors, advisors, tutors, and peer mentors will be offered training in high engagement strategies.
- The First-Year Experience Campus Planning Team will monitor success by collecting and analyzing student persistence and retention data and will adjust strategies, as needed.

Integration
- The First-Year Experience Campus Planning Team will work with the Student Success Pathways (SSP) Team and UHCC System’s Integrated Student Support (ISS) Team to integrate other components of first-year experience: onboarding, retention, persistence measures.
- The First-Year Experience Campus Planning Team will monitor success by collecting and analyzing student persistence and retention data and will adjust strategies, as needed.

Responsible Parties
As in Action Project 1, the final responsibility lies with the administrative team. However, trained faculty and counselors, as well as those overseeing the peer tutoring/mentoring program, will carry out the implementation and support the assessment.
## Timeline and Process

<table>
<thead>
<tr>
<th>Implementation Year</th>
<th>Tasks</th>
<th>Timeline</th>
<th>Responsible Parties</th>
</tr>
</thead>
</table>
| Year 0 (Spring-Summer 2018) | **Launch of Instruction and Student Support Training**  
- Form a campus planning team.  
- Offer introductory, voluntary training to all instructor and student services faculty and staff.  
- Train initial group of instructors and student support faculty/staff. | Spring/Summer | VCAA |
| Year 1 (2018-2019) Pilot Project | **Implementation**  
- Provide a bank of resources and professional development materials for high engagement strategies, campus-wide.  
- Identify a cohort of students to enroll in pilot classes.  
- Train tutors and peer mentors.  
- Couple high engagement teaching with other services: trained peer mentoring, faculty advising, and counseling.  
- Collect data on students who take one or two classes from trained instructors in the first | Fall | Campus Planning Team |
| | | Fall | Campus Planning Team/VCAA |
| | | Fall/Spring | VCAA/VCSA |
| | | Spring | VCAA/VCSA/Campus Planning Team |
| | | Spring/Summer | IR |
### Quality Focus Essay

<table>
<thead>
<tr>
<th>Year 2 (2019-2020) Scale up</th>
<th>Scale up</th>
<th>Summer/Fall</th>
<th>Campus Planning Team</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Increase number of trained teachers, advisors, tutors, peer mentors.</td>
<td>Fall/Spring</td>
<td>Campus Planning Team/VCAA</td>
</tr>
<tr>
<td></td>
<td>• Monitor and adjust.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue to develop resources, collect and analyze data.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3 (2020-2021) Evaluation Stage</th>
<th>Integration</th>
<th>Fall/Spring</th>
<th>VCAA/VCSA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Integrate other components of first-year experience: peer mentoring, workshops, leadership and community service activities, retention, persistence measures.</td>
<td></td>
<td>Campus Planning Team/VCAA</td>
</tr>
<tr>
<td></td>
<td>• Monitor and adjust.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue to develop resources, collect and analyze data.</td>
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</tr>
</tbody>
</table>

### Resources

The College has made a three-year commitment to utilizing AVID (Advancement Via Individual Determination) for Higher Education (QFE-5) resources and training to develop high engagement strategies to increase student retention and persistence. AVID for Higher Education (AHE) has demonstrated the value of increasing the level of student engagement through interpersonal relationships (student/student and instructor/student), collaborative activities, critical thinking activities, and non-cognitive skill-building opportunities. AHE coaches are available to assist the campus planning team as it develops its own, tailored first-year experience program through a campus-wide, campus-specific approach. Hawai‘i CC will leverage access to these resources to support the development of a first-year experience program.

### Assessment

To assess the success of Action Project 2, student persistence and retention data will be collected and analyzed each year by administration, the Campus Planning Team, and participants in the
pilot and scale-up of this project. This group will share with the College the effectiveness of strategies that have been designed and implemented, first from the pilot, and then from the scale-up efforts. If warranted, further resources will be sought for professional development for instructors, counselors, and advisors.

**References**

- QFE-1  Hawai‘i CC Policy, HAW 4.201 Integrated Planning for Institutional Effectiveness
- QFE-2  Kauhale Day Agenda
- QFE-3  IPEDS Data see UHCC Vice President John Morton’s Fall 2017 presentation.
- QFE-4  UHCC System’s Integrated Student Support (ISS) Team Hawaii ISS Workshop
- QFE-5  AVID for Higher Ed
## Changes and Plans Arising out of the Self-Evaluation Process

<table>
<thead>
<tr>
<th>Action</th>
<th>Standards</th>
<th>Responsible Party(ies)</th>
<th>Timeline</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule of data updates to reflect current information (transparency)</td>
<td>I.B.3</td>
<td>Institutional Research, Institutional Assessment Coordinator</td>
<td>2018-2019 (upon approval of campus reorganization and creation of Office of Kauhale Analytics and Intelligence)</td>
<td>Increase access to campus data needed for evaluation and planning</td>
</tr>
<tr>
<td>Determine how assessment management system and assessment design can enable disaggregation of assessment results</td>
<td>I.B.6</td>
<td>Vice Chancellor for Academic Affairs, Institutional Assessment Coordinator, Institutional Research</td>
<td>Begin fall 2018</td>
<td>Disaggregation of learning outcomes data</td>
</tr>
<tr>
<td>Review and revise the integrated planning process (including evaluation of master plans)</td>
<td>I.B.9, III.B.2, III.C.1, III.D.2</td>
<td>(Related to QFE Project #1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creation of a systematic formalized process and annual schedule and timeline for website content review and updating</td>
<td>I.C.1</td>
<td>Web Developer, Vice Chancellor for Administrative Services</td>
<td>Started spring 2018</td>
<td>Website content is reviewed annually for accuracy and updated in a timely manner</td>
</tr>
<tr>
<td>Hawai‘i CC policy, HAW 1.001 was updated to include a policy review schedule</td>
<td>I.C.5, IV.A.4, IV.A.7</td>
<td>Administrative Team</td>
<td>Completed spring 2018</td>
<td>Systematic, regular review of College policies and procedures</td>
</tr>
<tr>
<td>Action</td>
<td>Standards</td>
<td>Responsible Party(ies)</td>
<td>Timeline</td>
<td>Expected Outcome</td>
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<tr>
<td>Language related to the objective presentation of instructional content was included in the syllabus guidelines</td>
<td>I.C.9</td>
<td>Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs</td>
<td>Completed and posted on the College website fall 2017</td>
<td>Increased awareness of expectations related to the presentation of instructional content</td>
</tr>
<tr>
<td>Review and revise the Program/Unit Review Process</td>
<td>II.A.2, II.A.16</td>
<td>(Related to QFE Project #1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College-wide guidelines and general expectations for course syllabi were created</td>
<td>II.A.3</td>
<td>Vice Chancellor for Academic Affairs, Deans, Division and Department Chairs</td>
<td>Completed and posted on the website fall 2017</td>
<td>Increased consistency in course syllabi content across departments</td>
</tr>
<tr>
<td>Review of Liberal Arts course sequencing and prerequisites</td>
<td>II.A.5</td>
<td>Liberal Arts Dean and Department Chairs</td>
<td>Started 2017; ongoing</td>
<td>Improve sequencing and effectiveness of learning in 100-level courses before moving to upper level courses Ensure that prerequisites for 200-level courses are appropriate and consistent</td>
</tr>
<tr>
<td>Gather, analyze and provide data to the College on a regular basis (post in Fact Book)</td>
<td>II.A.7</td>
<td>Institutional Researcher</td>
<td>Planned for fall 2018 (after Institutional Researcher position filled)</td>
<td>Improved use of data to determine effectiveness of different modes, methodologies, and support services with specific student groups</td>
</tr>
<tr>
<td>Action</td>
<td>Standards</td>
<td>Responsible Party(ies)</td>
<td>Timeline</td>
<td>Expected Outcome</td>
</tr>
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<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>General Education Learning Outcomes (GELO) aligned with Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO)</td>
<td>II.A.11</td>
<td>Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs</td>
<td>Completed spring 2018: GELO to PLO alignments approved by Vice Chancellor for Academic Affairs GELO to ILO alignments approved by Academic Senate</td>
<td>Clear and documented alignment of College outcomes</td>
</tr>
<tr>
<td>Transition to UH Mānoa’s Foundations and Diversifications General Education (GE) requirements for AA and AS degrees</td>
<td>II.A.12</td>
<td>Instructional faculty, Department/Division Chairs, Liberal Arts Dean, Vice Chancellor for Academic Affairs</td>
<td>Transition for AA degree will be completed in fall 2018 (approved by Academic Senate spring 2017) Transition for AS degrees will be completed in fall 2019 (approved by Academic Senate spring 2018)</td>
<td>Improve GE alignment to UH System</td>
</tr>
<tr>
<td>Added The Learning Center tutoring services to MySuccess system</td>
<td>II.B.1</td>
<td>MySuccess Campus Leads, The Learning Center Coordinator</td>
<td>Completed in 2017-2018</td>
<td>Students able to make appointments at The Learning Center via the MySuccess system</td>
</tr>
<tr>
<td>Action</td>
<td>Standards</td>
<td>Responsible Party(ies)</td>
<td>Timeline</td>
<td>Expected Outcome</td>
</tr>
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<td>-----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Formalize comprehensive assessment of student needs regarding Student Services</td>
<td>II.C.1 II.C.3</td>
<td>Vice Chancellor for Student Affairs, Student Affairs managers</td>
<td>Begin fall 2018</td>
<td>Increase data to better identify needs for student services for all students (including DE)</td>
</tr>
<tr>
<td>Reorganize Student Life structure</td>
<td>II.C.4</td>
<td>Vice Chancellor for Student Affairs</td>
<td>Begin fall 2018</td>
<td>Clearly defined Student Life structure and program</td>
</tr>
<tr>
<td>Create evaluation/assessment process or system to measure effectiveness of placement instruments/qualifiers</td>
<td>II.C.7</td>
<td>Vice Chancellor for Academic Affairs, Institutional Researcher, Student Success Council, Vice Chancellor for Student Affairs, Hale Kea Manager</td>
<td>Planned for fall 2018 (after Institutional Researcher position filled)</td>
<td>Structured and scheduled data analysis of placement instruments and qualifiers</td>
</tr>
</tbody>
</table>
2018 ADDENDUM FOR
HAWAI‘I COMMUNITY COLLEGE
INSTITUTIONAL SELF-EVALUATION REPORT
(Policy on Institutional Compliance with Title IV)

This addendum is intended to provide additional updated information relevant to the specific section pertaining to the Policy on Institutional Compliance with Title IV noted on page 58 of Hawai‘i Community College’s Institutional Self-Evaluation Report (ISER). Highlighted below in purple is an updated narrative for this section along with cited evidence.

Policy on Institutional Compliance with Title IV

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

No issues were raised by the USDE since the 2012 ISER up until the UH State of Hawai‘i Financial and Compliance Audit (June 30, 2016). In the most recent audit (June 30, 2017), instances of noncompliance were noted in section 3, pages 27-28 (pp. 32-33 out of 130). The College provided a response along with a corrective action plan outlined in section 5, page 4 (p. 45 out of 130). In addition, a Corrective Action Plan Update (April 11, 2018) reaffirms that the College took corrective actions to be in compliance with this policy.

Documentation

- Single Audit (6/30/2017)
- Corrective Action Plan Update (April 11, 2018)
Finding No. 2017-004: Financial Aid Administration – Control Deficiency

Condition

During our audit, we noted the following instances of noncompliance:

- For 1 out of 3 months selected for testing, the institution did not have evidence that they were transmitting and reconciling borrower data. As such, the institution failed to perform the reconciliation between institutional records and direct loan disbursements records.

- For 14 out of 15 students selected for testing, the institution failed to provide exit counseling to borrowers within a timely manner.

Criteria

Title 34, Section 685.30(b)(5) of the CFR requires the institution to reconcile institutional records with direct loan funds received from the Secretary and direct loans disbursement records submitted to and accepted by the Secretary on a monthly basis.

Title 34, Section 685.304 of the CFR states that an institution must ensure that exit counseling is conducted with each Direct Subsidized Loan or Director Unsubsidized Loan borrower and graduate or professional student Direct PLUS Loan borrower shortly before the student borrower ceases at least half-time study at the institution. If a borrower withdraws from the institution without the institution’s prior knowledge or fails to complete an exit counseling session as required, the institution must ensure that exit counseling is provided through either interactive electronic means or by mailing counseling materials to the borrower at the borrower’s last known address within 30 days after learning that the borrower has withdrawn from the institution or failed to complete exit counseling as required.

Cause

The application of an inappropriate filter applied to a report extracted from the Banner system resulted in the improper inclusion of transactions from the report utilized in the reconciliation process.

The institution was unable to perform exit counseling for borrowers in a timely manner due to staffing constraints within the financial aid office and general oversight of the applicable compliance requirements by the remaining individuals within the financial aid office.
Effect

In accordance with 34 CFR 668.84, the Secretary of Education may levy fines and/or penalties on the institution or suspend future participation in federal student financial assistance programs for failure to comply with the requirements applicable to Title IV of the HEA.

Context

A sample of three monthly reconciliations were selected for audit from a population of 12 monthly reconciliations. Our test found one monthly reconciliation that was not performed properly. Our sample was a statistically valid sample.

A sample of 15 exit counseling sessions conducted with borrowers were selected for audit from a population of 174 exit counseling sessions conducted with borrowers. Our test found 14 exit counseling sessions conducted with borrowers that were not performed timely. Our sample was a statistically valid sample.

Repeat Finding

This is not a repeat finding.

Recommendation

We recommend that the institution perform the following to ensure compliance with Federal requirements:

- Reconcile borrower information on a monthly basis and retain records.
- Provide timely exit counseling to borrowers.

Views of Responsible Officials and Planned Corrective Actions

Refer to Section 5 – Corrective Action Plan (Unaudited) for the University’s response to the identified instance of noncompliance.
Finding No. 2017-004: Financial Aid Administration – Control Deficiency

Federal Agency: U.S. Department of Education

CFDA Number and Title: 84.268 - Federal Direct Loans

Responsible Individual: Shawn (Kaleo) Domingo, Financial Aid Manager

Date Action Taken: June 26, 2017

Since coming on board in late June of 2017, a Standard Operating Procedure (SOP) has been developed, which outlines the reconciliation process, to ensure that a monthly reconciliation is completed and in compliance every month.

Documentation of the reconciliation has also been moved from a paper system to an electronic one to ensure that all documentation can be found easily and efficiently for auditing purposes.

A monthly loan reconciliation has been completed on a monthly basis since coming on board and is up to date, balanced, and accurate.

Date Action Taken: July 1, 2017

Action has been taken to ensure that the following findings have been addressed:

- Reconcile borrower information on a monthly basis and retain records.
- Provide exit counseling to borrowers timely.

A monthly reconciliation process and Standard Operating Procedure (SOP) have been put in place to ensure timely reporting of all loan records between the institution and Common Origination and Disbursement (COD). This SOP is followed and conducted by the Financial Aid Manager, Shawn (Kaleo) Domingo, every month.

A Discoverer report is now run weekly to monitor all students that either Drop below half time, graduate, or disenroll to ensure that exit notification is sent within the allotted time frame. This report is run by the Financial Aid Officer, Lorianne Fukui-Stoos, and then electronic notification letters are run by the Financial Aid Manager, Kaleo Domingo, and sent to the student. For those students that do not have a valid email address, paper confirmation is sent to the students by our Clerical Receptionist, April Kualii-Neal, and recorded in the banner system. Once notification is sent out, then a code of “S” is put into RRAAREQ screen to ensure that the requirement is satisfied.
Corrective Action Plan Update
April 11, 2018

Finding No. 2017-004: Financial Aid Administration – Control Deficiency
Federal Agency: U.S. Department of Education
CFDA Number and Title: 84.268 - Federal Direct Loans
Responsible Individual: Shawn (Kaleo) Domingo, Financial Aid Manager
Date Action Taken: June 26, 2017

As of today, reconciliation on a monthly basis has been completed using the Standard Operating Procedure (SOP) that was generated as of the end of June. All reconciliation of both Federal Student Loans & Pell Grant are being looked at and notated for each month as well as documenting any discrepancies that may exist for each individual student. Constant communication has been established between the Financial Aid Office and the Business office in an effort to ensure the all funding is sent down or up through G5 process to ensure accurate reporting during reconciliation, as well as ensure that funding is available to draw down.

Exit counseling process has been developed to ensure that exit letters are being sent within the allotted time frame. Exit listing are being sent from the system office as well as a weekly exiting report being pulled through Discoverer by our campus to ensure that all student are accounted for. Once listing of students are received from system, then the letter notification process listing in the SOP is being followed to determine which students have had electronic letters sent to emails and which ones need paper letters sent to. This SOP was given to the campus from the system office as well and has allowed us to efficiently send notification to these students and adjust the requirement in a batch posting.

Kaleo Domingo
April 11, 2018
Preparation of the Institutional Self-Evaluation Reports (ISERs) for the community colleges of the University of Hawai`i System that are accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) required bringing to momentary closure the process of evidence-gathering and analysis for institutional functions that are dynamic and ongoing. This addendum is intended to provide additional updated information relevant to selected specific sections of Standard IV.C and IV.D, which pertain, respectively, to the governing board (the Board of Regents), and to multi-college districts or systems (University of Hawai`i, and University of Hawai`i Community Colleges). Evidence cited is indicated by numbers within brackets, and listed at the end of this document with full information and URL. The information provided should further serve to reaffirm that the colleges, both individually and as part of a multi-campus system, continue to meet the standards as defined by ACCJC.

**Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

**Standard IV.C: Governing Board**

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to ensure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

The Board of Regents of the University of Hawai`i meets ten times each year; the Board’s standing committees typically meet on a staggered bi-monthly schedule. Agendas and supporting materials are posted on the Board’s website in advance of each meeting, as required by law, and reflect the Board’s broad range of responsibilities that are managed on an ongoing and often cyclical basis.

With specific reference to the Board’s fiduciary duty to ensure the financial stability of the institution, at the beginning of each fiscal/academic year, the Committee on Budget and
Finance prepares for the Board’s review and approval the Operating Budget for the current fiscal year. [1] In addition, the Committee on Planning and Facilities also met to prepare for the Board’s review and approval the FY 2019 CIP Plan and the Fiscal Biennium 2020-2021 CIP Budget Request, linked to a new rolling six-year (three biennia) CIP Plan cycle established in 2016. [2] The Board approved the FY 2019 Operating Budget and CIP Plan, as well as the biennium CIP Budget Request at its August 16, 2018 meeting. [3]

In addition to the structural frameworks provided by the Operating Budget and the CIP Plan, the Board also continues to address several factors that contribute to fiscal management and financial stability. These include the following:

- Analysis of factors contributing to declining enrollment and the development of coherent enrollment plans at both the system and individual campus level [4];
- Identification of under-recruited cohorts (e.g., working adults) to expand the college-going population;
- Seeking additional legislative appropriations (e.g., Hawai‘i Promise) to reduce cost as a barrier to retention and completion; and
- Expanding public-private partnerships (P3) to leverage the development of real property assets of the UH System [5].

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

The Board of Regents most recently approved amendments to its Bylaws at its meeting of July 19, 2018. In addition to several changes proposed in the interest of more efficient Board functioning, the memo from the Board’s executive administrator requested the addition of a Subcommittee on Investments for the Committee on Budget and Finance “for purposes of demonstrating progress toward best practices regarding fiduciary oversight.” [6]

As noted in the main ISER narrative for this part of the Standard, the Board has established a three-year cycle for systematic review of its policies. Chapters 1-4 were reviewed in 2017-2018. Analysis of several of the policies in Chapter 4, which deals specifically with Planning, revealed an opportunity to create more systemic and coherent alignment with the newly developed Integrated Academic and Facilities Plan (IAFP). Therefore, work on most of the policies in Chapter 4 will continue during the current Academic Year 2018-2019, under the aegis of the vice president for academic policy and planning, in order to “establish [a] new integrated planning framework in BOR policy to integrate academic, enrollment, facilities and budget priorities into a long-term plan utilizing the IAFP format.” [7] In the meantime, review of Chapters 5-8 of the Board policies will be undertaken in 2018-2019.

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and
performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Having previously committed to annual (rather than bi-annual) evaluation, the Board of Regents completed and reported on its 2018 Self-Assessment at its meeting on July 19. Board members were asked to identify the most significant accomplishments for 2017-2018 as well as the most important issues facing the University—issues that will provide focus for the coming year, and beyond. Significant achievements included increased focus on shared governance and improved transparency; support for initiatives to promote student success; initiation of the Integrated Academic and Facilities Plan (IAFP); and the plan for systematic review of Board policies. Several of the issues with which the UH System must deal include several pertaining to academics: addressing the decline in enrollment (including improving recruitment, retention, and timely completion), and improving distance/online delivery of programs and curricula; as well as budget and finance: securing and expanding multiple revenue sources, and managing repair and replacement of facilities and other resources. [8]

**Standard IV.D: Multi-College Districts or Systems**

**IV.D.2** The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system-provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

**IV.D.5** District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

The analysis and evaluation in the ISER narrative for parts of Standard IV.D.2 and IV.D.5 emphasized the structural alignment, functional coordination and representational balance between three levels of the University of Hawai‘i System—the University of Hawai‘i (UH) System as a whole (ten campuses), the UH Community College (UHCC) System (7 campuses), and the individual campuses with their differentiated missions, including the six individual community colleges that are accredited by ACCJC. The Office of the Vice President for Community Colleges (OVPCC) also provides administrative leadership for academic affairs and administrative affairs. The multiple areas of activity in each of those domains are further identified and documented at the OVPCC website [9]. To ensure an effective level of coordination, and provide equitable opportunities for input and participation, councils or committees for ex officio counterparts (e.g., chancellors, faculty senate chairs, human resource managers) meet on a regular basis.

This update is intended to identify several areas of current and emerging activity that involve system-level coordination and integrated planning. The focus on student
achievement and success is paramount, and provides the foundation for several interconnected initiatives that are central to the missions of the community colleges. (In addition to those highlighted here, others are identified on the OVPCC homepage.) [9]

**Student Success Council – Defining Pathways**

Recognizing that the protracted but not generally productive investment in remedial education in English and math was often a barrier to student progress, campuses made a commitment to helping students become college-ready within their first semester or first year of post-secondary education. Campuses developed and implemented new or modified curricula (most often utilizing a co-requisite model) two years ago, and will be assessing data related to their efficacy beginning this academic year, after which the most successful model(s) will be adopted more broadly. This has engaged broad-based participation of faculty, counselors and other staff and administrators, and coalesced in the organization of the Student Success Council (SSC). A Steering Committee of campus team leads continues to meet on a monthly basis, and each campus has its own committee or working group focused on multiple strategies to enhance and ensure student success. In addition, the IR professionals from each campus within the UH and UHCC Systems, as well as the assessment coordinators, meet monthly and provide additional support for the Student Success initiatives.

In addition to the curricular focus on more effective developmental education, the Council and individual campuses have also developed the Pathway model, which articulates several key stages through which students move, from initial connection, to completion and transition to transfer or career. Recognizing that a student’s successful journey on the pathway involves more than academic achievement, the SSC has also developed a corollary focus on Integrated Student Support (ISS), which includes onboarding, retention and transfer priorities. As a further refinement, the concept of Guided Pathways has been adopted, in which students are supported in thinking and making preliminary decisions about careers so that choices of coursework are more purposeful and aligned. In some cases, career exploration may be embedded in other curriculum, and teaching faculty and counselors take a more pro-active role. Substantial support for frontline personnel is available at the SSC’s Resource Center. [10]

**UHCC Academic Affairs – Addressing the Enrollment Question**

As part of the UHCC System office, the area overseen by the associate vice president for academic affairs is responsible for planning, implementation and assessment of several initiatives that support student performance and achievement, including those adopted and supported by the Student Success Council. As it prepares for a November 2018 enrollment report to the Board of Regents, this unit differentiates between campus strategies focused on recruitment/initial engagement, and system strategies that focus more broadly on retention and success, particularly in preparation for transfer. Given that one key population for potential enrollment growth is returning/working adults (especially those that may have some college but no degree), the community colleges are leveraging technology in the development of fully online associate degrees. While it is already possible
to earn the AA online with existing curriculum, the proposed iteration, due for roll-out in Fall 2019, involves developing five-week course modules, allowing a student to take three courses sequentially per term. UHCC Academic Affairs also supports the concept of “guided” exploration, which allows not only for more intentional selection of courses leading to specific majors and eventual careers, but can also support better alignment with workforce needs.

**Essential Infrastructure – Human Resources**

The UHCC System office as well as the individual community colleges are currently in transition in their use of a system-wide instrument for posting of positions for recruitment and for management of applications. Currently the UH System as a whole utilizes WorkatUH, where positions in various employment categories are posted and searchable by campus. The advertisements include position duties and responsibilities, minimum/desirable qualifications, as well as requirements for submission of applications, which must be done in hard copy. [11]

The UHCC System is seeking to move to the use of NEOGOV, a system currently in use for State of Hawai‘i Civil Service employees. NEOGOV, when fully utilized, allows for online submission of applications and subsequent online review by screening committees; the community colleges currently employ NEOGOV to varying degrees. The UHCC director of human resources, who meets regularly with individual campus HR managers, expects that by January 2019, the System will take down WorkAtUH completely, and all applicants will be required to submit online. (It was noted, however, that if an applicant is not able to comply with this requirement, hard copy could be submitted and then uploaded by the campus HR office.) Based on current practice, and the fact that Read Only access must be provided to screening committees to avoid intentional or inadvertent changes to applications, campuses may still need to provide hard copies of applications during a continuing period of transition.

**Essential Infrastructure – Information Technology**

The UH System as a whole increasingly utilizes electronic tools and systems to support the work it does, from front-line services to back-office management. The Online AA degree and NEOGOV, described above, are only two examples of the extensive use of, and dependence on information technology that characterize this system of higher education, like many others. As noted in Standard III.C, it is an essential resource; one that requires substantial investment at both the system and campus level. It is also an area that illustrates the critical need to find a balance between efficient administration at the system level and appropriate customization and application at the campus level [12].

The move to online management of curriculum began several years ago with a product, Curriculum Central, developed in-house at Leeward Community College and adopted by several other community college campuses in the UH System. Prompted in part by a desire to reduce the dependence on hard copy, online curriculum management was also intended to support a more flexible and collaborative environment for the creation and modification
of programs and courses. Four years ago, the vice president for community colleges recommended a move to Kuali Student Curriculum Management (KSCM), since the UH System was already using other software products from Kuali for financial management and research grants management. In January 2015, UH and five other institutions entered a partnership with Kuali Consortium. Since then, a system-wide team of liaisons from each UH campus has met on a regular basis to work with Kuali staff to customize and refine KSCM user interfaces (UI) for individual campus use; UIs for Course and Program actions went live in Fall 2016. The next major step will be to work on integration with Banner, the administrative software utilized by the UH System for several kinds of data including catalog and student records. When fully operative, KSCM should also allow for inter-campus review.

Another facet of curriculum and instruction anchored in IT is the learning management system (LMS). Although the UH system has used Sakai open source software (local name Laulima) for quite some time, it recently engaged in a search for a possible alternative, soliciting information from several vendors. IT staff surveyed faculty and staff in the user community and asked for input on a) what LMS features were critical to their teaching and learning needs, and b) whether they had a preference among the other possible products. Based on this input, IT administrators recently made the decision to remain with Laulima, but re-evaluate in two years. Laulima was upgraded in Fall 2017 from Sakai 10.7 to Sakai 11.4 to meet the required standards set by the Web Accessibility Initiative [13]. Content accessibility has emerged as a critical and ongoing issue, being addressed systemwide as a result of the US Department of Education’s OCR Voluntary Resolution Agreement (VRA).

The libraries of the UH System represent a third arena in which the utilization of appropriate information technology is critical. The UH System supports an all-campus Library Council to ensure the participation of the stakeholders who are aware of the needs of both those who manage the libraries, and those who utilize their resources and services, though some decisions are driven primarily by the needs of staff at Hamilton Library on the main campus. Library functions are coordinated through Voyager, an integrated library system with several modules focused on specific tasks such as acquisitions, cataloging and circulation. Voyager is hosted through a server at Hamilton Library and deployed to the other campuses in the system. System ITS recently completed the procurement process for a new product that will be cloud-based, with an anticipated 2019 cut-over date.

In addition to these aspects of IT utilization, each of which provides for individual campus representation, UH ITS has also identified several Systemwide Service Improvement Projects for 2018-2019 that will contribute significantly to institutional effectiveness as well as student experience. These include:

- Enrollment Verification process—configuration and implementation of features in Banner/Laulima to support the positive verification of student participation in a course. This will help with the no-show policy related to financial aid, and also support compliance with ACCJC’s requirement of verification of student ID for distance education courses, and will be implemented in AY 2019-2020.
• CollegeSource Transcript Evaluation System—implementation of commercial software, due later this year, to replace the aging Transfer Evaluation Database, created in-house in 2005.

• Student Account holds—continuing assessment and reduction of the impact of holds on student accounts that affect student registration. This also involves the evaluation of alternative methods to support consolidated student accounts for comprehensive billing and payment.

• New Online Admissions Application—for use by all campuses, with pilot release in Spring 2019, and broad use by the end of Summer 2019.

• Course Evaluation System—replacement of eCAFE to a new CES in October 2018. (This tool, utilized for online student evaluations of courses and instructors, underwent substantial review and discussion by the faculty senates of all campuses.)

• Banner9 Upgrades—administrative pages go into production by October 2018, with self-service modules to follow.

• Document Imaging system (OnBase)—finally available for all campuses (capability is available systemwide and can be utilized on request.)

• CollegeNET conversion to 25Live (for Maui and Honolulu)—pending procurement, with scheduling of upgrades to follow.

• PeopleSoft HCMS version 9.2 implementation—to include employee self-service function, scheduled for later this academic year. This will require Multi-Factor Authentication (MFA) to use the self-service function, consistent with any other system that provides access to sensitive personal and institutional information.

To support effective utilization of these and other services, UH ITS is expanding its systemwide customer service (Help Desk) to 24/7 staffed coverage.
1. Meeting of the Committee on Budget and Finance, August 2, 2018
   (Recommending approval of the FY 2019 Operating Budget)
   Budget Forecast Presentation:
   Budget Forecast Narrative:
   Budget Worksheets:

2. Meeting of the Committee on Planning and Facilities, August 2, 2018
   (Recommending approval of the 2020-2021 CIP Budget)
   FB 19-21 CIP Request:

3. Meeting of the University of Hawaiʻi Board of Regents, August 16, 2018
   (Agenda: Items V.B.1-3, For Action: approval of FY 2019 Operating Budget and
    2020-2021 CIP Budget Request)
   https://www.hawaii.edu/offices/bor/regular/notice/201808160930.regular.pdf

4. Meeting of the Committee on Academic and Student Affairs, March 8, 2018
   (Agenda and Materials: Item IV.A.2: Update on Systemwide Enrollment Management, pp. 13-44)
   https://www.hawaii.edu/offices/bor/academic-2015/materials/201803081130/Cmte_on_Academic_and_Student_Affairs_03_08_18_Meeting_Materials__FOR_UPLOAD.pdf

5. Meeting of the University of Hawaiʻi Board of Regents, August 16, 2018
   (Agenda: Item IV.C.1, Report of the P3 Task Group, pp. 266-268)
   https://www.hawaii.edu/offices/bor/regular/notice/201808160930.regular.pdf

6. Meeting of the University of Hawaiʻi Board of Regents, July 19, 2018
   (Agenda and Materials: Item IV.C.4: For Action: Amendments to the Bylaws, pp. 80-94)

7. Meeting of the University of Hawaiʻi Board of Regents, August 16, 2018
   (Agenda and Materials: Item V.C.3: For Information and/or Discussion: Integrated
    Planning Framework Presentation, pp. 270-279.)
8. Meeting of the University of Hawai`i Board of Regents, July 19, 2018
   (Agenda and Materials: Item VI.B.1: For Information and/or Discussion: Board Self Assessment, pp. 12-16)

9. Office of the Vice President for Community Colleges (OVPCC) Website
   http://uhcc.hawaii.edu/ovpcc/

10. Student Success Council Website
    http://uhcc.hawaii.edu/success/

11. University of Hawai`i WorkatUH Website
    http://workatuh.hawaii.edu/

12. University of Hawai`i Information Technology Services Website
    https://www.hawaii.edu/its/

13. University of Hawaii ITS Web Accessibility Initiative Website
    https://www.hawaii.edu/access/guidelines.html
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

Chair
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

Ms. Margaret Mayfield
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

Dr. Henry Shannon, System Team Chair
President
Chaffey College

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

ACCJC Staff Liaison
Dr. Stephanie Droker
Vice President, ACCJC
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:

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

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

☒ The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ 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.

☐ 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:

☒ 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.

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

☒ The 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.

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):**

☑ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ 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.

☐ 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:

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

☒ 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).

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

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

☒ The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

[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):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ 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.

☐ 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:

☒ Transfer policies are appropriately disclosed to students and to the public.
☒ Policies contain information about the criteria the institution uses to accept credits for transfer.
☒ The institution complies with the Commission Policy on Transfer of Credit.

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

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ 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.

☐ 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:

☒ 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.

☒ 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).

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

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

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

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]
Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ 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.

☐ 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:

☒ 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.

☒ 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.

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

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

☒ The institution demonstrates compliance with the Commission Policy on
Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

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

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ 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.

☐ 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:

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

☑ The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

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

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

Conclusion Check-Off (mark one):

☒ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

☐ 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.

☐ 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:

| ☒ | 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. |
| ☒ | 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. |
| ☒ | 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. |
| ☒ | 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. |
| ☒ | The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. [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:

| ☒ | The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements. |
| ☐ | 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. |
| ☐ | 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 (OVPCC) 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 upward 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. (IIA.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.
IIC. 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)

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

IIIA. 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 Depart 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.
IIIC. 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 Kealakekua, 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 Laulima 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

IV.A. 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 (OVPCC) are overseen by two associate vice presidents who coordinate centralized support services in the areas of Academic Affairs and Administrative Affairs. The associate vice president for academic affairs provides leadership in operational policy-making pertinent to the development and implementation of 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 OVPCC 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.
January 25, 2019

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

Dear Chancellor Solemsaas:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 9-11, 2019, reviewed the Institutional Self Evaluation Report (ISER) and evidentiary materials submitted by Hawai‘i Community College. The Commission also considered the External Evaluation Team Report (Team Report) prepared by the peer review team that conducted its onsite visit to the College October 15-18, 2018.

The purpose of this review was to determine whether the College continues to meet ACCJC’s Eligibility Requirements, Commission Policies, and Accreditation Standards (hereinafter, the Standards). Upon consideration of the written information noted above, the Commission acted to Reaffirm Accreditation for seven years.

Commendations
The Commission recognizes the exemplary performance of Hawai‘i Community College in the following areas. Commendations signify practices for which the Commission believes the institution has exceeded standards.

**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 Hawai‘i 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)

Compliance Requirements
None.

Recommendations for Improving Institutional Effectiveness
The Team Report noted Recommendations 1 and 2 and one UHCC System Recommendation for improving institutional effectiveness. These recommendations do not identify current areas of deficiency in institutional practice, but consistent with its mission to foster continuous improvement through the peer review process, the Commission encourages institutions to give serious consideration to the advice contained in the peer reviewers’ recommendations. The Commission anticipates that you will bring them and the team’s full report to the attention of your institution for serious consideration. In the Midterm Report, the College will include actions taken in response to the peer review team’s improvement recommendations.

Next Steps
The Team Report provides details of the peer review team’s findings. The guidance and recommendations contained in the Report represent the best advice of the peer review team at the time of the visit but may not describe all that is necessary for the college to improve. A final copy of the Team Report is attached.

The Commission requires that you disseminate the ISER, the Team Report, and this letter to those who were signatories of the ISER and that you make these documents available to all campus constituencies and the public by placing copies on the College website. Please note that in response to public interest in accreditation, the Commission requires institutions to post current accreditation information on a Web page no more than one click from the institution’s home page. In keeping with ACCJC policy, the Commission action will also be posted on the ACCJC website within 30 days of the date of the Commission’s action.

The next report from the College will be the Midterm Report¹ due on October 17, 2022. The institution’s next comprehensive review will occur in the fall term of 2025.

On behalf of the Commission, I wish to express appreciation for the diligent work and thoughtful reflection that Hawai‘i Community College undertook to prepare for this evaluation. These efforts confirm that peer review can well serve the multiple constituencies of higher education by both ensuring and encouraging institutional quality and effectiveness.

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¹ Institutions preparing and submitting Midterm Reports, Follow-up Reports, and Special Reports to the Commission should review Guidelines for the Preparing Institutional Reports to the Commission, found on the ACCJC website at https://accjc.org/publications/.
If you have any questions about this letter or the Commission’s action, please feel free to contact me or the vice president that has been assigned as liaison to your institution.

Sincerely,

[Signature]

Richard Winn, Ed.D.
President

RW/tl

cc: Dr. John F. Morton, Vice President for Community Colleges
    Mr. Erik Kalani Flores, Accreditation Liaison Officer
HAWAI'I CC COVID-19 INFORMATION

About Hawai'i Community College | Hawaii Community College

college is based in Hilo with a branch campus in Kona named Hawai'i Community College – Pālamanui and an education center in Honoka'a called the Kō Education Center.

One of 10 campuses in the University of Hawai'i system, Hawai'i CC offers 26 associate degree and certificate programs that prepare students to succeed in the workforce right after graduation or continue their studies at a four-year college or university.

**KAUHALE**

Mālama Ke Kula Kaiaulu o Hawai'i i Kauhale, he 'ike ku'una Hawai'i ia no ke kaiaulu. 'O Kauhale ke ka'a e pa'a ai i nā luna ho'oponoopono, nā pū'ulu kumu kula, nā limahana, nā haumāna, ka 'ohana, a me ko ka Moku o Keawe kaiaulu i 'ohana ho'okahi. A e ho'olako a e ho'onui launa 'ole Kauhale i ka holopono 'ana o ko kākou ala nu'ukia a me ko ke kula kaiaulu nei mau hopena a'o. Na Kauhale e ho'omāhuahua ana i ko kākou nu'ukia ma o ke kūkākūkā 'ana, ka ho'olālā 'ana, ka 'imi mau 'ana o ka 'oi loa a'e, a me nā loiloī holomua 'ana ma waho a'e o ka mokuna kālai'ike a me nā ke'ena kāko'o ma'amau o ke ku'una kula kaiaulu e kū nei. Na Kauhale e ho'omana i nā lālā a pau o ko kēia kula kaiaulu nei 'ohana e mea e 'ike a hō'i ke a'e ai i ko kākou mau mākau iho, ko kākou na'auao iho, a me ko kākou 'ike iho a hāpai pū ma ke ākea. 'O Kauhale ke ka'a e ho'opili ana i nā mahele like 'ole o kēia kula kaiaulu nei i kaiāulu kālai'ike me nā paia 'ole no ka holopono 'ana o nā kānaka 'imi na'auao, no ka honua 'imi na'auao a no ko lākou mau 'ohana ma o ka mana'o o "E 'Imi Pono."

**KAUHALE**

Hawai'i Community College embraces the concept of Kauhale that traditionally means the Hawaiian village. Kauhale is an 'ohana of administrators, faculty, staff, students, their families, and the Hawai'i Island community that contributes measurably to the success of our college's mission and outcomes. Kauhale maximizes the "community" in our mission through dialogue, planning, innovation, and assessment across traditional college divisions and units. Kauhale enables all members of the college 'ohana to recognize and
**KE ALA NU‘UKIA**

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

**MISSION**

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

**KA ‘ŌLELO NU‘UKIA**

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

**VISION**

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

**NĀ HOPENA AʻO HONUA KULA**

**INSTITUTIONAL LEARNING OUTCOMES**

Na nā kānaka 'imi na'auao o ke Kauhale e (Our Kauhale of lifelong learners will):

1. ho'oka'a'ike pono i nā manawa like 'ole.
2. Utilize critical thinking to solve problems and make informed decisions.

3. kōkua i ke kaialulu, me ka ‘ike a me ka mākau, a me ka mahalo ho‘i i nā kānaka ‘ōiwi a me nā mo‘omeheu ‘ōiwi o Hawai‘i nei, a me nā mo‘omeheu ‘ē a’e o ka honua.

3. Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai‘i island, as well as other cultures of the world.

4. kūlia i ka nu‘u ma ka 'imi na‘auao a ma ka ‘oihana ho‘i ma o ka huli ‘ana ma nā ‘oihana a me nā kumuwawai maika‘i.

4. Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.

5. hoʻopuka a hoʻomau i kekahi kaiapuni a‘o maluhia me ona kaiapuni ‘oihana e mahalo i ke kanaka a me ke kaiapili.

5. Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

6. mālama i ke kaiapuni no ke ola pono ‘ana o ke kanaka a me ke kaialulu.

6. Contribute to sustainable environmental practices for personal and community well-being

**A RICH LEGACY**

From its start in 1941 as the Hawai‘i Vocational School, the college has provided access to higher education opportunities, trained a skilled workforce and supported the economic development of the County of Hawai‘i. With the advancement in technology and expansion of educational opportunities into broader fields of technical training, the institution was renamed the Hawai‘i Technical School in 1956.
COMMUNITY INVOLVEMENT

Community partnerships and collaboration are central to the mission of the College. To keep curricula and requirements current and relevant, the College has invited community leaders in business, industry, and the professions to serve as advisers to provide guidance regarding course content, selection of training equipment, employment needs, and the effectiveness of different programs.

Program advisory councils are formed for each degree program. In addition, the Chancellor of the campus seeks advice from community and business leaders on ways the College can assist in development for the community. Members of these advisory groups are listed throughout the catalog.

ACCREDITATION

Hawai‘i Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 331 J Street, Suite 200, Sacramento, CA 95814, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org (http://www.accjc.org/) For further information regarding the college's accreditation process, visit our accreditation webpage (https://hawaii.hawaii.edu/accreditation).

In addition to the College's overall accreditation, there are other specialty accreditations for certain programs.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>ACCREDITING ORGANIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE/Children's Center</td>
<td>• National Association for the Education of Young Children (NAEYC)</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>• American Culinary Federation Foundation, Inc Accrediting Commission</td>
</tr>
</tbody>
</table>

QUESTIONS? ASK ‘IOLANA
THE HAWAIʻI COMMUNITY COLLEGE LEARNING EXPERIENCE

The uniqueness of the Hawaiʻi CC experience is the focus on four complementary elements that frame the learning climate: Community work-based learning; using and learning Technology; perpetuation of Hawaiian culture; and caring for the Environment.

The College has a rich history of work-based learning, from the award-winning Model Home project where the construction trades programs design and build a house, to working on customer jobs, and including a wide range of internships, service learning and volunteer work. Students in every discipline have opportunities to apply what they have learned in the classroom, and give back to the community.

Technology is interwoven into nearly every aspect of the College and is used to support distance learning utilizing the Internet or videoconferencing. Technology supports classroom instruction such as the use of global positioning systems (GPS) in Agroforestry, computer assisted design (CAD) in the Architectural/Engineering/CAD Technologies Program, and in certificate and degree programs such as Information Technology and CISCO networking.

The College has made a commitment to become the center for the study of Hawaiian culture, with an emphasis on the practice, perpetuation, and evolution of the culture. This includes an Academic Subject Certificate in Hawaiian Life Styles, and an Associate in Applied Science degree which is being delivered in Hilo, Waimea, and Kona.

An Associate in Science Degree and certificate program in Tropical Ecosystem and Agroforestry Management is a key component of our focus on caring for the Environment. The College also supports an Academic Subject Certificate in Environmental Studies and has numerous projects on campus to reflect our commitment to the natural environment.
HAWAI'I CC DEGREES & CERTIFICATES

Download the current complete list of degrees & certificates (..../..../..../sites/default/files/assets/catalog/docs/10-curricula_and_programs.pdf) or the entire college catalog (catalog) in PDF format.

QUICK LINKS

- Accreditation (accreditation)
- Welcome Message (about/welcome)
- Administration (about/administration)
- Phone Directory (..../..../..../about/directory)
- Campus Maps (about/campus-maps)
- Palamanui Campus (palamanui)
- Kō Education Center (..../..../..../ko)
1941 Founding

Hawai‘i Community College founded as the Hawai‘i Vocational School.

1956 Move to Manono

The college moves to a newly constructed campus at Manono Street and is named the Hawai‘i Technical School.
an annual project and continues to this day.

1970  
Joining UH

The school becomes part of the University of Hawai'i (https://www.hawaii.edu/) and is renamed Hawai'i Community College.

1982  
Serving West Hawai'i

To meet the needs of West Hawai'i, Hawai'i CC begins delivering programs in West Hawai'i.

1999  
I Ola Hāloa Established

The I Ola Hāloa Center for Hawai'i Life Styles created to improve access, retention and graduation of Native Hawai'i students.

2015  
Pālamanui Opens

The new Hawai'i Community College - Pālamanui campus opens in North Kona.

2019  
KōEC Joins the Kauhale

Hawai'i CC assumes administration of the Kō Education Center in Honoka'a.
HAWAI'I CC COVID-19 INFORMATION

In response to the ongoing COVID-19 pandemic, personal safety practices are still in effect (https://www.hawaii.edu/covid19-guidelines/personal-safety-practices/). Find more information about what you need to do to stay safe, please visit hawaii.hawaii.edu/covid-19 (/../..//covid-19).

Haʻalele (Fact Book)
Hawai‘i Community College is proud to deliver unique, high-quality academic programs and services found nowhere else in our community. Founded in 1941, the college began with five trades programs and 183 students, and has steadily grown to meet community needs. We now serve more than 2,000 students in 26 degree programs from locations in Hilo, Honoka‘a, Kona, and at high schools across Hawai‘i Island.

2,248 ENROLLMENT

775 FIRST GENERATION STUDENTS

34
PERCENTAGE OF FULL TIME STUDENTS

66

PERCENTAGE OF PART TIME STUDENTS

Ethnicity

Asian 8.99%
Filipino 8.14%
Pacific Islander 0.44%
Hawaiian/Part-Hawaiian 43.19%
Caucasian 16.68%
Mixed race 14.86%
Age Groups

All Other

1.69%
58 Degrees & Certificates Offered

919
STUDENTS ENROLLED IN GENERAL & PRE-PROFESSIONAL PROGRAMS

715
STUDENTS ENROLLED IN CAREER & TECHNICAL EDUCATION PROGRAMS

362
DEGREES AWARDED

168
Additional Data

About our service Area

Student Enrollment Information

Admissions

Degrees

Faculty and Staff

Financial Aid
Graduation and Persistence Rates

2021 IPEDS Data Feedback Report (DFR)
MANAGEMENT AND PLANNING SUPPORT (MAPS)

GET STARTED HERE!

- Login to access resources for faculty and staff.
- Browse Reports or scroll down to our popular reports.
- Find the latest report releases.
- Browse the student data dictionary and report definitions.
- Look at the University of Hawai‘i’s contribution to the Open Data Project.

DAILY STUDENT REPORTS
Reports updated daily during opening enrollment periods

1. Opening Enrollment
2. Admissions Applications - Undergraduate 🗳
3. Tuition Revenue Charged (AR) 🗳

STUDENT DATA REPORTS
Official reports updated at CENSUS and End-of-Semester.

1. Enrollment
2. Admissions Applications Processed
3. Degrees and Certificates Awarded
4. Course Registration
5. Financial Aid
6. Transfer into UH 4-Year Campuses

ACADEMIC AFFAIRS
Reports for Academic Affairs

1. Small Class Section Report
2. Small Programs Report

OTHER REPORTS
All other reports of interest

1. Faculty and Staff Report, Personnel and FTE: All Funds

DASHBOARDS
Variety of dashboards for decision making and adhoc support.

GENERAL

1. Graduation, Retention, and Success
2. Performance Funding
3. HGI Campus Scorecards

What's New

Wednesday, April 6th 2022
Historical Enrollment by Selected Characteristics report now available.
[Check it out]

Wednesday, April 6th 2022
UHCC to UH 4-Year Campuses, by Major Before Transfer report now available.
[Check it out]

Wednesday, March 9th 2022
New Faculty/Staff Systemwide Summary report now available.
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, March 8th 2022</td>
<td>Spring 2022 Enrollment Reports have been updated.</td>
</tr>
<tr>
<td>Monday, March 7th 2022</td>
<td>Spring 2022 Course Registration Reports have been updated.</td>
</tr>
<tr>
<td>Thursday, March 3rd 2022</td>
<td>Fall 2021 DFW Rates Dashboard has been updated. UH Login Required.</td>
</tr>
<tr>
<td>Thursday, March 3rd 2022</td>
<td>Spring 2022 Admissions, Transfer, &amp; Race Alone or in Combination Reports now available.</td>
</tr>
<tr>
<td>Tuesday, January 25th 2022</td>
<td>New Table: Races Alone or In Combination. This table reports student ethnicity counts as “Alone” and “Alone or in Combination,” in addition to the current method of reporting where Native Hawaiian has priority over other races.</td>
</tr>
</tbody>
</table>
At A Glance

Summary

<table>
<thead>
<tr>
<th>Hawaii County</th>
<th>Annual</th>
<th>Seasonally Adjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resident Population:
2021: 202.9 (Thous)  
Year/Year % Chg: 1.1

Total Nonfarm Jobs:
2021: 64.5 (Thous)  
Year/Year % Chg: 6.8

Water Consumption:
2020: 8,805.0 (Mil Gallons)  
Year/Year % Chg: -5.0

Total Highway Fuel Consumption:
2020: 123,290.0 (Thous)  
Year/Year % Chg: 0.0
Total Arrests for Index Offenses (Adults)
2017: 890.0 (No. Arrests)
Year/Year % Chg: -3.4

Total Arrests for Part II Offenses (Adults)
2017: 6,226.0 (No. Arrests)
Year/Year % Chg: 7.5
ASSESSMENT

Definition:
Assessment is the process of gathering information/data on student learning and services for the purposes of evaluating and improving the learning environment.

Purpose:
The purpose of this policy is to establish that assessment is the responsibility of everyone employed by Hawai‘i Community College. The College engages in systematic assessment of learning and service outcomes to ensure continuous improvement and to create increased opportunities for student success. Oversight for assessment of specific levels of learning and service outcomes belongs to appropriate organizational units within the college as defined herein.

Background:
Assessment is an integral part of Hawai‘i Community College. The Chancellor formed an Ad Hoc Assessment Committee in 2004, approved by the Academic Senate, to develop the process for the assessment of student learning outcomes. The Committee became a standing committee of the College Council in 2010 and the Committee’s representative membership is comprised of administrators, faculty, and staff from academic and service units. The Assessment Committee is charged with supporting continuous improvement in learning and support services by sponsoring assessment activities, encouraging meaningful assessment practices and experiences, and promulgating discovery based on results of the assessment process. A full-time Institutional Assessment Coordinator position for the college was approved in spring 2010, concurrent with the opening of the Institutional Assessment Office as a sub-unit in the Academic Support Unit. The Institutional Assessment Coordinator reports to the Vice Chancellor for Academic Affairs, manages the Institutional Assessment Office, and serves on the Assessment Committee. The Institutional Assessment Coordinator and Assessment Committee lead the College’s efforts to institutionalize assessment activities, including development and maintenance of the College’s Assessment website, assessment report archives and resources, and assessment management systems and databases. Assessment resources and information are available to faculty, staff and the public at: http://hawaii.hawaii.edu/files/assessment/

Assessment also is an integral component of the College’s Program and Unit Review Process. In addition to course and program assessment reports submitted to the College via the Assessment website’s archive and databases, instructional programs are responsible to report and evaluate assessments of course and program learning outcomes in annual and comprehensive program reviews. Non-instructional service and support units are responsible to report and evaluate assessments of unit outcomes in unit reviews.

The following UH System policies govern program review:

- Review of Established Programs: UHCCP #5.202 (October 2005)  
- Review of Established Programs: Board of Regents Policy, Section 5.201  
  http://www.hawaii.edu/policy/docs/temp/rp5.201.pdf
- Review of Established Programs: University of Hawai‘i Systemwide Executive Policy, E5.202,  
  https://www.hawaii.edu/policy/?action=viewPolicy&policySection=Ep&policyChapter=5&policyNumber=r=202

In addition, standards and criteria from the Accrediting Commission for Community and Junior Colleges (ACCJC), as well as accrediting bodies providing oversight for career and technical education programs, serve as the overall guidelines within which the college establishes and revises its assessment activities.

Responsibilities:

Outcomes:

1. Because the primary responsibility for curriculum rests with the faculty, the development, revision and assessment of course learning outcomes, including alignment of such outcomes with program learning outcomes and institutional learning outcomes, belong with the discipline faculty, with the ultimate responsibility resting with the department chairs and/or division chairs (HAW 5.250). Discipline faculty coordinate lecturers’ involvement in assessing outcomes as appropriate.
2. The development, revision and assessment of program learning outcomes, including alignment with course and institutional learning outcomes, belong with program faculty and staff.
3. The development, revision and assessment of non-instructional service and support unit outcomes, including alignment with institutional learning outcomes, belong with unit faculty and staff. Non-instructional units in the college include units in the Divisions of Academic Support, Administrative Services, and Student Affairs, the EDvance Office of Continuing Education and Training, Student Affairs, and Hawai‘i Community College at Pālamanui support and student services, and the Kō Education Center.
4. The development and revision of general education learning outcomes belong with the Academic Senate. Assessment of general education learning outcomes belongs with program faculty. Alignment of general education learning outcomes with institutional learning outcomes belongs with the Academic Senate. Alignment of general education learning outcomes with program learning outcomes belongs with program faculty.
5. The development, revision and assessment of institutional learning outcomes belong with the College Council.

The Assessment Process:
The college’s assessment process assists faculty and staff in their efforts to improve teaching and services in order to improve student learning and achievement. Course, program, and unit assessment practices are intended to focus on assessing course, program, unit and institutional outcomes as appropriate.

1. The course assessment cycle requires that all courses be assessed at least every five years; each
course assessment cycle includes an initial assessment and a follow-up “closing the loop” re-assessment after the implementation of an action plan for improvement based on the results of the initial assessment.

2. The course assessment cycle includes the submission by course faculty of an initial assessment report and a closing the loop report via the College’s digital assessment management system.

3. Course initial assessment reports must include identification of the course learning outcomes being assessed and their alignment with the relevant program and institutional learning outcomes; a narrative statement of the assessment strategy, including a copy or description of the student assignment, exam or student work assessed; a copy of the rubric, testing instrument, or other assessment tool used during the assessment; and a statement of expected student achievement expressed in quantitative terms. Course assessment results reports must include a statement of actual student achievement expressed in quantitative terms in relation to the course learning outcomes assessed; a narrative analysis of those results in relation to the course learning outcomes assessed; and the development of an action plan to improve instruction, curriculum, and/or assessment strategies based on those results.

4. Course “closing the loop” re-assessment reports must include identification of the course learning outcomes being assessed and their alignment with the relevant program and institutional learning outcomes; a statement of actual student achievement results of the follow-up assessment expressed in quantitative terms in relation to the course learning outcomes assessed; a narrative analysis of the actual student achievement results of the follow-up assessment; a discussion of the implementation of the action plan identified in the initial assessment results report; and a discussion of any planned modifications to instruction, curriculum, and/or assessment for the course going forward to improve student learning and achievement.

5. The non-instructional service and support unit assessment cycle requires that all units be assessed regularly on a schedule determined by the appropriate vice chancellor or director.

6. The unit assessment cycle includes the submission by unit faculty and staff of assessment reports as a regular component of the unit review process.

7. Unit assessment reports must include identification of the unit outcomes being assessed and their alignment with the relevant institutional learning outcomes; a narrative statement of the assessment strategy, including a description of the unit services and/or activities assessed; a copy of the assessment survey, evaluation form or measurement instrument used in the assessment; a copy of the rubric or other results-analysis tool used in the assessment; and a statement of expected achievement of the unit outcomes expressed in quantitative terms. Unit assessment results reports must include a statement of the actual achievement of assessed unit outcomes expressed in quantitative terms; a narrative analysis of those results in relation to the unit outcomes assessed; and an action plan to improve unit services and/or operations in support of student success and achievement based on those results.

Rachel Solemsaas, Ed. D  
Chancellor  
Feb 1, 2022  
Date

"Haw 4.202 Assessment Policy_2022-01-14" History

Document created by Callie Villanueva (calliev@hawaii.edu)
2022-02-02 - 1:26:58 AM GMT - IP address: 66.8.144.183

Document emailed to Rachel Solemsaas (rsolems@hawaii.edu) for signature
2022-02-02 - 1:27:29 AM GMT

Email viewed by Rachel Solemsaas (rsolems@hawaii.edu)
2022-02-02 - 2:51:47 AM GMT - IP address: 104.28.72.33

Document e-signed by Rachel Solemsaas (rsolems@hawaii.edu)
Signature Date: 2022-02-02 - 3:45:54 AM GMT - Time Source: server - IP address: 72.234.110.184

Agreement completed.
2022-02-02 - 3:45:54 AM GMT
Welcome to Hawai‘i CC Assessment!

What is Assessment at Hawai‘i Community College?

Assessment is the process of gathering information on student learning and services for the purposes of evaluating and improving the learning environment. Assessment is the responsibility of everyone employed by Hawai‘i Community College and the College engages in systematic assessment of learning outcomes to ensure continuous improvement and create increased opportunities for student success. The College Council’s Assessment Committee provides leadership to ensure that the College achieves its mission by sponsoring assessment activities, encouraging meaningful assessment practices and experiences, and promulgating discovery based on results of the assessment process.
Need help? Contact us:

Reshela DuPuis, Ph.D.
Institutional Assessment Coordinator
Manono Campus
Hale Aloha, Rm 108
808-934-2649
reshelad@hawaii.edu
# STEPS in the COURSE ASSESSMENT PROCESS

<table>
<thead>
<tr>
<th>STEP</th>
<th>WHAT</th>
<th>WHO</th>
<th>WHEN</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>CLOs</strong>&lt;br&gt;Review the Course Outline of Record (COR) on Kuali: <a href="#">Kuali Curriculum Management System</a>.&lt;br&gt;Review the Course Learning Outcomes – CLOs to make sure they still reflect your learning goals for your students.&lt;br&gt;If the CLOs need revision, discuss with your department chair and teaching hui, draft revised CLOs, and submit a Fast Track revision proposal via Kuali.</td>
<td>Lead Faculty in consultation with DC &amp; teaching hui</td>
<td><strong>Before</strong> or at the beginning of the semester</td>
<td>Fast Track revision proposal(s) on Kuali</td>
</tr>
<tr>
<td>2</td>
<td><strong>SUMMATIVE ASSIGNMENT</strong>&lt;br&gt;Develop a CLO-based summative assignment(s) (end-of-term, comprehensive) for your students that will allow them to demonstrate back to you what they’ve learned and can do (content knowledge, skills, behaviors, analyses, etc.).&lt;br&gt;Summative assignments can include one or a combination of types of student work, e.g., exams, reports, papers, performances, presentations, projects, portfolios, etc. <strong>Be creative!</strong> Let your syllabus and teaching style be your guides. The best assignments are those that truly reflect your course and your goals for your students’ learning.&lt;br&gt;If your course has multiple sections and teachers, create guidelines for <strong>comparable</strong> CLO-aligned summative assignment(s) that all teachers can use when creating their unique section-specific assignment(s).</td>
<td>Lead Faculty &amp; teaching hui</td>
<td>Before or at the beginning of the semester</td>
<td>Include a copy as an attachment to your Initial Assessment Report on Campus Labs</td>
</tr>
</tbody>
</table>
**RUBRIC**

Develop a CLO-linked rubric to assess the summative assignment(s). Useful rubrics have these components:

**Indicators:** clearly defined areas of knowledge and skills that students should be able to demonstrate by the end of the course. Each Indicator should be linked (aligned) to one or more CLOs.

**Standards of achievement** with clearly-defined numerical scores for each category.

*Ex 1: on a 100-point scale*
- Exceeds = 90 to 100 pts
- Meets = 75 to 89 pts
- Partly Meets = 60 to 74 pts
- Does Not Meet = 0 to 59 pts

*Ex 2: on a 4-point scale*
- Exceeds = 4 pts
- Meets = 3 pts
- Partly Meets = 2 pts
- Does Not Meet = 1 pt & 0 pt

**Descriptors**
Clear, succinct statements that describe the quality and required components of student work at each achievement level.

*See model Rubric at the end of this Guide*

---

**Assessment PLAN**

Develop your assessment plan, which identifies:

- Who will be assessing the students’ work, i.e., the teacher alone (single section course); the teaching hui members only (multiple sections course);
the teacher or teaching hui plus faculty from outside the course; the teacher or teaching hui plus community experts from industry or related disciplines; etc.

- **How you’ll collect students’ work to be assessed.**
  Single section courses assess all students in the course.
  Multiple section courses may select a representative statistically-sound sample of students’ work (approx. 30% of student enrollment) chosen randomly from across the student roster.

- **Expectations of student achievement: what percentage of students you expect to score at the “Meet” and/or “Exceed” levels of achievement for each CLO, based on your rubric.**

<table>
<thead>
<tr>
<th></th>
<th>TEACH!</th>
<th>Lead teacher and/or teaching hui</th>
<th>All semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Teach your course as normal, following the Course Outline of Record and CLOs.</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>COLLECT &amp; ASSESS STUDENTS’ WORK</th>
<th>Assessment hui</th>
<th>At the end of the course</th>
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<tbody>
<tr>
<td>6</td>
<td>Following your Assessment Plan, collect the students’ work, gather your assessment hui, and score each student “artefact” using your rubric.</td>
<td></td>
<td>Report on Campus Labs</td>
</tr>
</tbody>
</table>

**Be positive and make sure the room is comfortable!** Set up conditions for open, honest and fair discussions about the assessors’ evaluations of the students’ work. *Snacks are always appreciated!*

<table>
<thead>
<tr>
<th></th>
<th>ANALYZE YOUR FINDINGS</th>
<th>Assessment hui</th>
<th>At the end of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Discuss the results and analyze what you found. Write up your analyses.</td>
<td></td>
<td>Report on Campus Labs</td>
</tr>
</tbody>
</table>
**REACH OUT if you need help analyzing your results!**

<table>
<thead>
<tr>
<th>Role</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Assessment Coordinator</td>
<td><a href="mailto:reshelad@hawaii.edu">reshelad@hawaii.edu</a></td>
</tr>
<tr>
<td>LBRT Dean</td>
<td><a href="mailto:mfwilson@hawaii.edu">mfwilson@hawaii.edu</a></td>
</tr>
<tr>
<td>CTE Dean</td>
<td><a href="mailto:jpky@hawaii.edu">jpky@hawaii.edu</a></td>
</tr>
<tr>
<td>DC Anne Chung</td>
<td><a href="mailto:archung@hawaii.edu">archung@hawaii.edu</a></td>
</tr>
<tr>
<td>DC Harold Fujii</td>
<td><a href="mailto:Haroldf@hawaii.edu">Haroldf@hawaii.edu</a></td>
</tr>
<tr>
<td>DC Meidor Hu</td>
<td><a href="mailto:meidor@hawaii.edu">meidor@hawaii.edu</a></td>
</tr>
<tr>
<td>DC Pamela Scheffler</td>
<td><a href="mailto:Pamela.scheffler@hawaii.edu">Pamela.scheffler@hawaii.edu</a></td>
</tr>
<tr>
<td>DC Robyn Kalauli</td>
<td><a href="mailto:robyng@hawaii.edu">robyng@hawaii.edu</a></td>
</tr>
<tr>
<td>DC Trina Nahm-Mijo</td>
<td><a href="mailto:Nahmmijo@hawaii.edu">Nahmmijo@hawaii.edu</a></td>
</tr>
<tr>
<td>Director Laura Hill</td>
<td><a href="mailto:hill24@hawaii.edu">hill24@hawaii.edu</a></td>
</tr>
</tbody>
</table>

**ACTION PLAN for IMPROVEMENT**

Develop an action plan to help improve student learning.

Action items can include one or any combination of:

- ✓ new or different teaching strategies;
- ✓ new or different assessment strategies (summative assignments, rubric or assessment plan);
- ✓ revisions to the COR or CLOs to more closely match the course as it currently is taught.
|   | IMPLEMENT the ACTION PLAN the NEXT TIME the COURSE IS TAUGHT  
Make sure all teaching faculty, instructors and lecturers, and your DC know and understand what actions they need to take to help improve student learning, based on the findings of the assessment project. | Teaching hui | Next time the course is taught  |
|---|---|---|---|
| 9 | RE-ASSESS to CLOSE the LOOP (CTL)  
The next time the course is taught, re-assess at the end of the semester using the original plan or revised elements (CLOs, assignments, rubric, etc.) based on your Initial assessment findings and Action Plan.  
Follow steps 6 through 9 above during the CTL re-assessment. At Step 8, Action Plan, develop a plan to help improve student learning for the rest of the 5-year cycle. | Lead Faculty & teaching hui | Next time the course is taught |
| 10 | | Report on Campus Labs |
|   | | Campus Labs OUTCOMES |
|   | | Campus Labs Resources page |
# Rubric Model

<table>
<thead>
<tr>
<th>CLO#</th>
<th>INDICATORS</th>
<th>EXCEEDS</th>
<th>MEETS</th>
<th>PARTLY MEETS</th>
<th>DOES NOT MEET</th>
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</thead>
<tbody>
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<td></td>
<td>Content Knowledge</td>
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<tr>
<td></td>
<td>Skills</td>
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<td></td>
<td>Abilities</td>
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<td></td>
<td>Analysis/integration</td>
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<tr>
<td></td>
<td>Discipline-specific formatting, style, writing mechanics</td>
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<tr>
<td></td>
<td>Citations (plagiarism)</td>
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</tbody>
</table>

**STANDARDS SCALE**

**DESCRIPTORS**
Policies and Procedures Manual
Hawai`i Community College

Purpose:

Hawai`i Community College is one of the organizations within the public University of Hawai`i system. As such, it is subject to a broad variety of laws, rules, regulations, formal agreements, and other internal and external policies and practices. These include: (1) the Board of Regents’ Policies (BORP); (2) Executive Policies issued by the UH President; (3) UH Systemwide Administrative Procedures Manual (APM); and (4) The University of Hawai`i Community Colleges Policies (UHCCP). (see http://uhcc.hawaii.edu/ovpcc/policies/index)

Responsibilities:

A. The Office of the Chancellor will be responsible for:
   1. Issuing all policies and procedures.
   2. Disseminating new or revised policies and procedures.
   3. Seeking appropriate consultation prior to issuing policies, e.g. the Academic Senate will be consulted in the issuance of academic policies.

B. The Office of Administrative Services will be responsible for:
   1. Publishing the manual, including any modifications.
   2. Maintaining an annual index of policies.

Numbering System:

The numbering system will be consistent with the BOR policies, the UH Executive Policies, and the UH Systemwide Administrative Procedures Manual. The numbering system is shown as Exhibit 1. Sections of the HawCC Administrative Policy and Procedures Manual may remain blank if there is no need for campus action on system wide policies.

Review of Policies:
Each policy will be reviewed every three (3) years. The purpose of the review is to ensure that any obsolete material is deleted, revisions are incorporated or a policy is abolished as requested. Substantive changes to policies will be done through consultation with the appropriate governance group. Editorial changes such as typographical corrections, changes due to reorganization, etc. will be done administratively.
EXHIBIT 1

HAWCC ADMINISTRATIVE POLICIES AND PROCEDURES MANUAL

Numbering System*

HAW 1.000  General Provisions
HAW 2.000  Administration
HAW 3.000  Organization
HAW 4.000  Planning
HAW 5.000  Academic Affairs
HAW 6.000  Tuition, Scholarships and Fees
HAW 7.000  Student Affairs
HAW 8.000  Business and Finance
HAW 9.000  Personnel

*Follows numbering system of Executive Policies from UH President’s Office, and the UH Systemwide Administrative Procedures Manual

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<thead>
<tr>
<th>Policy #</th>
<th>Policy Title</th>
<th>Issue Date</th>
<th>Most Current Review Date</th>
<th>Responsible Party</th>
<th>Date Reviewed by Admin</th>
<th>Indicate No Changes or Needs Revision</th>
<th>Website Updated</th>
<th>Comments</th>
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</thead>
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College Council      | 7/1/2021                | Needs revision to include policy development and review, defer to Fall 2022 |                   | Establish Kuali Build form for review and workflow |
College Council | 7/1/2021                | no changes               |                   | Sent to COC to review |
| HAW 3.302 | College Committee Structure                 | 7/1/1996   | 7/1/2021                 | Chancellor
College Council | 7/1/2021                | no changes               |                   | Sent to DC for review |
| HAW 3.303 | Program Advisory Councils                   | 8/30/1996  | 4/8/2022                 | Chancellor
College Council | 4/8/2022                | proposed changes to CoCo approval |                   | |
| HAW 3.201 | Campus Governance                            | 8/2/2009   | 7/1/2021                 | Chancellor
College Council | 7/1/2021                | no changes               |                   | Need to update and remove links that are outdated. |
College Council | 3/30/2022                | reviewed as part of QFE-IP |                   | No changes until QFE IP makes their proposal |
College Council | 9/8/2021                | 02/02/22                |                   | New, see notes on 5.202 |
| HAW 5.101 | Student Academic Grievance Policy           | 4/18/1991  | 10/1/2021                | VCAA
Academic Senate EPC | 10/1/2021                | No Changes               |                   | Beth |
Academic Senate EPC | 9/8/2021                | Needs revision; sent to EPC |                   | Sent to EPC for updates on 10/1/21 |
| HAW 5.250 | Course Review Policy and Procedure          | 2/1/2001   | 10/12/2021               | VCAA
Academic Senate EPC | 10/12/2021               | Needs revision; sent to EPC |                   | Lisa |
| HAW 5.253 | Course Outline of Record                    | 12/3/2012  | 10/13/2021               | VCAA
Academic Senate EPC | 10/13/2021               | No changes needed        |                   | |
| HAW 5.252 | Numbering Criteria for New and Modified Courses | 12/3/2012  | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Lisa                    |                   | |
| HAW 5.253 | Fast-Track Modification to a Course         | 3/9/2017   | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Lisa                    |                   | |
| HAW 5.254 | Curriculum Review Process                   | 1/0/1900   | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Lisa indicated needs review |                   | |
| HAW 5.301 | Grading Policy                              | 6/10/2002  | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Lisa                    |                   | |
| HAW 5.302 | "M" Grade Policy                            | 12/30/1997 | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Toni                   |                   | |
| HAW 5.303 | "I" Grading Policy                          | 8/10/2002  | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Toni                   |                   | |
| HAW 5.304 | Repeating Courses                           | 6/10/2002  | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Lisa indicated needs review |                   | |
| HAW 5.305 | Cross-listed Courses                        | 3/10/2003  | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Lisa                    |                   | Caroline |
| HAW 5.501 | Placement Testing                           | 7/1/1996   | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Toni                   |                   | |
| HAW 5.503 | Credit/No Credit Policy                     | 2/7/1997   | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Toni                   |                   | |
| HAW 5.504 | Final Examinations                          | 6/10/2002  | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Caroline                |                   | |
| HAW 5.505 | Last Date of Attendance for Completely Online Courses | 12/3/2012 | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Caroline                |                   | |
| HAW 5.601 | Credit by Institutional Exam Policy          | 12/30/1997 | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Caroline                |                   | |
| HAW 5.602 | Independent/Directed Studies Policy         | 8/10/1998  | 1/0/1900                 | VCAA
Academic Senate EPC | 1/0/1900                 | Lisa indicated needs review |                   | |
<table>
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<tr>
<th>HAW</th>
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<th>6/10/2002</th>
<th>1/0/1900</th>
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<td>5.604 Credit for Previous Non-English Language Study</td>
<td>6/10/2002</td>
<td>1/0/1900</td>
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<td>Brenda/Lisa</td>
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<td>5.605 Credit for Education Received While in Military Service</td>
<td>6/10/2002</td>
<td>1/0/1900</td>
<td>VCAA Academic Senate EPC</td>
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<td>HAW</td>
<td>5.606 College Level Examination Program (CLEP)</td>
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<td>1/0/1900</td>
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<td>HAW</td>
<td>5.607 Courses Fulfilling Two Different Area Requirements</td>
<td>3/10/2003</td>
<td>1/0/1900</td>
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<td>HAW</td>
<td>7.209 Transferring Credits from External Institutions</td>
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<td></td>
</tr>
<tr>
<td>HAW</td>
<td>7.220 English Proficiency Requirements for F1 Visa International Students</td>
<td>8/16/1999</td>
<td>3/7/2022</td>
<td>VCSA College Council</td>
<td></td>
</tr>
<tr>
<td>HAW</td>
<td>7.300 Adding and Withdrawing from Classes</td>
<td>2/1/1994</td>
<td>8/27/2021</td>
<td>VCSA College Council</td>
<td></td>
</tr>
<tr>
<td>HAW</td>
<td>7.502 Attendance, Disappearer, No-Show</td>
<td>10/5/1995</td>
<td>1/0/1900</td>
<td>VCSA College Council</td>
<td></td>
</tr>
</tbody>
</table>

What is the status of proposed revisions? CoCo minutes on 4/16/21 indicate a motion to approve the policy changes. A email request was sent to Resh asking for a copy of the finalized policy (3.7.22 CQ).

This policy was reviewed in EPC during the 2020-2021 AY. The committee determined the policy should be reviewed under CoCo. This policy needs to be revised. I will ask Counseling to review and add it to a future CoCo agenda for review (3.7.22CQ).

This policy can be reviewed after piloting alternative testing measures. Currently, there is a memo to temporarily allow the use of DUOLINGO. The policy can be revised once Admissions works with students who meet the English Proficiency using DUOLINGO. I don't recommend changing the policy until we know DUOLINGO meets Hawaii CC English Proficiency standards (3.7/22 CQ).

What is the status of proposed revisions? The committee proposed keeping the policy because of the other Class Attendance and Disappearer policies. Below are the comments from the committee that were put forward with the revised policy. The Class Attendance and Disappearer policies are still valid as this clarifies that instructors set their own attendance and grading standards. Policy amended to delete the previous HawCC No Show policy and be replaced with UH System EP 7.209 that became effective July 2020. EPC recommends that it continue to be under the policies related to Student Affairs as opposed to switching it to Academic Affairs. This is mainly due to the fact that attendance affects students in other areas such as scholarships and financial aid.
<table>
<thead>
<tr>
<th>Policy Number</th>
<th>Title</th>
<th>Date Adopted</th>
<th>Date Revised</th>
<th>Date Created</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>To be replaced with UH System policy once the policy has been adopted. Introduce in Nov 2021 CoCo. 05/10/22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ken, this policy should be revoked/terminated (what is the proper term?) and replaced with EP 1.209 Student Participation Verification in Coursework. The accompanying SOP will sit in the Record's office and can be shared with College Council once finalized. It is still be created for implementation for Spring 2021.</td>
</tr>
<tr>
<td>HAW 7.510</td>
<td>Student Academic Honors</td>
<td>7/1/1991</td>
<td>Spring 2022</td>
<td>VCASA</td>
<td>\n</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>May recommend changes in the future.</td>
</tr>
<tr>
<td>HAW 7.520</td>
<td>Satisfactory Academic Progress</td>
<td>10/5/1995</td>
<td>Spring 2022</td>
<td>VCASA</td>
<td>\n</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>May recommend changes in the future.</td>
</tr>
<tr>
<td>HAW 7.521</td>
<td>Academic Renewal Policy</td>
<td>4/2/2009</td>
<td>Spring 2022</td>
<td>VCASA</td>
<td>\n</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>May recommend changes in the future.</td>
</tr>
<tr>
<td>HAW 7.901</td>
<td>Death of a HawCC Student</td>
<td>10/5/1995</td>
<td>Spring 2022</td>
<td>VCASA</td>
<td>3/7/22 revealed policy. This policy does not need to be revised at this time. In the future, the policy may include death by suicide.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Needs revision.</td>
</tr>
<tr>
<td>HAW 8.560</td>
<td>Retention and Disposition of Applications for Contract Renewal, Tenure and Promotion</td>
<td>8/12/2002</td>
<td>1/0/1900</td>
<td>Chancellor</td>
<td>College Council</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Needs revision.</td>
</tr>
<tr>
<td>HAW 9.104</td>
<td>Evaluation of Lecturers</td>
<td>8/25/1999</td>
<td>1/0/1900</td>
<td>VCAA</td>
<td>Academic Senate FPC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Needs revision.</td>
</tr>
<tr>
<td>HAW 9.203</td>
<td>Five-year Evaluation of Faculty</td>
<td>8/25/1999</td>
<td>1/0/1900</td>
<td>VCAA</td>
<td>Academic Senate FPC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Needs revision.</td>
</tr>
<tr>
<td>HAW 9.204</td>
<td>Student Evaluation of Instructors and Lecturers</td>
<td>8/15/1999</td>
<td>10/15/2021</td>
<td>VCAA</td>
<td>Academic Senate FPC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Revisions made.</td>
</tr>
<tr>
<td>HAW 9.203</td>
<td>Peer Evaluation of Instructors and Lecturers</td>
<td>8/25/1999</td>
<td>1/0/1900</td>
<td>VCAA</td>
<td>Academic Senate FPC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Needs revision.</td>
</tr>
<tr>
<td>HAW 9.205</td>
<td>Awarding of Emeritus Title</td>
<td>8/25/1999</td>
<td>1/0/1900</td>
<td>VCAA</td>
<td>Academic Senate FPC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Revisions passed &amp; updated.</td>
</tr>
<tr>
<td>HAW 9.300</td>
<td>Equal Employment Opportunities/Affirmative Action (EEO/AA) Policy</td>
<td>8/25/1999</td>
<td>1/0/1900</td>
<td>VCAA</td>
<td>Academic Senate FPC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Revisions passed &amp; updated.</td>
</tr>
<tr>
<td>HAW 9.900</td>
<td>Policy for gifts in kind and procedures (housekeeping)</td>
<td>8/25/1999</td>
<td>1/0/1900</td>
<td>VCAA</td>
<td>Academy Council</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Need to set up, policy approved in ??</td>
</tr>
</tbody>
</table>

**Things to check:**
1. If our policy number matches or aligns with a system policy (for example, 5.301).
2. Checking any reference to system policies that may have changed or been repealed.
3. If our policy does not have campus-specific policies or procedures, consider replacing with the system level policy.
4. If there are hyperlinks in the policy, test them to ensure they are not broken.
Cell: F42
Comment: since this is an admission requirement, should stay with VCSA & College Council
Rachel Sollemusaas
HAWAI'I CC COVID-19 INFORMATION

In response to the ongoing COVID-19 pandemic, personal safety practices are still in effect (https://www.hawaii.edu/covid19-guidelines/personal-safety-practices/). Find more information about what you need to do to stay safe, please visit hawaii.hawaii.edu/covid-19 (/.../covid-19).

Resources for Faculty & Staff

Note: In order to view the PDF documents in this section, you will need to have the free Adobe Acrobat Reader software installed on your computer. Download Adobe Acrobat Reader (https://get.adobe.com/reader/)
Campus Support Services

Course Evaluation System (CES)

Contract Renewal, Tenure and Promotion

Curriculum Resources

Directory Services

Faculty and Lecturer Evaluation

Faculty and Staff Awards

Governance

Grant Opportunities

Human Resources

Kauhale Engagement Activities
Labor Organizations

Policies & Procedures

Professional Development

Publications

VOIP Telephone Documents

Teaching Resources
Aloha Community College Faculty, Staff, and Administrators,

As we wrap up the 2020-2021 academic year, I wanted to reach out to you and provide an update of our budget and resource planning. First, many of us have worked so hard over the last year in continuing to support our students and colleagues. In spite of the challenging and changing public health situation, you persisted in supporting improved student experiences and outcomes by facilitating learning, serving students, and ensuring smooth campus operations to enable more than 23,000 students to progress toward their educational and career goals. Thank you for your commitment to students and your campus community.

Throughout this past academic year, we engaged in campus and system level discussions and planning. Thank you for the countless hours of hard work and critical thinking that went into the conversations and report writing (uhcc.hawaii.edu/ovpcc/uhcc-planning). Many of the work groups proposed measures that were innovative, collaborative, and cost saving. These lead us in the right direction of providing the education and training that Hawai‘i and our students need for recovery and resilience in the years to come and as directed by the Board of Regents. We appreciate the number of faculty who are engaging in summer professional development and planning to improve instruction, align curriculum, and coordinate scheduling. We will continue to move forward on centralization of certain functions to better serve our students and community. We will continue working through the summer with our governance groups, strategic planning councils, and planning work groups.

We had hoped to have a fourth and final UHCC Organizational and Resource Planning document out by the end of Spring 2021. However, as you may have seen news coverages and communications from union leaders, the Legislature took action to cut the overall UH budget. We are uncertain of the impact that this may have on the UHCCs. Later this summer, we anticipate a better understanding of the CCs’ fiscal situation for the upcoming year based on the actions of the Governor, UH President, and Board of Regents.

In the meantime, I am reviewing recommendations provided by faculty, staff, and administrators through our 2020-2021 planning processes. Subsequently, I will share a fourth UHCC Organizational and Resource Planning memo once we have a better understanding of the CC budget situation.

The good news is the vaccinations are readily available and we can hope for a more normal 2021-2022 academic year, especially by Spring 2022. Once again, I thank you for your ongoing service and support to ensure our students are receiving the best educational experience possible. Enjoy your summer and if you have not done so yet, I encourage you to get the COVID-19 vaccination.

Erika Lacro
Vice President for Community Colleges
MEMORANDUM

TO: Erika Lacro, Vice President for Community Colleges
FROM: Ardis Eschenberg, Chancellor on behalf of UHCC IR Workgroup
SUBJECT: Proposal for UHCC Institutional Research (IR)

In support of UHCC Organizational and Resource Planning for Fiscal Year 2022 and Beyond (http://uhcc.hawaii.edu/ovpcc/uhcc-planning), this document proposes a redesigned post-COVID IR resources plan. This third memorandum builds on workgroup reports dated 11/9/20 and 3/15/21.

IR Vision Statement
The University of Hawai’i Community Colleges (UHCC) benefit from high-quality and responsive institutional research that provides reliable, timely, and valuable information to advance the system and campus mission, decision-making, and institutional effectiveness.

Campus-level and System-level IR Activities
The workgroup completed a needs assessment by campus over March 2021 to July 2021 to identify the core and common projects, functions, and demands of IR in the UHCC System. In addition, the workgroup evaluated potential functions and operational efficiencies that could be gained through centralization and sharing of common IR activities. A non-exhaustive list of projects by area are shown in Table 1.

Table 1. UHCC Institutional Research Activities by Level

<table>
<thead>
<tr>
<th>Campus-Level Activities</th>
<th>System-Level Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Campus Accreditation (ACCJC)</td>
<td>● UHCC Dashboard Directory</td>
</tr>
<tr>
<td>● Annual and Comprehensive Program Reviews</td>
<td>● Institutional Measures ○ Admissions, Enrollment, Degrees &amp; Certifications</td>
</tr>
<tr>
<td>● Academic, Student Support, and Continuing Education Self-Studies</td>
<td>● UHCC Strategic Directions</td>
</tr>
<tr>
<td>● Data governance, training, controls</td>
<td>● Performance Indicators</td>
</tr>
<tr>
<td>● Recruitment and Marketing</td>
<td>● Transfer Measures</td>
</tr>
<tr>
<td>● Campus Strategic Initiatives</td>
<td>● Equity Report on all Measures</td>
</tr>
<tr>
<td>● Grants &amp; Contracts Support</td>
<td>● Annual Report of Program Data</td>
</tr>
<tr>
<td>● Institutional Surveys and Reports</td>
<td>● Perkins Reporting</td>
</tr>
<tr>
<td>● Ad Hoc reporting</td>
<td>● Workforce Outcomes</td>
</tr>
<tr>
<td>● Assessment support</td>
<td>● CC-wide Survey Administration: CCSSE, NCCBP</td>
</tr>
</tbody>
</table>
UHCC IR Staffing Plan

The proposed staffing plan of 11.0 FTE across the UHCC system reflects a net reduction of 1.0 FTE relative to pre-COVID (March 2020) IR analyst staffing levels of 12.0 FTE. The workgroup recommends the following organization of UHCC Institutional Analyst resources:

- 1 full-time equivalent (FTE) Institutional Analyst position reporting to the Chancellor (or designee) at five campuses: HAW, HON, KAU, MAU, and WIN.
- 2 FTE Institutional Analyst positions reporting to the Chancellor (or designee) at 2 campuses: KAP and LEE. Campuses with more than 1 FTE will have the expectation to play a more involved role in cross-campus and shared IR activities.
- 2 FTE Institutional Analyst positions reporting to the OVPCC (or designee) at UHCC System.
- All Analyst positions to be redescribed to APT positions with or without IT designations as appropriate.

The recommendation is that every institution have at least one dedicated IR Analyst to meet campus-specific needs and institutional effectiveness. Two FTE analyst positions are recommended at Kapiʻolani CC and Leeward CC with the collegial agreement that these campuses will have higher capacity to participate or lead cross-campus and shared IR activities. Two FTE analyst positions are recommended at OVPCC to support system-wide needs, strategy, and collaborative projects. Recommended levels are below the reported average IR office size of 2.9 FTE among public, 2-year institutions among respondents to the 2015 and 2018 Association for Institutional Research (AIR) National Survey of IR Offices.

The proposed IR staffing, by campus, relative to current and pre-COVID staffing levels are presented in Table 2.

Table 2. Institutional/Policy Analyst Staffing by UHCC Campus

<table>
<thead>
<tr>
<th>CAMPUS</th>
<th>Pre-COVID FTE (2020)</th>
<th>CURRENT FTE (2021)</th>
<th>PROPOSED FTE (2022)</th>
<th>NOTES/ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAW</td>
<td>1.0</td>
<td>0.0</td>
<td>0.0</td>
<td>REDUCE (78399 vacant) No IR FTE requested by campus. Data analysis needs fulfilled by other means.</td>
</tr>
<tr>
<td>HON</td>
<td>2.0</td>
<td>2.0</td>
<td>1.0</td>
<td>REDUCE (upon retirements or position changes)</td>
</tr>
<tr>
<td>KAP</td>
<td>3.0</td>
<td>2.0</td>
<td>2.0</td>
<td>REDUCE (81627 vacant)</td>
</tr>
<tr>
<td>KAU</td>
<td>1.0</td>
<td>0.0</td>
<td>1.0</td>
<td>REHIRE (82968 Faculty IR - vacant; redescribe to APT position)</td>
</tr>
<tr>
<td>LEE</td>
<td>2.0</td>
<td>1.0</td>
<td>2.0</td>
<td>REHIRE - (81531 PBB Analyst position swept)</td>
</tr>
<tr>
<td>MAU</td>
<td>2.0</td>
<td>0.0</td>
<td>1.0</td>
<td>REHIRE (82778 Faculty IR - vacant; redescribe to APT position)</td>
</tr>
</tbody>
</table>
Recruitment Schedule and Changes to Existing IR Capacity
There is urgency for campuses where currently no IR staffing exists. It is also noted that recruiting talented IR professionals to UHCCs may take time. The workgroup recommends filling positions in the following priority:

1. Kaua‘i Analyst #1
2. Maui Analyst #1
3. OVPCC System Analyst #1 (position from KAP)
4. OVPCC System Analyst #2 (position from HON)
5. Leeward CC Analyst #2

Honolulu CC currently has 2 filled FTE Analyst positions and no formal position changes are requested at this time. They are expected to play a larger role in cross-campus IR projects. If a position becomes available, Honolulu should not hire beyond 1.0 FTE IR Analyst positions. The second IR position should be re-allocated to OVPCC to hire a System-level Analyst.

Kapi‘olani CC currently has 2 filled and 1 vacant FTE Analyst positions. It is recommended that the vacant position be re-allocated to OVPCC to hire a System-level Analyst. Kapi‘olani should continue with 2 FTE Analyst positions and are expected to play a larger role in cross-campus IR projects.

No changes are recommended for Windward CC although it is noted that they are managing the retirement of their IR Director appointed from faculty.

Benefits and Risks
Centralizing two Institutional Analyst positions at the OVPCC level supports the strategy toward a collaborative CC system with consistent data measures and common practices for shared IR activities. The benefits of clear reporting lines enable Chancellors to manage their local IR work load without concern that their resources will be pulled to other campus demands. When Chancellors require IR support beyond the capacity or skill-set of their local IR staff, then they should seek support from the OVPCC IR unit before reaching out to other campus IR.

It is noted that IR staff across the UHCCs have informally collaborated, trained, and relied upon each other and is well suited to continue that collegial practice. Weekly communication across campus IR staff is the norm. There is the risk, however, of developing siloed IR resources with the recommended campus and system-based IR organization.

In addition, UHCC IR offices will continue to work with counterparts at the UH Mānoa, Hilo, UH West Oahu, and with the UH System Institutional Research, Analysis and Planning Office.
KAʻAO - KAI (Kauhale Analytics & Intelligence)  
Culture of Evidence Using the Kaʻao Framework

Hua: Anchored In the spirit of E ʻImi Pono  
In the spirit of E ʻImi Pono (seeking/experiencing excellence), Hawaiʻi Community College is committed to a culture of evidence that informs how we support lifelong learners, capable of meeting the complex challenges of our island and global communities.

We believe that a rigorous analysis of relevant data and information will contribute to achieving our ILOs.

Haʻalele: Data, information & report, see factbook
- What data & information are you seeking?  
- Why are you seeking this information? Who is the audience?  
- How do you see your inquiry strengthening our ILO?

Huakaʻi: Analytical Review and Storytelling (sharing)
- Please describe at least 3 takeaways from this data. You may use guiding questions below.  
  ○ How does this information support our mission, ILO and Goals (1. Ensuring success of our students, 2. Meeting educational needs of Hawaiʻi Island, and 3. Strengthening our Kauhale)  
  ○ How does this information support your work plan and your goals and duties/responsibilities  
- Please describe at least 2 actions you and/or your unit and/or campus leadership and/or our Kauhale can take now.  
  ○ Consider what we should stop doing  
  ○ Consider what we should continue to do  
  ○ Consider what we should start doing  
- Please describe at least one question or clarification you still have

Hoʻina: Tangible actions and Next Steps
What are the themes and recommendations?

Haʻina: Evaluation and Reflection
On the next evaluation or after implementation, what have we learned? How do we move forward?
### Analytics, Evaluation and Data Functions

<table>
<thead>
<tr>
<th>Data Mining, Data Integrity</th>
<th>Analytics (Storytellers)</th>
<th>Presentation &amp; Informatics</th>
<th>Evaluation (Consultants)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Hawai‘i CC administrator, faculty &amp; staff using ODS, Banner, academic logic, etc. plus UH and UHCC dashboard)</td>
<td>(College Council with KAIAC, Student Success Group (High Priorities group includes Onboarding, Online or DE, returning adults, FYE) <strong>Foster Data Driven, Evidence Based Culture</strong></td>
<td>(Webmaster &amp; External Relations, CM-DMA Interns &amp; student workers, Admin/Clerical)</td>
<td><strong>Grants evaluation, external (hire consultants), independence is key</strong></td>
</tr>
</tbody>
</table>
| *Data for Applications, e.g. Maxient
*Data for Queries and Reports | *Trends and Longitudinal (e.g. predictive, forecast) analysis of Institutional indicators, outcomes, Enrollment: (Student Success Group)
*Interpretation of data results for:  - CCSSE (Student Success Group, CoCo)
  - Climate Survey (CoCo)
  - Benchmark Survey (UH)
  - IPEDS (UHCC)
  - DXP P-20(Student Success Group)
  - Hawaii County Census Data (Student Success Group)
  - Grad/Leaver Results survey (Student Success Group)
*Adhoc analysis & drill down analysis (Student Success Group) | *Dashboards
*Presentations or Powerpoint
*Website/social media | |
| ● Accreditation
● SARA
● ARPD
● Factbook
● IPEDS
● Budget
● Enrollment
● Student Profile & Outcomes
● Grad/Leaver
● Misc. student & academic support reports e.g Fin Aid, tutoring (respective areas)
  - *Data for grants/contracts
  - Other student satisfaction surveys & feedback
*Data input & checking, auditing, cleaning, scrubbing  - ARPD (each program under UHCC guidance)
  - Data collection, survey
*Data Dictionary (creating & maintaining) | | | |
| *Data for Applications, e.g. Maxient
*Data for Queries and Reports | *Trends and Longitudinal (e.g. predictive, forecast) analysis of Institutional indicators, outcomes, Enrollment: (Student Success Group)
*Interpretation of data results for:  - CCSSE (Student Success Group, CoCo)
  - Climate Survey (CoCo)
  - Benchmark Survey (UH)
  - IPEDS (UHCC)
  - DXP P-20(Student Success Group)
  - Hawaii County Census Data (Student Success Group)
  - Grad/Leaver Results survey (Student Success Group)
*Adhoc analysis & drill down analysis (Student Success Group) | *Dashboards
*Presentations or Powerpoint
*Website/social media | |
| ● Accreditation
● SARA
● ARPD
● Factbook
● IPEDS
● Budget
● Enrollment
● Student Profile & Outcomes
● Grad/Leaver
● Misc. student & academic support reports e.g Fin Aid, tutoring (respective areas)
  - *Data for grants/contracts
  - Other student satisfaction surveys & feedback
*Data input & checking, auditing, cleaning, scrubbing  - ARPD (each program under UHCC guidance)
  - Data collection, survey
*Data Dictionary (creating & maintaining) | | | |
| Use data to drive decisions. What do we want to accomplish as a campus? More thoughtful and comprehensive. Be strategic in how data are looked at. | | | |
TEAM SUPPORT
*KAIAC membership & role (ANALYTICS versus Vetting)

*Create subject matter experts SME INFO Experts HUI Admin sponsored committee High Priorities Group (data & analytics team)

Notes with Mary

- Smartsheets - expires August, Jason has access. Link is on the website. Melanie requests will be completed
- Website
- CCSSE, determine evaluation is it still KAIAC Joni as key contact with Emilio
- Climate survey, KAIAC consultation Carrie and Sam about next steps
- Tableau, UHCC templates. Also heard California system dashboard
- IPEDS, UH with Jason, data cleaning & integrity
- NC SARA Leanne U. will complete before Mary leaves
- ACCJC requests, done. Jason is trained
- NCCBP, no longer needed
The Hawai‘i Data eXchange Partnership (DXP) is a partnership of five state agencies committed to cross-agency data sharing in order to improve education and workforce outcomes in the state.

How can you use DXP data to make Hawai‘i a better place?

Hawai‘i DXP collectively governs Hawai‘i’s Statewide Longitudinal Data System, which links cross-agency data throughout the education-to-workforce pipeline.
Prepare our youngest citizens for success.

K–12
Ensure that every keiki is ready for college and workforce.

Postsecondary
Meet Hawai’i’s economic needs.

Workforce
Support Hawai’i’s labor force throughout their careers.

DATA & PUBLICATIONS OVERVIEW →

Popular
College and Career Readiness Indicators (CCRI)

Readiness outcomes that show how well high school seniors meet the DOE’s vision of a Hawai‘i public school graduate.

NOTE: CCRI Reports are also available in PDF format.

Data in Action

How DXP Data is Supporting Student and Workforce Outcomes

Search Data & Publications

Search by sector or data product type.

Did You Know?
Public school graduates who earned a Science, Technology, Engineering, and Math (STEM) pathway had higher college enrollment rates compared to the statewide average.
We collaborate to make meaning from data for solving Hawaii's pressing challenges.
Two Accessible Data Management Solutions For Non-Profits
Jun 17, 2022

Aligning Data to Outcomes: Our Approach to Developing a Thoughtful Data Strategy
May 23, 2022

Working With Census Data Today
Apr 20, 2022

A Simple Guide to Data Visualization for Non-Profits
Mar 8, 2022

Understanding Household Need: Our Data Support Tools & Resources
Feb 7, 2022

Our Focus on Household Need Data in 2022
Jan 11, 2022
About Us

We work to ensure that data for solving pressing challenges in Hawaii is accessible, relevant, and meaningful.

We collaborate to dive deep on important issues, building data and evidence capacity where it is needed the most.

When data guides how we understand what's happening, why, and what to do about it, we all achieve better outcomes.
Our Priorities

Building Data Capacity
Supporting organizations working on pressing challenges that often have limited resources and bandwidth to maximize the benefit of their data.

Improving Data Accessibility
Leaders working to address important issues need accessible, relevant and timely data – and tools to guide insight – to ensure resources are allocated effectively.

Framing the Hawaii Data Landscape
Developing a common understanding and language around the importance of data in order to catalyze efforts to make essential data readily available.

The Hawaii Data Collaborative is currently focused on supporting the community of
individuals and organizations working with households in need to ensure quality, timely and relevant data is available to address this pressing challenge.
HawCC General Education Learning Outcomes and Benchmarks

Procedures to amend General Education Learning Outcome Descriptors will be developed by the General Education Committee and confirmed by the Academic Senate.

There are 10 General Education Learning Outcomes (GELOs) and within each, a set of benchmarks identified by letters. Benchmarks were developed by the Academic Senate’s ad hoc General Education Committee and were based on what was found in a survey of the literature for standards used by professional organizations and associations to describe competence in specific fields. Such organizations include but are not limited to: Association of American Colleges and Universities, National Council of Teachers of Mathematics, Association for College and Research Libraries, etc.

1. Communication - Speak and write to communicate information and ideas in professional, academic and personal settings.

<table>
<thead>
<tr>
<th>Speech Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. identify and analyze the audience and purpose of any intended communication;</td>
</tr>
<tr>
<td>b. use effective oral expression to initiate and sustain discussions, ask questions and obtain information;</td>
</tr>
<tr>
<td>c. research, organize, outline, and present informative and persuasive speeches;</td>
</tr>
<tr>
<td>d. apply skills of effective listening;</td>
</tr>
<tr>
<td>e. develop a main idea clearly and concisely with appropriate content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. understand and employ the writing process, including pre-writing, drafting, revising, and editing;</td>
</tr>
<tr>
<td>b. develop a main idea clearly and concisely with appropriate content;</td>
</tr>
<tr>
<td>c. write an essay with a clear thesis and purpose, in a form appropriate to academic writing;</td>
</tr>
<tr>
<td>d. demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.</td>
</tr>
</tbody>
</table>
2. **Critical Reading** - Read critically to synthesize information to gain understanding.

**Benchmarks** indicate a student is able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong></td>
<td>identify a writer’s purpose, main idea, organizational patterns, tone, audience, bias and point of view;</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>analyze, organize, evaluate, and synthesize ideas from textbooks, periodicals, literature, and electronic sources;</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>use appropriate reading techniques depending on the material and purpose.</td>
</tr>
</tbody>
</table>

3. **Critical Thinking** - Make informed decisions through analyzing and evaluating information.

**Benchmarks** indicate a student is able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong></td>
<td>identify and analyze assumptions and underlying points of view relating to an issue or problem;</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>formulate research questions that require descriptive and explanatory analyses;</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis;</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence;</td>
</tr>
<tr>
<td><strong>e.</strong></td>
<td>apply problem-solving techniques and skills, including the rules of logic and logical sequence;</td>
</tr>
<tr>
<td><strong>f.</strong></td>
<td>synthesize information from various sources, drawing appropriate conclusions;</td>
</tr>
<tr>
<td><strong>g.</strong></td>
<td>reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others;</td>
</tr>
<tr>
<td><strong>h.</strong></td>
<td>demonstrate the ability to combine elements that lead to new expressions and create new products.</td>
</tr>
</tbody>
</table>
4. **Information Competency** – Retrieve, evaluate, and utilize information.

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Indicate a student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong></td>
<td>Define and articulate his/her information need;</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>Retrieve and evaluate information from a variety of sources;</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>Synthesize information from a variety of sources;</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>Use information ethically, cite it appropriately, and understand what plagiarism is.</td>
</tr>
</tbody>
</table>

5. **Technological Literacy** -- Employ computer technology to perform academic and professional tasks.

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Indicate a student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong></td>
<td>Demonstrate proficiency in using applications such as those used for word processing, spreadsheets and presentations;</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>Apply knowledge of security, ethical, and legal standards while using technology;</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>Use electronic technology tools such as e-mail, discussion boards, video-conferencing and social networking sites appropriately and with proper etiquette;</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>Use basic terminology associated with technology.</td>
</tr>
</tbody>
</table>
6. **Quantitative Reasoning** -- Apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate real-world problems in quantitative terms.

<table>
<thead>
<tr>
<th><strong>Benchmarks</strong> indicate a student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. apply appropriate modeling strategies, which include algebraic, statistical, estimation, inductive and/or deductive reasoning techniques to solve real-world problems arithmetically;</td>
</tr>
<tr>
<td>b. interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them;</td>
</tr>
<tr>
<td>c. represent mathematical information symbolically, visually, numerically, and verbally to express abstractions and manipulate symbols within a logical system;</td>
</tr>
<tr>
<td>d. estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.</td>
</tr>
</tbody>
</table>

7. **Areas of Knowledge** -- Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and humanities.

**Natural Sciences**

<table>
<thead>
<tr>
<th><strong>Benchmarks</strong> indicates a student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. use the basic terminology of theories, structures or processes of the natural sciences</td>
</tr>
<tr>
<td>b. demonstrate an understanding of the theories of the natural sciences, specifically in the physical or biological sciences</td>
</tr>
<tr>
<td>c. use the scientific method-- including observation, experimentation and scientific reasoning</td>
</tr>
</tbody>
</table>

**Social Sciences**

<table>
<thead>
<tr>
<th><strong>Benchmarks</strong> indicate a student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. use the basic terminology of theories, structures or processes in the social sciences;</td>
</tr>
<tr>
<td>b. demonstrate an application of social science theories, principles or concepts to understanding one’s self, family or community;</td>
</tr>
<tr>
<td>c. systematically study human behavior using research methods of the social sciences.</td>
</tr>
</tbody>
</table>

**Humanities**

<table>
<thead>
<tr>
<th><strong>Benchmarks</strong> indicate a student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. use the basic terminology of the humanities, which encompass the following disciplines: history, philosophy, language, religion and the arts, including visual, performing or creative;</td>
</tr>
<tr>
<td>b. demonstrate an understanding of the theories of the humanities;</td>
</tr>
<tr>
<td>c. apply methods or modes of inquiry used in the study of the humanities.</td>
</tr>
</tbody>
</table>
8. **Self and Community** - Engage in activities demonstrating understanding of one’s relationship with one’s communities and environments.

<table>
<thead>
<tr>
<th>Benchmarks indicate students are able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. communicate an understanding of community or environmental issues;</td>
</tr>
<tr>
<td>b. participate in activities of personal and public concern that are both life enriching and beneficial to the community;</td>
</tr>
<tr>
<td>d. analyze what she/he has learned as it relates to a clarified sense of civic identity and continued commitment to public action.</td>
</tr>
</tbody>
</table>

9. **Cultural Diversity** -- Articulate and demonstrate an awareness and sensitivity to cultural diversity.

<table>
<thead>
<tr>
<th>Benchmarks indicate a student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. explain insights about his/her own cultural rules and biases and suspend judgment in valuing his/her interactions with different cultures;</td>
</tr>
<tr>
<td>b. demonstrate understanding of the elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices;</td>
</tr>
<tr>
<td>c. express an understanding of cultural similarities and differences.</td>
</tr>
</tbody>
</table>

10. **Ethics** -- Articulate and demonstrate knowledge of ethical behavior and the process of ethical decision-making

<table>
<thead>
<tr>
<th>Benchmarks indicate a student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. demonstrate an understanding of ethical principles from a disciplinary point of view.</td>
</tr>
<tr>
<td>b. reflect on, analyze and evaluate ethical dilemmas.</td>
</tr>
<tr>
<td>c. state the implications of choosing various principles of action.</td>
</tr>
</tbody>
</table>

**Academic Senate history of General Education Learning Outcomes and Benchmarks (formerly Descriptors)**

- First Reading—April 29, 2011
- Second Reading—May 6, 2011
- Action—September 23, 2011; approved as amended, September 23, 2011: Procedures to amend
- General Education Learning Outcome Descriptors will be developed by the General Education Committee and confirmed by the Academic Senate
- Communication descriptors revised by Academic Senate, Jan. 27, 2012 and further amended by the Academic Senate, Feb. 17, 2012
- Housekeeping edits to selected descriptors, March 2, 2012
- Revisions unanimously approved by the HawCC Academic Senate, September 27, 2013
- Revisions to General Education Learning Outcome 10, Ethics, and its Benchmark a. were proposed by the Liberal Arts DCs, unanimously endorsed by the ad hoc GE Committee and unanimously approved by the Academic Senate, May 9, 2014.
What are PLOs?

Program Learning Outcomes specify what students will know and be able to do after completing a designated program of study. PLOs are focused on the significant components of a program or discipline and are intended to prepare students for continued success in their future educational and career paths and contributions to their community.

Program faculty and staff are responsible for the development, revision, and assessment of program learning outcomes, including alignment with appropriate course and institutional learning outcomes. Each program's learning outcomes align to at least one of the institutional learning outcomes and all programs are responsible to provide students opportunities to achieve the general education learning outcomes.

Program outcomes primarily are evaluated through course-level assessments and programs are encouraged to comprehensively evaluate PLOs through cross-course and cross-disciplinary assessment projects. Programs include discussions of assessments in their annual and comprehensive program reviews, including strategies, results and changes made to improve instruction and/or assessment, and assessment data informs program action plans for overall improvements in student success.

For the Course Reports Archive, click here

Program Learning Outcomes

- Accounting (ACC)
- Administration of Justice (AJ)
- Agriculture (AG)
- Architectural, Engineering & CAD Technologies (AEC)
- Auto Body Repair & Painting (ABRP)
- Automotive Mechanics Technology (AMT)
- Business Technology (BTEC)
- Business Technology - Medical Office Assistant (BTEC-MOA)
- Carpentry (CARP)
- Creative Media/Digital Media of Arts (CM-DMA)
- Culinary-East Hawaii (CULN-EH)
- Culinary-West Hawaii (CULN-WH)
- Diesel Mechanics (DISL)
- Early Childhood Education (ECED)
- Electrical Installation & Maintenance Technology (EIMT)
- Electronics Technology (ETRO)
- Fire Science (FIRE)
- Hospitality & Tourism (HOST)
- Human Services (HSER)
- Hawaiian Studies (HWST)
- Information Technology (IT)
- Liberal Arts (LBRT)
- Marketing (MKT)
- Machine Welding & Industrial Mechanics Technology (MWIM)
Natural Sciences (NSCI)
Nursing (NURS)
Practical Nursing (PRCN)
Substance Abuse Counseling (SUBS)
Tropical Forest Ecosystem & Agroforestry Management (TEAM)
Institutional Learning Outcomes

Nā Hopena Aʻo Honua Kula

Hawaiʻi Community College has adopted new Institutional Learning Outcomes. Beginning in Fall 2017, the College has implemented assessment strategies for the ILOs below.

Na nā kānaka ʻimi naʻauao o ke Kauhale e:

1. Communicate effectively in a variety of situations.
   - Hoʻokaʻaʻike pono i nā manawa like ʻole.

2. Utilize critical thinking to solve problems and make informed decisions.
   - Noʻonoʻo loi ma ka huli ʻana i ka hāʻina a hoʻoholo manaʻo me me naʻauao.

3. Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaiʻi island, as well as other cultures of the world.
   - Kōkua i ke kaiapuni, me ka ‘ike a me ka mākau, a me ka mahalo hoʻi i nā kānaka ʻōiwi a me nā moʻomeheu ʻōiwi o Hawaiʻi nei, a me nā moʻomeheu ʻē aʻe o ka honua.

4. Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
   - Kūlia i ka nuʻu ma ka ʻimi naʻauao a ma ka ʻōihana hoʻi ma o ka huli ʻana ma nā ʻōihana a me nā kumuwaiwai maikaʻi.

5. Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
   - Hoʻopuka a hoʻomau i kekahi kaiapuni aʻo maluhia me ona kaiapuni ʻōihana e mahalo i ke kanaka a me ke kaiapili.

6. Contribute to sustainable environmental practices for personal and community well-being.
   - Mālama i ke kaiapuni no ke ola pono ʻana o ke kanaka a me ke kaiapulu.

Institutional Learning Outcomes are achieved by our Kauhale of lifelong learners as a result of their experiences at the college. They state what our Kauhale of lifelong learners will be able to do based on their experiences at the College. The development, revision and assessment of institutional learning outcomes belong with the College Council.
HAWAI'I CC COVID-19 INFORMATION

In response to the ongoing COVID-19 pandemic, personal safety practices are still in effect (https://www.hawaii.edu/covid19-guidelines/personal-safety-practices/). Find more information about what you need to do to stay safe, please visit hawaii.hawaii.edu/covid-19 (../.. covid-19).

GE Philosophy

General Education Philosophy:

For the learner, general education at Hawai'i Community College fosters self-awareness; broadens the understanding of an individual's roles within communities and environments; supports cultural understanding; emphasizes the breadth and interconnectedness of knowledge; and creates a foundation for continued personal, intellectual and professional development.

General Education Designation:
The course designation process for AAS degrees involves agreements between the degree program and discipline faculty who approve courses as appropriate for meeting the program's Cultural, Natural, and Social Environments GE requirements.

General Education Learning Outcomes:

1. **Communication**: Speak and write to communicate information and ideas in professional, academic and personal settings.

2. **Critical Reading**: Read critically to synthesize information to gain understanding.

3. **Critical Thinking**: Make informed decisions through analyzing and evaluating information.

4. **Information Competency**: Retrieve, evaluate, and utilize information.

5. **Technological Literacy**: Employ computer technology to perform academic and professional tasks.

6. **Quantitative Reasoning**: Apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate real-world problems in quantitative terms.

7. **Areas of Knowledge**: Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and humanities.

8. **Self and Community**: Engage in activities demonstrating understanding of one's relationship with one's communities and environments.

9. **Cultural Diversity**: Articulate and demonstrate an awareness and sensitivity to cultural diversity.

10. **Ethics**: Articulate and demonstrate knowledge of ethical behavior and the process of ethical decision-making.

Memo: Liberal Arts Program Learning Outcomes (PLOs) to General Education Learning Outcomes (GELOs) alignment (/sites/default/files/assets/gened/docs/memo-lbrt-plos-alignment-to-gelos.pdf) [PDF]

*page last updated: 12/7/2017*
• Foundation Courses

• GE Learning Outcomes & Benchmarks

• GE Forms

• GE Committee Resources

• Archives
HAWAI’I CC COVID-19 INFORMATION

In response to the ongoing COVID-19 pandemic, personal safety practices are still in effect (https://www.hawaii.edu/covid19-guidelines/personal-safety-practices/). Find more information about what you need to do to stay safe, please visit hawaii.hawaii.edu/covid-19 (..../..../covid-19).

GE Committee Resources

Note: In order to view the following PDF documents, you will need to have the free Adobe Acrobat Reader software installed on your computer. Download Adobe Acrobat Reader (https://get.adobe.com/reader/)

Charter GEC Final 4-24-20 (/sites/default/files/assets/gened/docs/resources/charter-gec.pdf)

Rubric to be used by GEC to evaluate Foundations Designation Proposals (https://drive.google.com/open?id=1O_GSwVwlu4P0zhio80k7yxnVv83S4tty)

Rubric to be used by GEC to evaluate Diversification Designation Proposals (https://drive.google.com/open?id=1NugSrrM3QF-_upvvgj2fhEIR6gVmnhXr)

ACCJC Standard II.A.3 & Eligibility Requirement 11 (/sites/default/files/assets/gened/docs/resources/ACCJCstandardIIA3%26EligibilityRequirement11.pdf)
Correspondence (/gened/correspondence)

- General Education
- GEC Committee Members
- GE Courses
- Diversifications Courses
- Foundation Courses
- GE Learning Outcomes & Benchmarks
- GE Forms
- GE Committee Resources
- Archives
Figure A: Hawai‘i CC’s current General Education requirements
Academic and Student Support Centers - Referral Form

As an instructor, you can often help a student who is struggling with the material in your course by connecting them with the academic and student support services available at Hawai‘i Community College. Academic Support Centers and the Counseling Office work together with instructors to support student success in their classes. If a student is having difficulty, Faculty are encouraged to use this form to refer them to support services for individual assistance.

Academic Support Services available to Hawai‘i CC Students through this form include:
* Paepae Ōhua (Part of I Ola Hāloa Center for Hawai‘i Life Styles)
* Kūlia Support Project (Academic Coaching and Peer Mentor services)
* The Learning Center (TLC)
* Pālamanui Library and Learning Center

Student Support Services available through this form include:
* Counseling, Advising, and Support Services Center (Manono)
* Office of Student Services (Pālamanui)

NOTE: Individuals displaying at-risk behaviors should be referred to the CARE Team: http://www.hawaii.hawaii.edu/careteam

ekflores@hawaii.edu

Your email will be recorded when you submit this form

* Required

Referrer’s Name *

Your answer
Referrer's Email *
Please provide your @hawaii.edu email address.

Your answer

Student's Name *

Your answer

Student's Email *
Please provide their @hawaii.edu email address.

Your answer

Course Alpha, Number, and CRN *

Your answer

Student Support Services

Reason(s) for Referral *
Choose the option that best fits the type of support needed for the student.

- Academic Counseling/Advising
- Basic needs (e.g. SNAP, HINET, food, housing)
- Financial concerns
- Life balance concerns
☐ Registration action recommended (e.g. consider withdrawing from class)

☐ None - I have an Academic Support referral only

☐ Other: ____________________________

Recommended Student Support Center *

If you choose "None," then none of these offices will reach out to the student.

☐ Counseling, Advising, and Support Services Center (Hilo)

☐ Office of Student Services (Pālamanui)

☐ Unsure

☐ None - I have an Academic Support referral only

☐ Other: ____________________________

Additional comments or things the support center should be aware of

Specific information and details will improve the level of service we can provide the student.

Your answer

Academic Support Services
Reason(s) for Referral *

Choose the option that best fits the type of support needed for the student.

- [ ] Academic Coaching
- [ ] Attendance/Participation
- [ ] Information Research/Library Service
- [ ] Navigating Laulima
- [ ] Peer Mentoring check-ins
- [ ] Study Skills
- [ ] Time Management/Organization
- [ ] Tutoring in subject
- [ ] Writing Skills
- [ ] Zoom help
- [ ] None - I have a Student Support referral only
- [ ] Other: ____________________________________________

Recommended Student Support Center *

If you choose "None," then none of these offices will reach out to the student.

- [ ] The Learning Center (TLC)
- [ ] Paepae ʻŌhua Native Hawaiian Student Center (PPO)
- [ ] Pālamanui Library and Learning Center
- [ ] Mo'okini Library UH Hilo
- [ ] Unsure
None - I have a Student Support referral only

Enter any additional comments or details about the student's situation here. Specific information will help us provide the best support.

A copy of your responses will be emailed to ekfiores@hawaii.edu.

Submit

Never submit passwords through Google Forms.

Report Abuse

This form was created inside of University of Hawaii.

Google Forms
UH System Student Basic Needs Master Plan: A 3-Year Strategy

Table of Contents:

- Acknowledgements
- Preamble
- Executive Summary
- Context: Student Basic Needs Insecurity in the U.S. & Hawai‘i
  - Function, Vision, Goals and Priorities
- UH System Best Practices & Priorities
  - University of Hawai‘i at Hilo
  - University of Hawai‘i at Mānoa
  - University of Hawai‘i – West O‘ahu
  - Hawai‘i Community College
  - Honolulu Community College
  - Kapi‘olani Community College
  - Kaua‘i Community College
  - Leeward Community College
  - UH Maui College
  - Windward Community College
Resourcing and Partnerships to Support Student Basic Needs Security – UH System & Campuses

Appendix A
Aloha kākou:

I like to share with you that I have directed a Hawaiʻi CC Chartered Student Organization Constitutional Convention (CSO CON) to convene this Fall 2021. The message below provides more information on this directive. I cordially invite you who may be interested to serve as mentors to this process to please let Barbara or Kalei or Kei-Lin or Larissa know.

Overview:

In accordance with Regents Policy 7.201 and 7.202, Hawaiʻi CC is committed to have in place opportunities for students through

Student life programs and activities that foster critical thinking, problem-solving, decision-making, and leadership skills development that prepare students to become informed, responsible citizens who engage in, and continue to make contributions for the betterment of humanity and improvement of our communities.

One way we accomplished this is through the Hawaiʻi CC Chartered Student Organization, a campus-wide student association organized to carry out functions or operations on behalf of our Kauhale for the purpose of serving the entire student body Island wide. The convention represents a convening or gathering of representative students with support from faculty and staff mentors charged to strengthen its operational and governance support to the students at large by

- establishing charter documents for the Student Activities Council and
- amending ASUH SG and SPD documents (as appropriate and necessary)

This charge is to be accomplished by Feb 2022.

I have asked former VCSA Barbara Arthurs to chair the CSO CON taskforce with Larissa Leslie, Raynette Halemau-Kam and Kei-Lin Cerf. They will outline the process to accomplish this directive, including establishing a panel of students who will develop and/or amend appropriate CSO constitution or charter outlining its organization’s structure, organization, and procedures consistent with UH policies. Before the CSO’s constitution or charter is presented for my approval, the charter or constitution must be ratified and/or generally endorsed by the Hawaiʻi CC students at large. I also direct them to seek advice from faculty/staff, especially those who have experience as advisors to student organizations, including advisors for PTK, NSLS, RISO, ASUH and SPD.

I encourage you to lend your time and manaʻo as advisors and mentors to this undertaking.

Mahalo for your consideration.

--
Rachel Solemsaas, Ed.D
Chancellor
Hawaiʻi Community College
1175 Manono St.
Hilo, HI 96720
work (808) 934 2504
cell (808) 333 6048
rsolems@hawaii.edu
https://hawaii.hawaii.edu/
About Hawaiʻi Community College
'Help UH Students during COVID-19 Make a Gift'

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FERPA: The Family Educational Rights and Privacy Act of 1974 forbids you to disclose any information about students, which may be contained in this e-mail, to any other party, either outside your organization or outside of the purpose for this disclosure without first obtaining the written consent of the student.
2021 Annual Report of Program Data (ARPD)
University of Hawaii Community Colleges
Beginning Fall 2017, Hawai‘i Community College has implemented the **Campus Labs OUTCOMES** assessment management system for online reporting of course, program and unit assessments. All Kauhale faculty, staff and administrators have VIEW access to the system.

For assistance with user-account access or system navigation, or to schedule a reporting-input workshop or individual orientation session, please contact the Institutional Assessment Coordinator, Reshela DuPuis, at reshelad@hawaii.edu.
<table>
<thead>
<tr>
<th>Term</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ILO1</strong></td>
<td></td>
<td><strong>Communication - Ho'oka'a'i'ike</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate effectively in a variety of situations. Ho'oka'a'i'ike pono i nā manawa like 'ole.</td>
</tr>
<tr>
<td><strong>ILO2</strong></td>
<td></td>
<td><strong>Critical Thinking - No'ono'o loi</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utilize critical thinking to solve problems and make informed decisions. No'ono'o loi ma ka huli 'ana i ka ha'ina a ho'o'holo mana'o me ke na'a'auo.</td>
</tr>
<tr>
<td><strong>ILO3</strong></td>
<td></td>
<td><strong>Contributions to Community and Culture - Kōkua i ke Kaiaulu a me nā Mo'omeheu</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as o...</td>
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<tr>
<td><strong>ILO4</strong></td>
<td></td>
<td><strong>Life-long Learning - Kūlia i ka nu'u ma ka 'Imi Na'auao</strong></td>
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<td>Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence. Kūlia i ka nu'u ma ka 'Imi na'auao...</td>
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<tr>
<td><strong>ILO5</strong></td>
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<td><strong>Respect for Diversity - Mahalo i ke Kanaka a me ke Kaiapili</strong></td>
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<td>Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity. Ho'opuka a ho'omau...</td>
</tr>
<tr>
<td><strong>ILO6</strong></td>
<td></td>
<td><strong>Environmental Sustainability - Mālama Pono i ke Kaiapuni</strong></td>
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<tr>
<td></td>
<td></td>
<td>Contribute to sustainable environmental practices for personal and community well-being. Mālama i ke kaiapuni no ke ola pono 'ana o ke kanaka a me ke...</td>
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Figure 1: Hawaiʻi CC’s aggregated Institutional Learning Outcomes for AY 2020.
### Hawai‘i Community College

#### Academic Year 2020-21

<table>
<thead>
<tr>
<th>Term</th>
<th>ILO 1</th>
<th>Communication - Ho‘oka’a‘ike</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Communicate effectively in a variety of situations. Ho‘oka’a‘ike pono i nā manawa like ‘ole.</td>
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<table>
<thead>
<tr>
<th>ILO 2</th>
<th>Critical Thinking - No‘ono’o loi</th>
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<tr>
<td></td>
<td>Utilize critical thinking to solve problems and make informed decisions. No‘ono’o loi ma ka huli ‘ana i ka hātina a ho‘oholo mana’o me ke na‘auao.</td>
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</table>

<table>
<thead>
<tr>
<th>ILO 3</th>
<th>Contributions to Community and Culture - Kōkua i ke Kaiaulu a me nā Mo‘omeheu</th>
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<td>Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai‘i island, as well as o...</td>
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<table>
<thead>
<tr>
<th>ILO 4</th>
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<td>Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence. Kūlia i ka nu‘u ma ka ‘imi na‘aua...</td>
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<td>Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity. Ho‘opuka a ho‘oma...</td>
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<th>ILO 6</th>
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<td>Contribute to sustainable environmental practices for personal and community well-being. Mālama i ke kaiapuni no ke ola pono ‘ana o ke kanaka a me ke...</td>
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**Figure 2:** Hawai‘i CC’s aggregated Institutional Learning Outcomes for AY 2021.
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Notes:
- Schedule revised per actual report submission of CTL for F17; DC to revise if necessary. Replaced per email from PC 2019-10-10.
- ACC 120 - COLLEGE ACCOUNTING I replaces ACC 20 - FUND OF ACCOUNTING I.
- ACC 124 - PRINCIPLES OF ACCOUNTING I replaces ACC 125 - PRINCIPLES OF ACCOUNTING II.
- ACC 132 - PAYROLL & HI GEN EXCISE TAX replaces ACC 126 - PRINCIPLES OF ACCOUNTING III.
- ACC 134 - INCOME TAX PREPARATION replaces ACC 130 - HOSPITALITY ACCOUNTING I.
- ACC 155 - SPREADSHEETS IN ACCOUNTING replaces ACC 131 - COMPUTER IN ACCOUNTING.

Additional notes:
- ACC 120 - COLLEGE ACCOUNTING I offered Fall semester only. Revised per email from PC 2019-12-13. Initial moved to F20 per email from PC 2020-10-01.
- ACC 124 - PRINCIPLES OF ACCOUNTING I offered Fall semester only. Revised per email from PC 2019-12-13. Initial moved to F20 per email from PC 2020-10-01.
- ACC 132 - PAYROLL & HI GEN EXCISE TAX offered Fall semester only. Revised per email from PC 2019-12-13. Initial moved to F20 per email from PC 2020-10-01.
- ACC 134 - INCOME TAX PREPARATION offered Spring semester only. Revised per email from PC 2019-12-13. Initial moved to S21 per email from PC 2020-10-01.
- ACC 155 - SPREADSHEETS IN ACCOUNTING offered Spring semester only. Revised per email from PC 2019-12-13. Initial moved to S21 per email from PC 2020-10-01.
- ACC 160 - COOP VOC ED course not offered for initial assessment. Will be assessed next time offered.
- ACC 201 - INTRODUCTION TO FINANCIAL ACCOUNTING offered Spring semester only. Revised per email from PC 2019-12-13. Initial moved to S22 per email from PC 2020-11-01.
- ACC 205 - USING SPREADSHEETS IN ACCT II offered Spring semester only. Revised per email from PC 2019-12-13. Initial moved to S22 per email from PC 2020-11-01.
- ACC 255 - USING SPREADSHEETS IN ACCT II II offered Spring semester only. Revised per email from PC 2019-12-13. Initial moved to S22 per email from PC 2020-11-01.
- ACC 295 - ACCOUNTING CAPSTONE offered Spring semester only. Revised per email from PC 2019-12-13. Initial moved to S22 per email from PC 2020-11-01.
- ENT 125 - STARTING A BUSINESS revised per PC Susie Dill 2018-02-06: "Changed number from ENT 120 to ENT 125 for System alignment."
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**Key:**
- **Initial:** Offered and discontinued/reason.
- **CTL:** Offered in the current year.

**Notes:**
- Course not found in Kuali as of 2019-07.
- Offered by request of PC Donna DeSilva, Initial.
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<td>AJ 130 - Prevention Specialist (Renumbered from AJ 230)</td>
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<td>Cross-listed w/ HSER, SUBS; assessed in AJ</td>
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<td>AJ 131 - ETHICS IN PUBLIC SERVICES</td>
<td>reviewed Fall 2019, Initial - rescheduled</td>
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<td>AJ 150 - CORRECTIONAL PROCESS</td>
<td>reviewed Fall 2019</td>
<td>Initial - S17 assessment, team assessed faculty work with plans to assess student work in F17</td>
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<td>AJ 208 - CRIMINOLOGY</td>
<td>reviewed Fall 2019</td>
<td>Cross-listed w/SOC 208; assessed by AJ program. 20% Review dates per email from Sandy Kama,</td>
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<td>AJ 234 - POLICE AND COMMUNITY RELATIONS</td>
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<td>AJ 256 - Dynamics of Family Violence and Sex Assault</td>
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<td>AJ 280 - CURRENT ISSUES IN ADMINISTRATION OF JUSTICE</td>
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<td>BUSN 150 - INTRODUCTION TO BUSINESS COMPUTING</td>
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<td>BUSN 158 - SOCIAL MEDIA AND COLLABORATION TOOLS FOR BUSINESS - (Fall only)</td>
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**NOTES**
- BUSN 123-Spring only.
- BUSN 150 - Initial moved to F19.
- BUSN 158 course not offered on campus. 
- BUSN 178-Cancelled due to low enrollment
- BUSN 188-Course not offered on campus.
- BUSN 193V CTL reassessment conducted in F18, not S18, per communication with Chung, 2019-04-22.

**KEY**
- Not offered
- Discontinued
- Retired
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NOTES:
- Formerly CARP 20A. Initial assessment schedule revised from F16 to F17 re: email from C. Gene Harada, 2017-09-18.
- Formerly CARP 21A.
- Formerly CARP 22.
- Formerly CARP 41; per email from C. Gene Harada 2018-03-01, F17 CTL was not conducted, rescheduled to F18. Per email from C. Gene Harada 2018-03-01.
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**NOTES**
- CULN 115 Initial and CTL moved to Fall and Spring in 2019-2020, per personal communication w/ Chef Shawn Sumiki, 2019-11.
- CULN 133 Initial and CTL moved to S2018 and CTL in S2019, per personal communication w/ Chef Shawn Sumiki, 2019-11.
- Initial moved to F2020 per email from Brian Hirata, 2021-02-12.
- Initial moved to F2020 per email from Brian Hirata, 2017-12-10.
- Initial moved to F2020 per email from Brian Hirata, 2017-12-10.
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- *Initial* C-t-L: Course available for initial offering.
- *C-t-L*: Course available for continuing offering.
- *C-t-L cancelled*: Course cancelled for continuing offering.
- *CTI*: Course under CTI (Conditional Teacher Instructional) status.
- *CTL*: Course under CTL (Conditional Teacher Licensure) status.
- *Cancelled*: Course cancelled due to no full-time faculty.
- *Discontinued*: Course discontinued due to lack of student interest.
- *Retired*: Course retired from the curriculum.
- *Not Offered*: Course not offered for a given semester.
- *Fall 2020 course offered online, taught & assessed by CULN-EH faculty.*
- *Fall 2020 course offered online, taught & assessed by PC Paul Heerlein.*
- *Fall 2020 course offered online, taught & assessed by CULN-EH faculty.*
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NOTE: all DIMC courses were renumbered to 100-level as of Fall 2018.
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**NOTES**

- Per email from PC Jana Smith, 2018-02-03, initial assmt moved to F18.
- ECED 110 c-t-l will happen for Fall 2018 due to low.
- ECED 190 CTL rescheduled to S17 due to low.
- Per email from PC Jana Smith, 2019-01-18; schedule.
- ECED 134, 152, 170, 191, 252, 253, 254, 255, 275, 280 not offered until further notice.
- ECED 191 offered only as necessary, will be assessed next time course is taught.
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EIMT Course Learning Outcomes

KEY

F15 INITIAL/Patrick not submitted, so rescheduled.
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## HSER Course Learning Outcomes

### 20% Review Due

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<td>HSER 130 - Health Promotion and Disease Prevention</td>
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<td>HSER 150 - Community Health Worker Fundamentals</td>
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### KEY

- Not Offered/Cancelled
- Discontinued/Retired
- Cross-listed Courses

### NOTES

- Per Trina N-M 2018-06-22, personal communication: Initial assessment moved to F18. Note: Initial assessment was actually performed Fall 2019;
- Cross-listed w/ SUBS; assessed in H-Serv. Per email from DC Trina Nahm-Mijo, 2017-04-05: course was cancelled due to low enrollment; course has not been offered for more than 5 years.
- Cross-listed with SUBS, assessed in H-Serv. Per email from DC Trina Nahm-Mijo, 2017-04-05: course was cancelled due to low enrollment; course has not been offered for more than 5 years.
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- Cross-listed with SUBS, assessed in H-Serv. Per email from DC Trina Nahm-Mijo, 2017-04-05: course was cancelled due to low enrollment; course has not been offered for more than 5 years.

### Course Notes

- Cross-listed w/ SUBS; assessed in AJ
- Cross-listed w/ SUBS; assessed in SUBS
- Cross-listed w/ AJ, SUBS; assessed in AJ
- Cross-listed w/ AJ, SUBS; assessed in AJ
- Cross-listed w/ SUBS; assessed in SUBS
- Cross-listed w/ AJ, SUBS; assessed in SUBS
- Cross-listed with AJ/WS; assessed in AJ
- Cross-listed with SUBS, assessed in SUBS
- Cross-listed with SUBS; assessed in SUBS
- Cross-listed with SUBS; assessed in SUBS
- Cross-listed with SUBS; assessed in SUBS
Course Title
Language I (4)
Language II (4)
Language I (4)
Language II (4)
Connecting to Hawai‘i Island (3)
Culture I (3)
Hawaiian Spirituality (3)
Hawaiian Art Culture (1)
Hawaiian Plant Culture (3)
Hawaiian Songs (3)
Pacific (3)
Indigenous Leadership Through
of Indigenous Leadership through
Cultivation Practices (3)
Cultivation Practices (3)
(3)
Fishing Practices (3)
Hawaiian Stewardship (3)
Culture II (3)
Chants (3)
Experiencing Hawai‘i Island (3)
HwSt 230 - Hula III: ‘Auana (3)
HwSt 231 - Hula IV: Hu‘elepo (4)
Studies Capstone (3)
(3)
Foundations (Changed from Hwst
(3)
Foundations of Hawai‘i
HwSt 240 - Mahi‘ai III: Huki‘ai (3)
HwSt 241 - Mahi‘ai IV: Ku‘i‘ai (4)
HwSt 250 - Lawai‘a III: Loko I‘a (3)
Kipapalauulu (4)
in Practice (4)
Not on assessment schedule
COVID-19
Assessment Renewal Due
Diversification / WI Renewal Due
Renewal Due
assessed within 5 yrs)

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Initial
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Initial Lead: S. Wakana CtL Le
Initial Lead: A. Kiyuna CtL Lea
Initial Lead: TBA
CtL L
Initial Lead: T. Kanahele CtL L
Initial Lead: S. Wakana CtL Le
Initial Lead: TBACtL Lead: TBA
Initial Lead: A. Kiyuna CtL Lea
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<td>ITS 293 - IT PROGRAM INTERNSHIP (RETIRED)</td>
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**IT Course Learning Outcomes**

- **ICS 100 - COMPUTING LITERACY & APPLICATIONS**
  - Initial CT
  - Per email 2017-04-19, from P.C. Annie Brown: "ICS 100 has not been offered for some years. We are still deciding if we

- **ITS 105 - INTRODUCTION TO THE PROGRAMMING PROCESS** - retired as of
- **ITS 108 - COMPUTER SOFTWARE SUPPORT** - retired as of F19
- **ITS 118 - VISUAL BASIC PROGRAMMING FOR BUSINESS**
- **ITS 215 - NETWORK ADMINISTRATION (RETIRED)**
- **ITS 218 - HELP DESK SUPPORT (RETIRED)**
- **ITS 293 - IT PROGRAM INTERNSHIP (RETIRED)**

**Notes**

- COVID-related Spring 2020 College-wide suspension of assessment, and per email from PC Carrie Butler, 2020-11-06, "move everything from Spring 2020 to Spring 2021 and those
| Course                                      | Fall 2021 | Spring 2022 | Fall 2022 | Spring 2023 | Fall 2023 | Spring 2024 | Fall 2024 | Spring 2025 | Fall 2025 | Spring 2026 | Fall 2026 | Spring 2027 | Fall 2027 | Spring 2028 | Fall 2028 | Spring 2029 | Fall 2029 | Spring 2030 | Fall 2030 | Spring 2031 |
|--------------------------------------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| ART 111 - INTRODUCTION TO ART HISTORY       | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 120 - INTRODUCTION TO CRITICISM         | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 200 - INTERMEDIATE ART HISTORY          | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 210 - ADVANCED ART HISTORY              | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 220 - PRINCIPLES OF ART                  | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 230 - TEXTILE DESIGN                    | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 240 - INTERMEDIATE PAPERMAKING           | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 250 - INTERMEDIATE SCULPTURE             | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 260 - INTERMEDIATE PHOTOGRAPHY           | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 270 - INTERMEDIATE FILM STUDY            | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 280 - INTERMEDIATE THEATRE STUDY         | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 290 - INTERMEDIATE ELECTRONICS           | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 300 - INTERMEDIATE CONSERVATION          | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 310 - INTERMEDIATE PHOTOGRAPHY           | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 320 - INTERMEDIATE THEATRE STUDY          | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 330 - INTERMEDIATE CONSERVATION          | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 340 - INTERMEDIATE ELECTRONICS           | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 350 - INTERMEDIATE CONSERVATION          | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 360 - INTERMEDIATE PHOTOGRAPHY           | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 370 - INTERMEDIATE THEATRE STUDY          | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 380 - INTERMEDIATE CONSERVATION          | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |
| ART 390 - INTERMEDIATE ELECTRONICS           | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     | Offered   | Offered     |

**Notes:**
- Discontinued courses are marked with a red circle.
- Courses that have been reordered are marked with a blue circle.
- Courses that have been moved to different departments are marked with a green circle.
- Courses that have been replaced are marked with a yellow circle.
- Courses that have been merged are marked with a purple circle.
- Courses that have been discontinued are marked with a black circle.
- Courses that have been renumbered are marked with a blue circle.
- Courses that have been retired are marked with a red circle.
- Courses that have been reassigned are marked with a green circle.
- Courses that have been relisted are marked with a yellow circle.
- Courses that have been renumbered are marked with a purple circle.
- Courses that have been discontinued are marked with a black circle.
- Courses that have been renumbered are marked with a blue circle.
- Courses that have been retired are marked with a red circle.
- Courses that have been reassigned are marked with a green circle.
- Courses that have been relisted are marked with a yellow circle.
- Courses that have been renumbered are marked with a purple circle.
- Courses that have been discontinued are marked with a black circle.
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<td>per email from DC Marilyn Bader, 2018-02-12, Initial assmt rescheduled whenever we offer it.</td>
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<td>per email from DC Marilyn Bader, 2018-02-12, Initial assmt rescheduled whenever we offer it.</td>
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<td>per email from DC Mela Scheffler, 2019-08-30: Initial assmt moved from S18 to S19 due to new faculty instructor.</td>
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<td>per email from DC Mela Scheffler, 2019-08-30: Initial assmt moved from S18 to S19 due to new faculty instructor.</td>
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LBRT-SCI Course Learning Outcomes

KEY
20% Review Due

Course
ASTR 110 - SURVEY OF ASTRONOMY

reviewed Fall
2019, next due

2016
Fall

2017
Spring

2017
Fall

2018
Spring

2018
Fall

2019
Spring

Initial
Initial

CTL

BIOL 100L - HUMAN BIOLOGY LAB
BIOL 101 -BIOLOGY and SOCIETY (name
changed as of F19; formerly GENERAL

Initial

CTL

reviewed Fall
2019; next due
reviewed Fall
2019; next due

BOT 105 - ETHNOBOTANY
BOT 105L - INTRODUCTION TO
ETHNOBOTANY LAB
BOT 130 - PLANTS IN HAWAIIAN
ENVIRONMENT
BOT 130L - PLANTS IN HAWAIIAN
ENVIRONMENT LABORATORY

CTL

Initial

Initial

Initial

CTL

reviewed Spring
2019, next due
Spring 2024

Initial

reviewed Spring
2019, next due

2020

Spring

Fall

2021
Spring

2021
Fall

2022
Spring

2022
Fall

2023
Spring

CTL

CtL

CTL

CTL
CTL

CTL

Initial

CTL

CTL

Initial
CTL

Initial

Initial

Per email from Orlo Steele, 2018-02-22: Course was not taught in S18, so CTL will be
scheduled next time course is taught after F17 Initial assessment.

CTL
Initial

Initial

CTL

Initial

CTL

Per email from DC Mela Scheffler, 2019-11-27, 20% Review conmpleted F19.
assessment moved forward to F19. per email from DC Pamela Schefler. 2019-10-11,
move Initial from F19 to F20. Per email from DC Mela Scheffler, 2019-11-27, 20%

Initial

CHEM 100 - CHEMISTRY & SOCIETY

Initial

Initial

CtL

CHEM 100L - CHEMISTRY & SOCIETY LAB
CHEM 151 - ELEMENTARY SURVEY OF
CHEMISTRY
CHEM 151L - ELEMENTARY SURVEY OF
CHEMISTRY LABORATORY
GEOG 101 - GEOGRAPHY AND THE
NATURAL ENVIRONMENT
GEOG 101L - GEOGRAPHY AND THE
NATURAL ENVIRONMENT LAB

Initial

Initial

CtL

Cycle re-started with new Initial F21; see email from DC Mela Scheffler 202103-13.
Cycle re-started with new Initial F21; see email from DC Mela Scheffler 2021-03-13.
Per email from DC Mela Scheffler, 2018-12-31: course not offered S19, "will
probably not be taught for awhile" and will be assessed the next time it's taught.
Per email from DC Mela Scheffler, 2018-12-31: course not offered S19, "will
probably not be taught for awhile" and will be assessed the next time it's taught.

Initial
Initial
CTL

per email from DC Pamela Scheffler, 2019-10-18: The CtL originally scheduled
for GEOG 101 for Spring 2018 was unable to be completed due to lack of FT
per email from DC Pamela Scheffler, 2017-10-30: "course has not been offered
for a long time..." and will be assessed the next time it's taught.
per ecommunicationfrom DC Pamela Scheffler, 2018-01-29: "course has not
been offered for a long time..." and will be assessed the next time it's taught.
per ecommunicationfrom DC Pamela Scheffler, 2018-01-29: "course has not
been offered for a long time..." and will be assessed the next time it's taught.

Initial

GG 101 - INTRODUCTION TO GEOLOGY
GG 101L - INTRO TO GEOLOGY LAB
MICR 130 - GENERAL MICROBIOLOGY
MICR 140L - GENERAL
MICROBIOLOGY LAB (130L/Changed

Initial

CTL

CtL

Initial

CTL

CtL

per ecommunicationfrom DC Pamela Scheffler, 2018-01-29: "course has not
been offered for a long time..." and will be assessed the next time it's taught.
per ecommunicationfrom DC Pamela Scheffler, 2018-01-29: "course has not
been offered for a long time..." and will be assessed the next time it's taught.
per ecommunicationfrom DC Pamela Scheffler, 2018-01-29: "course has not
been offered for a long time..." and will be assessed the next time it's taught.
Course alpha revised from BIOL to PHYL AY19 for System alignment. CTL
rescheduled from Fall 19 to Fall 20 per email from DC Pamela Scheffler 2019Course alpha revised from BIOL to PHYL AY19 for System alignment. CTL
rescheduled from Fall 19 to Fall 20 per email from DC Pamela Scheffler 2019-

OCN 201 - SCIENCE OF THE SEA
OCN 201L - INTRODUCTION TO
OCEANOGRAPHY LABORATORY
OCN 205 - INTER OCEANOGRAPHY
PHYL 141 - HUMAN ANATOMY AND
PHYSIOLOGY I (formerly BIOL 141)
PHYL 141L - HUMAN ANATOMY AND
PHYSIOLOGY I LAB (formerly BIOL 141L)
PHYL 142 - HUMAN ANATOMY AND
PHYSIOLOGY II (formerly BIOL 142)
PHYL 142L - HUMAN ANATOMY AND
PHYSIOLOGY II LAB (formerly BIOL 142L)
PHYS 100 - CONCEPTS OF PHYSICS - A
SURVEY
PHYS 100L - SURVEY OF PHYSICS LAB
PHYS 105 - ENERGY
SYSTEMS/SUSTAINABILITY

reviewed 2018;
next due 2023
reviewed 2018;
next due 2023

reviewed 2018;
next due 2023

Initial

CTL

Initial

CTL
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ZOOL 101L - PRIN OF ZOOLOGY LAB

Initial

CTL

CTL

GEOG 122 - GEOGRAPHY OF HAWAI'I

CTL
CTL

Initial

ZOOL 101 - PRINCIPLES OF ZOOLOGY

Initial

Initial Plan submitted S17 for GEC; course will be assessed S19 using that Initial
S17 Plan. Per email from DC Mela Scheffler, 2019-11-27, 20% Review

Per email from Orlo Steele, 2018-02-22: Course was not taught in S18, so CTL
will be scheduled next time course is taught after F17 Initial assessment.

Initial

2019; next due
Fall 2024
reviewed Fall
2019; next due
Fall 2024

Fall

NOTES

Per email from DC Mela Scheffler, 2019-09-04, CTL scheduled for F19.
Initial Plan for S19 submitted to CL 2019-08-15. Per email from DC Mela Scheffler,
2019-09-04, CTL scheduled for F19. 20% Review completed Spring 2019 per email DC
Mela Scheffler, 2019-11-26. 2022-01-07: CTL rescheduled to S22 from F21 per email
with instructor P Scheffler.
2019-09-04, CTL scheduled for F19..20% Review completed Spring 2019 per email DC
assessment moved forward to F19. CTL moved to S22 per email from DC Mela
SCheffler 2021-03-13.
assessment moved forward to F19. CTL moved to S22 per email from DC Mela
SCheffler 2021-03-13.
Per email from DC Mela Scheffler, 2018-12-31: course not offered S19, "will
probably not be taught for awhile" and will be assessed the next time it's taught.

CTL

Initial

Initial

2023

Per email from DC Mela Scheffler, 2018-12-31: course not offered S19, "will
probably not be taught for awhile" and will be assessed the next time it's taught.
conducted F19 per email from Debbie Weeks, instructor, 2019-12-19. CTL moved to
S20 per email from instructor D. Weeks, 2021-08-10.
Initial Plan submitted S17 for GEC; Per email from Pamela Scheffler 8/12: change
assessment from Fall 17 to Spring 18
Initial assmt moved from F17 to F18 because both lecturers teaching it are "new to
teaching."
CtL rescheduled for S21 or next time course is taught after implementation of CLO
revisions per Fast Track, per F19 Initial Action Plan.

Initial

BOT 101 - GENERAL BOTANY
BOT 101L - GENERAL BOTANY LAB

Fall

2020

Initial

BIOL 100 - HUMAN BIOLOGY

BIOL 124L - ENVIRONMENT and ECOLOGY
LAB (formerly SCI 124L: Change to Alpha
BIOL 156 - NATURAL HISTORY OF THE
HAWAIIAN ISLANDS
BIOL 156L - NATURAL HISTORY OF THE
HAWAIIAN ISLANDS LAB
BIOL 265- ECOLOGY and EVOLUTIONARY
BIOLOGY (as of F19, formerly BIOL 281 -

2019

Initial

ASTR 281 - ASTROBIOLOGY
BIOC 141 - FUNDAMENTALS OF
reviewed Spring
BIOCHEMISTRY (# changed from BIOC 241 2019, next due

BIOL 101L - GENERAL BIOLOGY LAB
BIOL 124 - ENVIRONMENT and ECOLOGY
(formerly SCI 124: Change to Alpha and
Title F2019)

Not Offered/ Discontinued/
Cancelled
Retired

Initial
Ctl

Initial

per ecommunicationfrom DC Pamela Scheffler, 2018-01-29: "course has not
been offered for a long time..." and will be assessed the next time it's taught.
per ecommunicationfrom DC Pamela Scheffler, 2018-01-29: "course has not
been offered for a long time..." and will be assessed the next time it's taught.
F18 Initial not completed. Per email from DC Mela Scheffler 2021-03-13,
faculty instructor retiring S21, replacement hire not expected at this time;

assessment moved forward to F19. Per email from DC Mela Scheffler, 2019-09-03,
F19 class was cancelled so CTL moved to S2020. S20 CTL not conducted due to
assessment moved forward to F19. Per email from DC Mela Scheffler, 2019-09-03,
F19 class was cancelled so CTL moved to S2020. Per email from DC P Scheffler, CTL

Per memo from VCAA, 2017-Dec-04: GEOG 122 moved from LBRT-SCI to LBRT-SOCSCI. Assessment schedule remains the same.


PHIL 255 - COSMOLOGY (not taught)

PHIL 213 - HISTORY OF WESTERN PHILOSOPHY III

PHIL 211 - HISTORY OF WESTERN PHILOSOPHY I

PHIL 110 - INTRODUCTION TO LOGIC

MORALS AND SOCIETY

PHIL 101 - INTRODUCTION TO PHILOSOPHY: SURVEY OF PROBLEMS

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<tr>
<td>ECOM 100 - INTRODUCTION TO E-COMMERCE</td>
<td>Initial</td>
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<td>BUS 120 - PRINCIPLES OF BUSINESS</td>
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<td>MGT 124 - Principles of Supervision</td>
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<td>MGT 150 - Principles of Marketing</td>
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<td>MGT 125 - Principles of Retailing</td>
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<td>MGT 151 - Principles of Customer Service</td>
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<td>MGT 152 - Principles of Web Design I</td>
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<td>MGT 155 - Principles of E-Marketing</td>
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<td>BLAW 200 - Legal Environment of Business</td>
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<td>MGT 220 - International and Technological Brand Integration</td>
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<td>MGT 224 - Cross-Cultural Management</td>
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**Notes:**
- 2017 Report input to Campus Labs.
- Initial: Class did not run and is not scheduled to run for the future.
- CTL: Class did not run in Spring 2015.
- Initial: Assessment wasn't completed. Initial moved to 2016.
- CTL: Initial moved to 2018.
- Initial: Assessment wasn't completed.
- CTL: Faculty was on Sabbatical. Sub-teacher was unable to complete assessment.
- Initial: Assessment wasn't completed.
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**Course Learning Outcomes:**
- 20% Review
- Due

**MKT Course Learning Outcomes:**
- Due
- NOTES
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<tr>
<td>MWIM 142 - INTRODUCTION TO MACHINE AND WELDING</td>
<td>Initial</td>
<td>Fall</td>
<td>Spring</td>
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<td>MWIM 145 - INTRODUCTION TO ARC WELDING</td>
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<td>MWIM 155 - INTERMEDIATE WELDING AND QUALIFICATION PROCEDURES</td>
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<td>MWIM 175 - SPECIAL PROCESS WELDING &amp; RIGGING</td>
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KEY
- **Not Offered/Cancelled**
- **Discontinued/Retired**
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<tr>
<th>Course</th>
<th>20% Review Due</th>
<th>2016</th>
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<th>2021</th>
<th>2022</th>
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<th>Notes</th>
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<tr>
<td>BIOL 171 - INTRODUCTORY BIOLOGY I</td>
<td>Initial</td>
<td>Spring</td>
<td>Fall</td>
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<td>Per email from DC Mela Scheffler, 2019-09-04, CTL scheduled for F19.</td>
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<td>BIOL 171L - INTRODUCTORY BIOLOGY I LAB</td>
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<td>Per email from DC Mela Scheffler, 2019-09-04, CTL scheduled for F19.</td>
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<td>Per email from DC Mela Scheffler, 2019-09-04, CTL scheduled for F19.</td>
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<td>BIOL 172L - INTRODUCTORY BIOLOGY II LAB</td>
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<td>Per email from DC Mela Scheffler, 2019-09-04, CTL scheduled for F19.</td>
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<td>Per email from DC Mela Scheffler, 2018-01-29, PHYS 151 change from Spring '19 to Fall '19. 20% Review completed Fall 2019 per email DC Mela Scheffler, 2019-11-26.</td>
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### NURS Course Learning Outcomes

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<td>NURS 151 - MENTAL HEALTH NURSING</td>
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### Notes
- NURS 153 Initial moved from F16 to F17 per email from Director Laura Hill, 2018-02-12.
- NURS 255 CTL submitted F18 Schedule Revised CTL from F19 to F18
- Retired as of F2019
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<tr>
<td>GEOG 270L - GEOGRAPHIC INFORMATION SYSTEM IN FOREST ECOSYSTEM MANAGEMENT LABORATORY</td>
<td></td>
<td>Initial</td>
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</tbody>
</table>

**NOTES**

- AG 130: Initial assessment moved due to scheduling conflicts.
- AG 175: Initial assessment moved due to faculty availability.
- AG 175L: Initial assessment moved due to resource constraints.
- AG 194: Initial assessment moved due to faculty availability.
- AG 245: Initial assessment moved due to scheduling conflicts.
- AG 245L: Initial assessment moved due to resource constraints.
- AG 275: Initial assessment moved due to scheduling conflicts.
- AG 275L: Initial assessment moved due to resource constraints.
- GEOG 170: Initial assessment moved due to scheduling conflicts.
- GEOG 170L: Initial assessment moved due to resource constraints.
- GEOG 270: Initial assessment moved due to scheduling conflicts.
- GEOG 270L: Initial assessment moved due to resource constraints.
HAWAI'I CC COVID-19 INFORMATION

In response to the ongoing COVID-19 pandemic, personal safety practices are still in effect (https://www.hawaii.edu/covid19-guidelines/personal-safety-practices/). Find more information about what you need to do to stay safe, please visit hawaii.hawaii.edu/covid-19 (../../covid-19).

Culinary Arts
This program is designed to provide for entry-level employment in hotels, full-service restaurants, fast food restaurants, institutions (schools, hospitals, corrections, etc.) and private clubs. Accredited by the American Culinary Federation since July 2005

APPLY NOW (APPLY)

REQUEST INFORMATION (CONTACT/REQUEST_INFORMATION)

Degrees & Certificates Offered

Cost of Attendance

What You Will Learn

Program Faculty

Advisory Board

CTE Annual Notice of Nondiscrimination

The University of Hawaiʻi does not discriminate on the basis of race, sex, age, color, national origin, or disability. For inquiries regarding our nondiscrimination policies, please contact your campus designee noted in the link below.

UHCC applies an open access policy, with program admission based upon the completion of applicable course/testing prerequisites. The lack of English skills will not be a barrier to admission and participation in CTE programs.

Please read about the entire nondiscrimination policy, presented in 14 primary languages. (http://uhcc.hawaii.edu/ovpcc/nondiscrimination)

https://hawaii.hawaii.edu/culinary
After a work injury ended my construction career, I knew getting a college education would change my life. I'm so grateful Hawai'i Community College
Key: Red = Does not Meet, Orange = Partly Meets, Light Green = Meets, Dark Green = Exceeds

**Figure 3:** CULN 170-W’s aggregated Course Learning Outcomes for AY 2021.

**Figure 4:** CULN 170-W’s aggregated Course Learning Outcomes for AY 2022.
Program Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Program Reviews are available to the college and community at large to enhance communication and public accountability.

<table>
<thead>
<tr>
<th>2021 Reviews</th>
<th>2021 Resources</th>
<th>Archives</th>
</tr>
</thead>
</table>

### 2021 Program & Unit Reviews

#### Instructional Annual Program Review
- Accounting - (ACCT)
- Auto Body Repair & Paint - (ABRP)
- Business Technology - (BTEC)
- Carpenters - (CARP)
- Creative Media/Digital Media Arts - (CM-DMA)
- Culinary West Hawai‘i - (CULN-WH)
- Early Childhood Education - (ECED)
- Hospitality and Tourism - (HOST)
- Human Services - (HSER)
- Machine, Welding and Industrial Mechanics Technologies - (MWIM)
- Practical Nursing - (PRCN)
- Co-Req English
- Co-Req MATH

#### Non-instructional Annual Unit Review
- ASU - Instructional Technology Support Office - (ITSO)
- ASU - The Learning Center - (TLC)
- Chancellor’s Office - External Affairs
- DSA - Ha‘awi Kōkua - Disability Services
- DSA - Information Center
- DSA - Mental Wellness and Personal Development

#### Instructional Comprehensive Program Review
- Electrical Installation and Maintenance Technology - (EIMT)
- Fire Science - (FS)
- Hawaiian Studies - (AA-HWST)
- Information Technology - (IT)
- Liberal Arts - (LBRT)
- Marketing - (MKT)
- Nursing - (NURS)

#### Non-instructional Comprehensive Unit Review
- DSA - Admissions & Records Office
ANNUAL REPORT OF PROGRAM DATA
2021
July 1, 2020 through June 30, 2021

<<Program Name>>
Program or Unit Name:

Submit this Review document in WORD via the Hawaii CC - Program & Unit Review Submission portal
https://hawaii.kualibuild.com/app/builder/#!/app/60ef56c477b0f47099bb6e5/run

attachments and supporting documentation may be uploaded in WORD, PDF, or EXCEL

1. Program or Unit Description

Program or Unit Mission or Purpose Statement
What is the target student or service population?

2. Analysis of the Program/Unit

UHCC Annual Report of Program Data (VARPD)

Discuss the program’s or unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s ARPD Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years). Provide an explanation of any significant changes to the program’s Quantitative Indicators or unit’s key performance measures in the year of this Review.

Instructional programs must include a discussion of ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level in the year of this Review.

Discuss significant program or unit actions and activities over the year of this Review. Include new certificate(s), stop outs, gain/loss of position(s), organizational changes, changes in unit operations or responsibilities, etc. Include a discussion of external factors affecting the program or unit.

Instructional programs must provide the URL for the program’s ARPD data tables and attachment(s) for relevant program-developed metrics discussed in this Review; non-instructional units must provide URLs for unit-specific data and attachment(s) for relevant unit-developed metrics discussed in this Review.
3. Program Learning Outcomes or Unit/Service Outcomes

a) List all Program Learning Outcomes (PLOs) or Unit/Service Outcomes (UOs) and their alignment to the College’s Institutional Learning Outcomes (ILOs).

b) List the PLOs or UOs that have been assessed in the year of this Review. Instructional programs must list the courses that have been assessed in the year of this Review and identify the alignment(s) of Course Learning Outcomes (CLOs) to the PLOs. If no assessment was conducted in the year of this Review, provide an explanation and schedule of upcoming planned assessments.

c) Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the year of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meeting its Outcomes.

d) Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Review, or as appropriate, update the action plan provided in your last Comprehensive Review.

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, the results of assessments of student learning or unit/service outcomes, and results of survey and other data used to assess your program or unit.

This action plan must include an analysis of progress in achieving previous planned improvements including the results of the prior Comprehensive Review’s action plan(s). Discuss how the goals identified in that prior action plan were met and the impact on the program or unit; or, if not met, discuss why and the impact on the program or unit, and whether those goals are being carried over to the current action plan.

This action plan should include specific recommendations for improvement(s) or planned program or unit action(s) that will guide your program/unit through to the next program/unit Review cycle. The plan must include details of measurable outcomes, benchmarks and timelines.

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.
Specify how the action plan aligns with the College’s Mission and Strategic Plan. Include a
discussion of how implementing this action plan will contribute to the College achieving the goals
of the Strategic Plan.

Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external
factors between now and the next Comprehensive Review.

5. Resource Implications -
* ONE-TIME BUDGET REQUESTS ONLY *

Detail any ONE-TIME resource requests that are not included in your regular program or unit
operating “B” budget, including reallocation of existing resources (physical, human, financial).
*Note that CTE programs seeking future funding via UHCC System Perkins proposals must
reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be
eligible for funding.

☐ I am NOT requesting additional ONE-TIME resources for my program/unit.

☐ I AM requesting additional ONE-TIME resource(s) for my program/unit.
Total number of items being requested: ___________(4 items max.)

*For each item requested, make sure you have gathered the following required information and all
relevant documentation before you upload this Review; you will submit all information and
attachments for your Resource Request as part of your Review document submission via the
Hawaii CC - Program & Unit Review Submission portal
https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run

✔ Item Description
✔ Justification
✔ Priority Criteria (must meet at least one of the following):
  1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders,
     board mandates, agreements and contracts and accreditation requirements.
  2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our
     Kauhale.
  3. Expand our commitment to serving all segments of our Hawaii Island community through
     Pālamanui and satellite centers
  4. Address aging infrastructure.
5. Continue efforts to promote integrated student support in closing educational gaps.
6. Leverage resources, investments with returns, or scaling opportunities
7. Promote professional development.

<table>
<thead>
<tr>
<th>Category-Specific Information</th>
</tr>
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<tbody>
<tr>
<td><strong>Equipment</strong></td>
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<tr>
<td>Estimated Date Needed</td>
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<tr>
<td>Quantity / Number of Units; Cost per Unit</td>
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<tr>
<td>Total Cost (with S&amp;H, tax)</td>
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<tr>
<td>On Inventory List (Y/N); Decal #, Reason replacing</td>
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<tr>
<td><strong>Facilities Modification</strong></td>
</tr>
<tr>
<td>Estimated Date Needed</td>
</tr>
<tr>
<td>Total Cost</td>
</tr>
<tr>
<td>Monthly/Yearly Recurring Costs</td>
</tr>
<tr>
<td>Utilities Required</td>
</tr>
<tr>
<td><strong>Personnel Resource</strong></td>
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<tr>
<td>Estimated Date Needed</td>
</tr>
<tr>
<td>FTE; Position Type; Position Title</td>
</tr>
<tr>
<td>Estimated Salary</td>
</tr>
<tr>
<td>Was an Existing Position Abolished? (Y/N); Position #</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
</tr>
<tr>
<td>Estimated Date Needed</td>
</tr>
<tr>
<td>Have you applied before (Y/N); was it approved?</td>
</tr>
<tr>
<td>Professional Development Type</td>
</tr>
<tr>
<td>PD Details; Impact; Total Cost</td>
</tr>
<tr>
<td><strong>Reallocation</strong></td>
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<tr>
<td>Estimated Date Needed</td>
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<tr>
<td>Total Cost</td>
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<tr>
<td>Monthly/Yearly Recurring Costs</td>
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<tr>
<td>Reallocation Proposal</td>
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</tbody>
</table>

6. **Optional: Edits to Occupation List for Instructional Programs**

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☐ I am NOT requesting changes to the SOC codes/occupations listed for my program.

☐ I am requesting changes to the SOC codes/occupations listed for my program.

O*Net CIP-SOC Code Look-up

*in the Crosswalks box, choose “Education,” then enter CIP number to see related SOC codes

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.
Information Technology

COMPREHENSIVE
REPORT OF PROGRAM DATA
AY18-19 to AY20-21
July 1, 2018 through June 30, 2021

UNIVERSITY OF HAWAIʻI
HAWAIʻI COMMUNITY COLLEGE


1. Program or Unit Description

The Information Technology program is a career-laddered, competency-based program that provides training in the use and support of business-related computer systems, data communication networks (including local area networks), and the development of business computer information systems programs using procedural, event-driven, and object-oriented programming techniques. The program includes a combination of business, computer, and information technology courses. Campus-based computer and networking projects, faculty supervised laboratories, and workplace internships provide hands-on experience designed to prepare students for positions in computer support, programming, network administration, or systems development in a business information technology system. The program focuses on computers and information technology as tools to solve business problems.

The program targets undergraduates seeking individual courses, certificates, and two-year degrees, and transfer students.

2. Analysis of the Program/Unit

UHCC Annual Report of Program Data (VARPD)

The Information Technology program was rated Cautionary overall for 2020-2021, down from Healthy in the previous two years. The changes to the ratings are in the Efficiency and Effectiveness sections. Some competitors to our program are the local workforce and the UH Hilo Computer Science program.

The program was rated Healthy for Demand this year and the previous two years of the report period. The job market is strong for IT careers, and so the demand is good. The demand for IT jobs is expected to continue in future years.

For the previous two years the Efficiency was rated as Healthy but changed to Progressing this year. The fill rate, 60.8%, is about the same as the previous year (60.4%), but both are down from the year before that (76.6%). The majors to full-time faculty have not decreased compared to the previous two years. The program could support two analytic FTE faculty even though there is only one faculty member. The program offers most classes only once a year to avoid low-enrolled
classes. Offering more classes online enables us to include more students, although some students do not want to take online classes.

The program also changed to Progressing for Effectiveness, while Healthy for the previous two years. The program completion rate dropped slightly from the previous two years and is currently 74% for completion rate. The persistence from fall to spring also dropped to 74%, down from the previous two years. Some of this can be attributed to the Covid pandemic and the move to online instruction. The number of unduplicated degrees/certificates and other certificates awarded also dropped this year compared to the previous two years. I am investigating this data to make sure it is correct, but the program can always improve on completion rates. Retention will be one of the action items at the end of the report.

The Perkins Indicators for 1P1 Postsecondary Placement and 2P1 Earned Recognized Credential were both met, as shown below. The way the Perkins Indicators are being reported changed this academic year, so it won’t be compared to the previous two years.

<table>
<thead>
<tr>
<th>#</th>
<th>Perkins Indicators</th>
<th>Goal</th>
<th>Actual</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>1P1 Postsecondary Placement</td>
<td>33</td>
<td>94.44</td>
<td>Met</td>
</tr>
<tr>
<td>30</td>
<td>2P1 Earned Recognized Credential</td>
<td>33</td>
<td>84.62</td>
<td>Met</td>
</tr>
<tr>
<td>31</td>
<td>3P1 Nontraditional Program Concentration</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

The pandemic was an external factor affecting the program, along with the move to online instruction. While some students prefer online instruction, others stopped coming to class and would prefer in-person instruction. One benefit of being online was the ability to pull students in from other UH campuses, including UH Mānoa, UH Hilo, and some of the other community colleges. During the past three years, the IT curriculum has changed to include classes that transfer to other UH schools, which means that other students can take our classes. The program will need to find a balance between offering online instruction to increase class sizes and offering face-to-face classes for those that prefer being in person. Another positive is that the program also entered into a transfer agreement with UH Maui for non-terminal students to earn a four-year degree.

3. Program Learning Outcomes or Unit/Service Outcomes

a) List all Program Learning Outcomes (PLOs) or Unit/Service Outcomes (UOs) and their alignment to the College’s Institutional Learning Outcomes (ILOs).

IT Program Learning Outcomes:

- PLO 1: Information Systems - Plan, develop, and implement the hardware, software, and procedural components of a data processing system in a business environment.
- PLO 2: Networking - Plan, develop, and implement the hardware, software, and procedural components of a data communications system in a business environment.
Program or Unit Name: Information Technology

- PLO 3: Programming - Plan, develop, implement, and document computer programs that meet the data processing requirements of a business organization.
- PLO 4: Productivity - Work independently and cooperatively to deliver reports, programs, projects, and other deliverables that document a business organization's information technology requirements.
- PLO 5: Legal/Ethical/Professional - Base decisions and actions on the legal, ethical, and professional guidelines and practices of the information technology field.
- PLO 6: Explore - Demonstrate the ability to search, analyze, and synthesize current information and solutions in the rapidly changing information technology profession.
<table>
<thead>
<tr>
<th><strong>Institutional Learning Outcomes</strong></th>
<th><strong>Aligned IT Program Learning Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ILO 1: Communication - Ho’oka’a’ike</strong>&lt;br&gt;Communicate effectively in a variety of situations. Ho’oka’a’ike pono i nā manawa like ‘ole.</td>
<td>PLO 1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td><strong>ILO 2: Critical Thinking - No’ono’o loi</strong>&lt;br&gt;Utilize critical thinking to solve problems and make informed decisions. No’ono’o loi ma ka huli ‘ana i ka hā‘ina a ho‘oholo mana‘o me ke na‘auao.</td>
<td>PLO 1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td><strong>ILO 3: Contributions to Community and Culture - Kōkua i ke Kaiaulu a me nā Mo‘omeheu</strong>&lt;br&gt;Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai‘i island, as well as other cultures of the world. Kōkua i ke kaiaulu, me ka ‘ike a me ka mākau, a me ka mahalo ho‘i i nā kānaka ‘ōiwi a me nā mo‘omeheu ‘ōiwi o Hawai‘i nei, a me nā mo‘omeheu ‘ē a‘e o ka honua.</td>
<td>PLO 1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td><strong>ILO 4: Life-long Learning - Kūlia i ka nu‘u ma ka ‘Imi Na‘auao</strong>&lt;br&gt;Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence. Kūlia i ka nu‘u ma ka ‘imi na‘auao a ma ka ‘oihana ho‘i ma o ka huli ‘ana ma nā ‘oihana a me nā kumuwaiwai maika‘i.</td>
<td>PLO 1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td><strong>ILO 5: Respect for Diversity - Mahalo i ke Kanaka a me ke Kaiapili</strong>&lt;br&gt;Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity. Ho‘opuka a ho‘omau i kekahi kaiapuni a‘o maluhia me ona kaiapuni ‘oihana e mahalo i ke kanaka a me ke kaiapili.</td>
<td>PLO 1, 2, 3, 4, 5, 6</td>
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<tr>
<td><strong>ILO 6: Environmental Sustainability - Mālama Pono i ke Kaiapuni</strong>&lt;br&gt;Contribute to sustainable environmental practices for personal and community well-being. Mālama i ke kaiapuni no ke ola pono ‘ana o ke kanaka a me ke kaiaulu.</td>
<td>PLO 1, 2, 3, 4, 5, 6</td>
</tr>
</tbody>
</table>
b) *List the PLOs or UOs that have been assessed in the period of this Review. Instructional programs must list the courses that have been assessed in the period of this Review and identify the alignment(s) of Course Learning Outcomes (CLOs) to the PLOs. If no assessment was conducted in the period of this Review, provide an explanation and the schedule of upcoming planned assessments.*

<table>
<thead>
<tr>
<th>Course</th>
<th>CLO</th>
<th>Aligned PLO</th>
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<tbody>
<tr>
<td>ICS 101 – Digital Tools for the Information World</td>
<td>CLO1: Utilize the appropriate computer applications to produce professional documents, spreadsheets, presentation, databases, and web pages for effective communication (major content area).</td>
<td>PLO 1</td>
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<td>CLO2: Utilize operating system interfaces to manage computer resources effectively and securely.</td>
<td>PLO 1</td>
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<td></td>
<td>CLO3: Extract and synthesize information from available Internet resources using intelligent search and discrimination.</td>
<td>PLO 4,6</td>
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<td></td>
<td>CLO4: Define, explain, and demonstrate proper computer terminology usage in areas such as hardware, software, and communications to effectively interact with other computer users and to prepare for higher-level computer courses.</td>
<td>PLO 4</td>
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<tr>
<td></td>
<td>CLO5: Describe ethical and security issues involved in the use of computer terminology.</td>
<td>PLO 5</td>
</tr>
<tr>
<td>ICS 111 – Introduction to Computer Science I</td>
<td>CLO 1: Use an appropriate programming environment to design, code, compile, run and debug computer programs.</td>
<td>PLO 3,6</td>
</tr>
<tr>
<td></td>
<td>CLO 2: Demonstrate basic problem solving skills: analyzing problems, modeling a problem as a system of objects, creating algorithms, and implementing models and algorithms in an object-oriented computing language.</td>
<td>PLO 1,3</td>
</tr>
<tr>
<td></td>
<td>CLO 3: Illustrate basic programming concepts such as program flow and syntax of a high-level general purpose language and basic security practices.</td>
<td>PLO 3,4,5</td>
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<td></td>
<td>CLO 4: Demonstrate working with primitive data types, strings, and arrays.</td>
<td>PLO 3</td>
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<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>CLO 1: Analyze issues and apply mathematical problem solving skills to plan courses of action in decision-making situations.</td>
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<tr>
<td>ICS 141</td>
<td>Discrete Mathematics for Computer</td>
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<td></td>
<td>Science I</td>
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<td>ICS 200</td>
<td>Web Technology</td>
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<tr>
<td>ICS 211</td>
<td>Introduction to Computer Science II</td>
<td></td>
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<tr>
<td>ITS 104</td>
<td>Computer Hardware Support</td>
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<tr>
<td>Program or Unit Name</td>
<td>Course Code</td>
<td>Course Title</td>
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<td>ITS 121 – Computing Topics</td>
<td>ITS 121</td>
<td>Computing Topics</td>
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<td>ITS 129 – Introduction to Databases</td>
<td>ITS 129</td>
<td>Introduction to Databases</td>
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</table>
**Program or Unit Name:** Information Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICS 101</td>
<td>This class used a final summative project to assess the course learning outcomes. The project has the student creating a business presentation with components in Word, Excel, PowerPoint, and Access. In Fall 2018, over 90% of students met or exceeded the requirements. In Fall 2020, 70.26% of students met or exceeded the requirements. The students meeting the requirements were lower for online classes versus face-to-face. The pandemic might also have played a role in Fall 2020.</td>
</tr>
</tbody>
</table>

**c) Assessment Results:** provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the period of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meeting its Outcomes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Assessment Results</th>
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<tbody>
<tr>
<td>ITS 287 – IT Internship</td>
<td>CLO 1: Demonstrate the understanding of overall competencies, such as analyzing or describing job assignments in relationship to principles, concepts, or procedures covered in the field of study to prepare for practical workplace experience.</td>
</tr>
<tr>
<td>ITS 288 – IT Program Internship</td>
<td>CLO 2: Demonstrate the understanding of professional workplace ethics, behavior, attitudes, team work and interpersonal relations that meet industry standards for the ITS course of study.</td>
</tr>
<tr>
<td>ITS 287 – IT Internship</td>
<td>CLO 1: Perform activities in a cooperative work environment that demonstrate the understanding of overall competencies, such as analyzing or describing the job assignment in relationship to principles, concepts, or procedures covered in information technology.</td>
</tr>
<tr>
<td>ITS 288 – IT Program Internship</td>
<td>CLO 2: Apply workplace ethics, behavior, team work and interpersonal relations that meet the IT industry standards.</td>
</tr>
<tr>
<td>Program or Unit Name: Information Technology</td>
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<td>----------------------------------------------</td>
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</tbody>
</table>
| **ICS 111**  
  - Spring 2021 Initial                      |

| **The students enjoy the final project, and it is a good measure of their abilities for the course learning outcomes. This course has changed over the last three years of the review period to use open educational resources and to be more project-based. This course is used by both IT majors and those from other degrees.** |

| **This project is still being used as a final project in current classes because of the success rate of the students, the relevancy of the project to future careers, and their enjoyment in completing the project. It continues to be assessed to see if components should be changed or if individual parts of the project should change due to technology.** |

| **This course was offered for the first time in Fall 2019 and was assessed in Spring 2021. The course was developed to be consistent with the same course at other UH campuses. The class uses open educational resources so that no textbook is required. The class also uses high-engagement and hands-on assignments.** |

| **This class used a final summative project to assess the course learning outcomes. The final project consists of the student creating a Python program that includes criteria such as an overall loop with a menu that gives users choices of what to do, at least two other loops somewhere in the program, at least three functions that you make, at least one array/list, at least three if statements besides the menu items, at least one file to read to/write from, exception handling in at least one place, a class, comments, and the use of PyPlot or Pandas.** |

<p>| <strong>77.28% of students met or exceeded the requirements for the class. The class was offered in an online synchronous</strong> |</p>
<table>
<thead>
<tr>
<th>Program or Unit Name: Information Technology</th>
</tr>
</thead>
</table>

| Environment. The four who did not meet the requirement did not even attempt the assignment (they had stopped coming earlier in the semester). Students seemed to enjoy the final project, and it was a good measure of the course learning outcomes. |

| This project will still be used as a final project in current classes because of the success rate of the students, the relevancy of the project to future careers, and their enjoyment in completing the project. It will continue to be assessed to see if components should be changed or if individual parts of the project should change due to technology, such as the programming language used. |

<table>
<thead>
<tr>
<th>ICS 141</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fall 2019 Initial</td>
</tr>
<tr>
<td>• Fall 2020 Closing the Loop</td>
</tr>
</tbody>
</table>

| This course was offered for the first time in Fall 2019 and was assessed then and again in Fall 2020. The course was added to the IT curriculum for better transfer to UH schools. The class is aligned with other campuses. The class uses open educational resources so that no textbook is required. The class also uses practical assignments, such as programming, in addition to math problems and theories. |

| The class uses a final summative project to assess the course learning outcomes. The final project consisted of the student creating a Python program that includes criteria such as an overall loop with a menu that gives users choices of what to do, a function that uses recursion, analysis of algorithms such a time and space complexity, the use of sets, relations, matrices, and probability. In addition, they were given some problems to demonstrate the use of proofs and combinatorics. The students were allowed to create any type of program such as a game or business application. |
**Program or Unit Name:** Information Technology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICS 200</td>
<td>This course was offered for the first time in Fall 2019 and was assessed in Spring 2021. The course was developed to be consistent with the same course at other UH campuses. The class uses open educational resources so that no textbook is required. The class also uses high-engagement and hands-on assignments. This class used a final summative project to assess the course learning outcomes. The final project consists of the student creating a web application published to a web server that used HTML, CSS, and Javascript. They could choose the subject material they wanted to use but needed to include at least ten individual web pages, at least one form, at least ten images, input validation, selection and repetition statements, and parameter passing in Javascript functions. The project had to work in multiple browsers and meet accessibility guidelines. 84.62% of students met or exceeded the requirements for the class. The ones that didn’t meet or exceed did not attempt the final project because they had stopped coming to class. The program will continue</td>
</tr>
</tbody>
</table>

All the students in the Fall 2019 section met or exceeded the requirements. 90.91% of the students met or exceed the requirements in Fall 2020. The final project was a good measure of the course learning outcomes.

This project will still be used as a final project in current classes because of the success rate of the students, the relevancy of the project to future careers, and their enjoyment in completing the project. It will continue to be assessed to see if components should be changed or if individual parts of the project should change due to technology.
Program or Unit Name: Information Technology

<table>
<thead>
<tr>
<th>ICS 211</th>
<th>Fall 2020 Initial</th>
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</thead>
<tbody>
<tr>
<td>This course was offered for the first time in Fall 2019 and was assessed in Fall 2020. The course was developed to be consistent with the same course at other UH campuses. The class uses open educational resources so that no textbook is required. The class also uses high-engagement and hands-on assignments.</td>
<td></td>
</tr>
</tbody>
</table>

This class used a final summative project to assess the course learning outcomes. The final project consists of the student creating a Python program that includes criteria such as including at least one class, at least one user defined function, at least one abstract data type, a searching or sorting algorithm, recursion, exception handling, Tkinter, a database, and at least one image.

Students met or exceeded the course learning outcomes at a rate of 72%. Those who did not meet or exceed did not attempt the final project because they had stopped coming earlier in the semester. I will continue to attempt to contact those students to reach out to students that stop coming to try to get them back in the class. The class was offered in an online synchronous environment. Students seemed to enjoy the final project because of the creativity that they could use, and it was a good measure of the course learning outcomes.

This project will still be used as a final project in current classes because of the success rate of the students, the relevancy of the project to future careers, and their enjoyment in completing the project. It will continue to be assessed to see if components should be changed or if individual parts of the project should change due to technology, such as the web server or use of HTML, CSS, and Javascript.
students to keep them coming back. The class was offered in an online synchronous environment. Students seemed to enjoy the final project because of the creativity that they could use, and it was a good measure of the course learning outcomes.

This project will still be used as a final project in current classes because of the success rate of the students, the relevancy of the project to future careers, and their enjoyment in completing the project. It will continue to be assessed to see if components should be changed or if individual parts of the project should change due to technology, such as the programming language used.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Initials</th>
<th>Closing the Loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITS 104</td>
<td>Information Technology</td>
<td>Fall 2018</td>
<td>Fall 2020 Closing the Loop</td>
</tr>
<tr>
<td>ITS 129</td>
<td>Information Technology</td>
<td>Fall 2018</td>
<td>Fall 2019 Closing the Loop</td>
</tr>
</tbody>
</table>

This course has been in the IT program for many years. The course was redeveloped to make use of the Cisco curriculum (starting in Fall 2018), which was free for our students to use because of the professional development and certification of the full-time faculty member and a lecturer.

To assess the course learning outcomes, a final summative exam was used. In Fall 2018, 100% of students met or exceeded the requirements. In Fall 2020, 63.64% met or exceeded the requirements. This section was online asynchronous, and those that did not meet the requirements did not even attempt the exam.

This course is not transferrable to other campuses and will be replaced with another course in Fall 2022. The new course will be consistent with other campuses but will have similar content.

This course has been in the IT program for many years. It was redeveloped for the first use in Fall 2018 using open educational resources.
<table>
<thead>
<tr>
<th>Program or Unit Name: Information Technology</th>
</tr>
</thead>
</table>

resources, high-engagement strategies, and hands-on assignments.

This class used a final summative project to assess the course learning outcomes. The final project consists of the student creating an entity relationship diagram, a database created in MySQL, and a website uploaded to a web server that used HTML, CSS, and PHP to create web pages for people to interact with the database (using SQL on the back end).

In Fall 2018, 84.62% of students met or exceeded the requirements for the class. In Fall 2019, 100% of the students met or exceeded the requirements for the class. Both were face-to-face sections.

This project will still be used as a final project in current classes because of the success rate of the students, the relevancy of the project to future careers, and their enjoyment in completing the project. It will continue to be assessed to see if components should be changed or if individual parts of the project should change due to technology, such as the website languages used and the DBMS.

<table>
<thead>
<tr>
<th>ITS 287</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spring 2019 Initial</td>
</tr>
<tr>
<td>• Spring 2021 Closing the Loop</td>
</tr>
</tbody>
</table>

This course was first offered in Spring 2019. It replaced part of an existing course for internship preparation. The course uses open educational resources to help prepare students for their internship and future career.

The class uses a final summative paper assignment to assess the course learning outcomes. In Spring 2019, all students met or exceeded the course requirements. In Spring 2021, 85.71% of students met or exceeded the requirements. In that semester one student stopped coming to class near the beginning of the semester. I will
Program or Unit Name: Information Technology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITS 288</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2019 Initial</td>
<td>This course was first offered in Spring 2019. It replaced part of an existing course for an internship. The course involves students completing 100 internship hours.</td>
</tr>
<tr>
<td></td>
<td>Spring 2021 Closing the Loop</td>
<td></td>
</tr>
</tbody>
</table>

continue to try to reach out to students to try to get them to come back to class.

This project will still be used as a final project in current classes because of the success rate of the students and the relevancy of the project to future careers. It will continue to be assessed to see if the course is meeting student needs.

This course was first offered in Spring 2019. It replaced part of an existing course for an internship. The course involves students completing 100 internship hours.

The class uses a supervisor evaluation and work log to assess course learning outcomes. In Spring 2019, all students met or exceeded the course requirements. In Spring 2021, 85.71% of students met or exceeded the requirements. In that semester, one student stopped coming to class near the beginning of the semester. I will continue to try to reach out to students to try to get them to come back to class.

This class has been challenging with the pandemic because some employers were not willing to have in-person internships. Some projects were created to have students meet the hours for internship. The class is successful and will continue. The program will continue to be flexible with internship placements due to the pandemic.
## Information Technology

### Academic Year 2018-19

<table>
<thead>
<tr>
<th>Term</th>
<th>Overview</th>
<th>Add Outcome</th>
<th>Collapse Panel</th>
</tr>
</thead>
</table>
| IT_PLO1 | **IT_PLO1**  
IT PLO1: Information Systems - Plan, develop, and implement the hardware, software, and procedural components of a data processing system in a business... | | |
| IT_PLO2 | **IT_PLO2**  
IT PLO2: Networking - Plan, develop, and implement the hardware, software, and procedural components of a data communications system in a business en... | | |
| IT_PLO3 | **IT_PLO3**  
IT PLO3: Programming - Plan, develop, implement, and document computer programs that meet the data processing requirements of a business organization... | | |
| IT_PLO4 | **IT_PLO4**  
IT PLO4: Productivity - Work independently and cooperatively to deliver reports, programs, projects, and other deliverables that document a business... | | |
| IT_PLO5 | **IT_PLO5**  
IT PLO5: Legal/Ethical/Professional - Base decisions and actions on the legal, ethical, and professional guidelines and practices of the information... | | |
| IT_PLO6 | **IT_PLO6**  
IT PLO6: Explore - Demonstrate the ability to search, analyze, and synthesize current information and solutions in the rapidly changing information t... | | |

### Progress

Summary of assessment efforts for this unit.

**Fall 2018**
- Total Measurable Outcomes: 0%
- 0 / 12 have results for all their assessments.

**Total Measurable Connections:** 214 / 375 have results for all their assessments.

**Spring 2019**
- Total Measurable Outcomes: 0%
- 0 / 12 have results for all their assessments.

**Total Measurable Connections:** 161 / 388 have results for all their assessments.

**Summer-1 2019**
- Total Measurable Outcomes: 0%
- 0 / 12 have results for all their assessments.

**Summer-2 2019**
- Total Measurable Outcomes: 0%
- 0 / 12 have results for all their assessments.
## Information Technology

### Academic Year 2019-20

<table>
<thead>
<tr>
<th>Term</th>
<th>IT_PLO1</th>
<th>IT_PLO2</th>
<th>IT_PLO3</th>
<th>IT_PLO4</th>
<th>IT_PLO5</th>
<th>IT_PLO6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IT_PLO1</td>
<td>IT_PLO2</td>
<td>IT_PLO3</td>
<td>IT_PLO4</td>
<td>IT_PLO5</td>
<td>IT_PLO6</td>
</tr>
<tr>
<td></td>
<td>IT_PLO1: Information Systems - Plan, develop, and implement the hardware, software, and procedural components of a data processing system in a business...</td>
<td>IT_PLO2: Networking - Plan, develop, and implement the hardware, software, and procedural components of a data communications system in a business...</td>
<td>IT_PLO3: Programming - Plan, develop, implement, and document computer programs that meet the data processing requirements of a business organization...</td>
<td>IT_PLO4: Productivity - Work independently and cooperatively to deliver reports, programs, projects, and other deliverables that document a business...</td>
<td>IT_PLO5: Legal/Ethical/Professional - Base decisions and actions on the legal, ethical, and professional guidelines and practices of the information...</td>
<td>IT_PLO6: Explore - Demonstrate the ability to search, analyze, and synthesize current information and solutions in the rapidly changing information...</td>
</tr>
</tbody>
</table>

### Progress

**Summary of assessment efforts for this unit.**

- **Fall 2019**
  - Total Measurable Outcomes: 50%
  - 6 / 12 have results for all their assessments.

- **Spring 2020**
  - Total Measurable Outcomes: 0%
  - 0 / 12 have results for all their assessments.

- **Summer-1 2020**
  - Total Measurable Outcomes: 0%
  - 0 / 12 have results for all their assessments.

- **Summer-2 2020**
  - Total Measurable Outcomes: 0%
  - 0 / 12 have results for all their assessments.
Program or Unit Name: Information Technology

<table>
<thead>
<tr>
<th>IT_PLO1</th>
<th>IT PLO1: Information Systems - Plan, develop, and implement the hardware, software, and procedural components of a data processing system in a business...</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT_PLO2</td>
<td>IT PLO2: Networking - Plan, develop, and implement the hardware, software, and procedural components of a data communications system in a business env...</td>
</tr>
<tr>
<td>IT_PLO3</td>
<td>IT PLO3: Programming - Plan, develop, implement, and document computer programs that meet the data processing requirements of a business organization.</td>
</tr>
<tr>
<td>IT_PLO4</td>
<td>IT PLO4: Productivity - Work independently and cooperatively to deliver reports, programs, projects, and other deliverables that document a business o...</td>
</tr>
<tr>
<td>IT_PLO5</td>
<td>IT PLO5: Legal/Ethical/Professional - Base decisions and actions on the legal, ethical, and professional guidelines and practices of the information t...</td>
</tr>
<tr>
<td>IT_PLO6</td>
<td>IT PLO6: Explore - Demonstrate the ability to search, analyze, and synthesize current information and solutions in the rapidly changing information te...</td>
</tr>
</tbody>
</table>

**Changes that have been made as a result of the assessment results:** instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.

Overall, the program has been successful in helping students meet their course learning outcomes, as evidenced by the assessment results of most students meeting or exceeding the requirements. All curriculum for the program has been converted to use open educational resources and the curriculum will continually be assessed to see if changes need to be made to support students, support workforce needs, and keep up with the continual changes in technology.
4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review (three-year plan).

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, student learning or unit/service outcomes assessment results, and results of survey and other data used to assess your program or unit.

This action plan must include an analysis of progress in achieving previous planned improvements including the results of the prior Comprehensive Review’s action plan(s). Discuss how the goals identified in that prior action plan were met and the impact on the program or unit; or, if not met, discuss why and the impact on the program or unit, and whether those goals are being carried over to the current action plan.

This action plan should be detailed enough to guide your program/unit through to the next program/unit Comprehensive Review cycle. Include specific recommendations for improvement(s) or planned program or unit action(s). The plan must include details of measurable outcomes, benchmarks and timelines.

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College’s Mission and Strategic Plan. Include a discussion of how implementing this action plan will contribute to the College achieving the goals of the Strategic Plan.


Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors between now and the next Comprehensive Review.

The first action item from the last Comprehensive Review was to “increase the average class size, major count, and number of graduates. We will be working on recruitment and retention to achieve this goal. In addition, we will be offering distance education courses to help raise the average class size.” Some of the actions during the review period to help support this item was the GirlsWhoCode programming club and attending career fairs to help with recruitment efforts. The pandemic stopped some of the activities, and the program will be trying to continue recruitment efforts online and in person once things are open again. The program offered the first online class in Fall 2018, which allows students from around the island and from other campuses to take our classes. The major count for the program is about the same as it was in the last review program. The average class size is 15, and we would still like to increase this number.
The second action item from the last Comprehensive Review was “reviewing all curriculum to see if updates need to be made to be relevant to community needs and to ensure pathways for ongoing education. In addition, we would like to make all courses within the program TCZ (textbook cost zero).” This action item was met. The curriculum had updates to add needed technologies and all IT courses are currently textbook cost zero. This helps the students by reducing the cost of college and ensuring learning materials are relevant.

For the next three years, the IT program would like to focus on:

**Action Item 1: Marketing and Recruitment:** This aligns with the Hawai‘i Graduation Initiative Strategy 1 to “Strengthen the pipeline from K-12 to the university to improve college readiness and increase college attendance.”

- Attend career fairs
- Start using social media to promote program
- Interface with local schools to increase awareness of our program and to find pathways

**Action Item 2: Retention:** This aligns with the Hawai‘i Graduation Initiative Strategy 2 to “Implement structural improvements that promote persistence to attain a degree and timely completion.”

- Balance the need of having online classes to increase class size with the need for some students wanting in-person classes
- Flexible scheduling so that more people in different situations can still attend class
- Form better relationships between students and faculty and students with students to build community and increase retention

5. **Resource Implications**

*ONE-TIME BUDGET REQUESTS ONLY*

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating “B” budget, including reallocation of existing resources (physical, human, financial).

*Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.*

☐ I am NOT requesting additional ONE-TIME resources for my program/unit.

☐ I AM requesting additional ONE-TIME resource(s) for my program/unit.

Total number of items being requested: __________ (4 items max.)
AY19-AY21 Hawai‘i Community College Comprehensive Program/Unit Review

Program or Unit Name: Information Technology

*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your Resource Request as part of your Review document submission via the Hawai‘i CC - Program & Unit Review Submission portal https://Hawai‘i.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run

✓ Item Description
✓ Justification
✓ Priority Criteria (must meet at least one of the following):
  1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
  2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
  3. Expand our commitment to serving all segments of our Hawai‘i Island community through Pālamanui and satellite centers
  4. Address aging infrastructure.
  5. Continue efforts to promote integrated student support in closing educational gaps.
  6. Leverage resources, investments with returns, or scaling opportunities
  7. Promote professional development.

<table>
<thead>
<tr>
<th>Category-Specific Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
</tr>
<tr>
<td>Estimated Date Needed</td>
</tr>
<tr>
<td>Quantity / Number of Units; Cost per Unit</td>
</tr>
<tr>
<td>Total Cost (with S&amp;H, tax)</td>
</tr>
<tr>
<td>On Inventory List (Y/N); Decal #, Reason replacing</td>
</tr>
<tr>
<td>Facilities Modification</td>
</tr>
<tr>
<td>Estimated Date Needed</td>
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<tr>
<td>Total Cost</td>
</tr>
<tr>
<td>Monthly/Yearly Recurring Costs</td>
</tr>
<tr>
<td>Utilities Required</td>
</tr>
<tr>
<td>Personnel Resource</td>
</tr>
<tr>
<td>Estimated Date Needed</td>
</tr>
<tr>
<td>FTE; Position Type; Position Title</td>
</tr>
<tr>
<td>Estimated Salary</td>
</tr>
<tr>
<td>Was an Existing Position Abolished? (Y/N); Position #</td>
</tr>
<tr>
<td>Professional Development</td>
</tr>
<tr>
<td>Estimated Date Needed</td>
</tr>
<tr>
<td>Have you applied before (Y/N); was it approved?</td>
</tr>
<tr>
<td>Professional Development Type</td>
</tr>
<tr>
<td>PD Details; Impact; Total Cost</td>
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<tr>
<td>Reallocation</td>
</tr>
<tr>
<td>Estimated Date Needed</td>
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<tr>
<td>Total Cost</td>
</tr>
<tr>
<td>Monthly/Yearly Recurring Costs</td>
</tr>
<tr>
<td>Reallocation Proposal</td>
</tr>
</tbody>
</table>

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☒ I am NOT requesting changes to the SOC codes/occupations listed for my program.

☐ I am requesting changes to the SOC codes/occupations listed for my program.
AY19-AY21 Hawai‘i Community College Comprehensive Program/Unit Review

**Program or Unit Name:** Information Technology

**O*Net CIP-SOC Code Look-up**
*in the Crosswalks box, choose “Education,” then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.*
Counseling, Advising and Support Services Center

COMPREHENSIVE
REPORT OF PROGRAM DATA
AY18-19 to AY20-21
July 1, 2018 through June 30, 2021

UNIVERSITY OF HAWAI‘I
HAWAI‘I COMMUNITY COLLEGE
1. Program or Unit Description

Counseling Advising and Support Services Center (CASSC) Mission Statement:
Our mission is to provide counseling and advising services to empower students to achieve their educational, career and personal goals. To best serve our diverse learners, we collaborate with other campus units and our community to develop student centered resources, and facilitate activities that foster student success.

Unit Description (from Hawai‘i CC Catalog)
Counseling, advising, and support services are designed to help all undergraduate students attending a two-year institution develop the academic and personal skills needed to succeed in college. Support services are available for students who are low income, academically under prepared, displaced homemakers, and/or returning older nontraditional students. Individual and/or group counseling is provided by appointment or walk-in in the following areas:
1. Admissions: to assist prospective students with admissions procedures.
2. Academic: to help students be successful in their coursework through awareness of learning and study strategies, academic rules and regulations, educational options, and transfer procedures.
3. Financial Aid: to assist students with general financial aid and scholarship inquiries and to counsel students on financial aid probation, suspension, or termination.
4. Personal: to help students achieve positive relationships with self and others to facilitate the advancement of educational and career goals.

In addition to responding to student requests for assistance, the Counseling, Advising, and Support Services staff reach out to students with special needs through a cooperative arrangement with faculty. For example, students who are observed early in the semester to be having difficulty in a course may be referred to Counseling, Advising, and Support Services for counseling. Also, students on academic warning, probation, or readmission after academic dismissal who receive letters should seek counseling assistance in order to identify and correct problem areas to promote college success.

Target Student or Service Population (not listed in Hawai‘i CC Catalog)
CASSC serves all prospective, new, continuing, returning and transfer students at the two-year college. The Unit primarily identifies and serves students by their program major and career interests, works with Running Start and Early College students, coordinates New Student Orientation in East Hawai‘i, provides support to the Student Life program, partners with the Office of International Programs to provide academic advising to international students, and assists students from special populations. Special populations include: veterans, returning adults, former foster youth, and previously incarcerated individuals.
2. Analysis of the Program/Unit

**Counseling Unit Composition:**
The Counseling, Advising and Support Services Center (CASSC) located in East Hawai‘i, consisted of 9 general-funded, non-instructional faculty (5 Generalist Counselors, 1 Student Engagement Counselor, 1 Outreach and Recruitment Coordinator, 1 Special Populations Counselor, and 1 Student Life Counselor), 1 temporary funded, Academic Advisor (APT) who became the HINET Coordinator, and 1 general-funded, Office Assistant III. In addition to the faculty and staff members, the Unit also employed 4-6 student assistants to work in the Counseling, Advising and Support Services Center, the Kau Wa‘a Student Center and with the HINET Coordinator. The College funded the Unit’s student employees via Federal Work Study, tuition and fees funds, and/or Bridge to Hope.

The Counseling Unit also received support from three other positions. The Outreach and Recruitment Coordinator supervised a federally grant-funded APT who collaborated with her to serve the Early College/Running Start population throughout the review period. For the 2018-19 academic year, the Counseling Department Chair supervised a 0.50 FTE casual-hire Student Life Fiscal Specialist, and a 0.50 FTE casual-hire Academic Advisor (89 day appointment). Those two positions were discontinued after June 30, 2019.

**DEMAND:** The Counseling Unit’s services are essential, available and accessible to all Hawai‘i CC students via phone, email, virtually, and in person. Despite enrollment numbers steadily declining as illustrated in the tables below, and the impact of the COVID-19 pandemic on 2020-21 enrollment and service delivery, the Counseling Unit provided continuous services to all students throughout the review period.
The VARPD 2021 table below illustrates the types of students by registration status the Unit assisted. A mandatory advising hold is placed on new, returning and transfer students’ accounts requiring them to meet with a counselor before their first class registration session. Continuing students are encouraged to meet with a counselor for ongoing advising and support throughout their academic journey. “Home Campus Other” students are provided assistance as needed.

<table>
<thead>
<tr>
<th>Demand Indicator</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester Registration Status – New Students</td>
<td>923</td>
<td>901</td>
<td>868</td>
</tr>
<tr>
<td>Fall Semester Registration Status – Transfer Students</td>
<td>199</td>
<td>207</td>
<td>177</td>
</tr>
<tr>
<td>Fall Semester Registration Status – Continuing Students</td>
<td>1,093</td>
<td>1,128</td>
<td>1,020</td>
</tr>
<tr>
<td>Fall Semester Registration Status – Returning Students</td>
<td>236</td>
<td>222</td>
<td>194</td>
</tr>
<tr>
<td>Fall Semester Registration Status – Home Campus Other</td>
<td>181</td>
<td>157</td>
<td>171</td>
</tr>
<tr>
<td>Spring Semester Registration Status – New Students</td>
<td>438</td>
<td>346</td>
<td>505</td>
</tr>
<tr>
<td>Spring Semester Registration Status – Transfer Students</td>
<td>95</td>
<td>97</td>
<td>101</td>
</tr>
<tr>
<td>Spring Semester Registration Status – Continuing Students</td>
<td>1,444</td>
<td>1,640</td>
<td>1,318</td>
</tr>
<tr>
<td>Spring Semester Registration Status – Returning Students</td>
<td>120</td>
<td>128</td>
<td>150</td>
</tr>
<tr>
<td>Spring Semester Registration Status – Home Campus Other</td>
<td>204</td>
<td>191</td>
<td>229</td>
</tr>
</tbody>
</table>

These numbers are not exclusive to only the Counseling Unit in Hilo. Students may also have been served by Pālamanui Student Services and Kō Education Center personnel.

**Scheduled and Walk-In Appointments:**
A majority of the Counseling Unit’s time is utilized to provide direct services to prospective and currently enrolled students. The Unit collectively logged in 19,317 individual, student contacts during this three-year review period. As reported in the tables below, the number of duplicated and unduplicated students the Unit served increased over the three-year period. The higher frequencies of student contact may be due in part to the Unit purposefully addressing students’ multiple needs/concerns influenced by the COVID pandemic, and the Unit increasing our electronic communication efforts to clearly outreach and explain campus policies and procedures to students.
Student Contacts Per Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>Duplicated</th>
<th>Unduplicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2018</td>
<td>845</td>
<td>716</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>2,137</td>
<td>1,282</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>1,558</td>
<td>980</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>638</td>
<td>473</td>
</tr>
<tr>
<td>07/01/2018 - 06/30/2019</td>
<td>5,178</td>
<td>3,451</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Duplicated</th>
<th>Unduplicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2019</td>
<td>1,087</td>
<td>748</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>2,361</td>
<td>1,467</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>1,905</td>
<td>1,094</td>
</tr>
<tr>
<td>Summer 2020</td>
<td>850</td>
<td>577</td>
</tr>
<tr>
<td>07/01/2019 - 06/30/2020</td>
<td>6,203</td>
<td>3,886</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Duplicated</th>
<th>Unduplicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2020</td>
<td>914</td>
<td>575</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>3,258</td>
<td>1,545</td>
</tr>
<tr>
<td>Spring 2021 (MySuccess)</td>
<td>800</td>
<td>546</td>
</tr>
<tr>
<td>Spring 2021 (STAR Balance)</td>
<td>2,370</td>
<td>1,206</td>
</tr>
<tr>
<td>Summer 2021</td>
<td>594</td>
<td>408</td>
</tr>
<tr>
<td>07/01/2020 - 06/30/2021</td>
<td>7,936</td>
<td>4,280</td>
</tr>
</tbody>
</table>

**EFFICIENCY:** The Counseling Unit assisted students for a variety of reasons. The Unit tabulated data from MySuccess for 7/1/18 to 1/31/21 and from STAR Balance from 2/1/21 to 6/30/21. Because the UH System’s MySuccess contract was to expire on 6/30/21, the Unit pivoted to utilizing STAR Balance to schedule student appointments and to record student contacts. Student contacts included in person, virtual, phone and emails. The following tables provide a summary of the reasons students met with Unit personnel.

<table>
<thead>
<tr>
<th>Appointment Reason Code (MySuccess)</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAW: Academic Probation/Dismissal</td>
<td>49</td>
<td>66</td>
<td>50</td>
</tr>
<tr>
<td>HAW: Admissions, Advising, Financial, Other</td>
<td>4,876</td>
<td>5,917</td>
<td>4,783</td>
</tr>
<tr>
<td>HAW: Career</td>
<td>34</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>HAW: Personal Counseling (CASSC)</td>
<td>6</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>HAW: Prospective Student</td>
<td>148</td>
<td>159</td>
<td>75</td>
</tr>
<tr>
<td>HAW: Student Organization/Activities</td>
<td>65</td>
<td>32</td>
<td>38</td>
</tr>
</tbody>
</table>
Ay19-Ay21 Hawai’i Community College Comprehensive Program/Unit Review

Program or Unit Name: Counseling, Advising and Support Services Center (CASSC)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Action (Probation, Suspension, Dismissal)</td>
<td>N/A</td>
<td>N/A</td>
<td>35</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>N/A</td>
<td>N/A</td>
<td>1,490</td>
</tr>
<tr>
<td>Admissions Assistance</td>
<td>N/A</td>
<td>N/A</td>
<td>147</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>N/A</td>
<td>N/A</td>
<td>33</td>
</tr>
<tr>
<td>Counseling/General Concern</td>
<td>N/A</td>
<td>N/A</td>
<td>249</td>
</tr>
<tr>
<td>Early College</td>
<td>N/A</td>
<td>N/A</td>
<td>12</td>
</tr>
<tr>
<td>Financial Aid &amp; Scholarship</td>
<td>N/A</td>
<td>N/A</td>
<td>121</td>
</tr>
<tr>
<td>Quick Questions</td>
<td>N/A</td>
<td>N/A</td>
<td>592</td>
</tr>
<tr>
<td>Student Appeal</td>
<td>N/A</td>
<td>N/A</td>
<td>44</td>
</tr>
<tr>
<td>Student Club/Organization</td>
<td>N/A</td>
<td>N/A</td>
<td>67</td>
</tr>
<tr>
<td>Transfer Advising</td>
<td>N/A</td>
<td>N/A</td>
<td>119</td>
</tr>
<tr>
<td>VA Benefits</td>
<td>N/A</td>
<td>N/A</td>
<td>55</td>
</tr>
<tr>
<td>Totals</td>
<td>5,178</td>
<td>6,203</td>
<td>7,936</td>
</tr>
</tbody>
</table>

Academic advising services, which included admissions counseling, academic planning, financial aid advising, transfer advising, and course registration assistance, comprised of 90% of the Unit’s student contacts. Career Counseling is a service that seems to have been used the lowest because it was primarily delivered by the Career and Job Development Center.

The Counseling Unit employs strategies to provide services in an efficient manner. Despite our limited number of personnel members and the numerous services we provide to thousands of students each academic year, the Unit does our best to respond to and anticipate student needs in a timely manner. Examples of the Counseling Unit’s efficiency strategies includes:

- Responding to a student’s email or phone message within 24 hours received, if it is a weekday, and within 48 hours if received over the weekend.
- Providing and discussing with prospective students a New Student enrollment checklist that includes information on how to apply for admissions, how to apply for financial aid, health clearance and mandatory COVID vaccination requirements, self-placement qualifiers or placement testing information, mandatory orientation and/or advising information, and providing transcripts from previous institutions, if applicable. We also provide information on the program/major the students are interested in pursuing. We comprehensively answer students’ questions regarding their initial steps for enrollment, and are available for any follow up inquiries.
- When new, first-time to college students sign-up for the mandatory New Student Orientation, the Counseling Office personnel also sets up a mandatory advising and registration appointment with a counselor.
- Utilizing the Course Program of Study (CPoS) Report (previously used the STAR Student Success Report) to identify students taking classes that do not count towards their graduation requirements and contacting all of these students by phone and/or email. These outreach efforts increases the students’ ability to earn their degrees on time, and assists students with maintaining financial aid eligibility.
• Reviewing students’ STAR GPS Pathway and STAR Academic Essential prior to their scheduled appointments in order to best utilize the appointment time with the student. These efforts allow the Unit personnel to inform the students about any forms (i.e., Change of Major, Course Waiver/Substitution, Concurrent Enrollment, Financial Aid appeal, etc.) needed to better assist the students’ matriculation, retention and persistence.

EFFECTIVENESS: The Unit measured its effectiveness in several areas: 1) the students’ increased knowledge of college policies/procedures, how to set academic and/or career goals, and how to purposefully achieve their goals, 2) the nature of the advising/counseling relationship, 3) the different reasons students meet with a counselor/advisor, and 4) the students’ satisfaction with academic advising/counseling provided. The Unit consistently received exceptionally strong and positive, service ratings from students. Those results will be reported and discussed throughout the Ka’ao Unit Activities and Unit Outcomes Assessment sections of this review.

Community College Survey of Student Engagement (CCSSE)
The CCSSE is one assessment tool the CASSC utilizes to measure the Unit’s effectiveness. Students are surveyed in five areas pertaining to the Counseling Unit: Academic Advising, Active Military & Veterans, Financial Aid Advising, Student Organizations, and Transfer Advising/Planning. The data reflects services collaboratively provided by other college personnel, rather than the Counseling Unit exclusively. In addition to the Counseling Unit providing these services, instructional faculty also provided academic advising, the Admissions and Records Office provided veterans’ certification, and transfer credit evaluation services, the Financial Aid Office also provided financial aid advising, and instructional faculty and APT staff served as Chartered Student Organization or Registered Independent Student Organization advisors.

The CCSSE queried students about how frequently they used one of the aforementioned, five services, if they felt the services were important, and if they used the services, how satisfied they were with the services. Appendices A-C feature a more detailed breakdown of the CCSSE survey results. The Means Summary Table for 2018 (404 students) and 2021 (391 students) is below.

<table>
<thead>
<tr>
<th>STUDENT SERVICES</th>
<th>Frequency</th>
<th>Satisfaction</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2018</td>
<td>2021</td>
<td>2018</td>
</tr>
<tr>
<td>Academic Advising/Planning</td>
<td>1.45</td>
<td>1.52</td>
<td>1.46</td>
</tr>
<tr>
<td>Active Military &amp; Veterans</td>
<td>0.24</td>
<td>0.13</td>
<td>1.30</td>
</tr>
<tr>
<td>Financial Aid Advising</td>
<td>0.99</td>
<td>1.04</td>
<td>1.37</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>0.63</td>
<td>0.36</td>
<td>1.33</td>
</tr>
<tr>
<td>Transfer Advising/Planning</td>
<td>0.54</td>
<td>0.54</td>
<td>1.35</td>
</tr>
</tbody>
</table>

CCSSE frequency of use scale: 0 = never, 1 = 1 time, 2 = 2-4 times, and 3 = 5 or more times
CCSSE satisfaction scale: 0 = not at all, 1 = somewhat, and 2 = very
CCSSE importance scale: 1 = not at all, 2 = somewhat, and 3 = very
Overall, the CCSSE data illustrates that students consider academic advising, active military & veterans services, financial aid advising, student organizations, and transfer advising/planning as somewhat or very important. The students who utilized these services are somewhat satisfied.

- **Utilization of services:** Students’ participation in 2 of the 5 areas increased (academic advising/planning and financial aid advising), and in 1 area remained the same (transfer advising/planning).
  - A decline in participation in active military & veterans and student organizations in 2021 was most likely impacted by the COVID-19 pandemic. In order to qualify for VA benefits, the students must be enrolled in at least one in-person class.
- **Satisfaction of services:** Students’ satisfaction of services increased for all 5 areas.
- **Importance of services:** Students’ perceptions of the importance of the services increased in 3 of the 5 areas (academic, financial and transfer advising), remained the same in 1 area (student organizations), and slightly declined in 1 area (active military & veterans).
  - Students who are not active military or veterans were able to answer this question. We believe that nearly 40% of the students rated this service as “not important at all” because they are unfamiliar with this population’s needs and the benefits they have earned due to their military service.

**CCSSE 2021 Academic Advising/Planning Results** (Appendices A-C)

- Over 81% of the students surveyed utilized academic advising at least once or twice within the academic year.
- Over 2/3 of the students who used academic advising indicated that they were very satisfied with the service.
- Over 78% of the students felt academic advising was very important.

As previously reported, the majority of the Unit’s time is focused on providing direct services to students. Academic advising is the most utilized service.

**CCSSE 2021 Financial Aid Advising Results** (Appendices A-C)

- Over 60.1% of the students surveyed rarely or never used financial aid advising services, but 1/3 of the students utilized the service.
- At least 64% of the students who received financial aid advising indicated that they were very satisfied with the service.
- Over 74% of the students felt financial aid advising was very important.

Since over 55% of Hawai‘i CC’s students receive the Pell grant, to effectively assist students with their academic planning, the Counseling Unit must also be knowledgeable about financial aid applications, process and eligibility requirements. The Unit partners with the Financial Aid Office advisors to provide general financial aid information to students, inform students of the satisfactory academic progress policy, assist students with financial aid appeal plans, complete Concurrent Enrollment Forms, and contact students when they are taking a class that does not apply towards their degree. Academic and financial aid advising are intertwined.

The CCSSE data adds to CASSC’s evaluation of our services. Additional results and reflections for the Active Military & Veterans, Student Life Organizations, and Transfer Advising/Planning services areas will be provided in other sections of this review.
KAʻAO STUDENT SUCCESS PATHWAY

The Counseling, Advising & Support Services Center (CASSC) Unit supports students at each step of their academic journey, from connection to completion. The Counseling Unit consists of two overlapping subunits: Counseling & Advising, and Student Engagement (Early College/Running Start, New Student Orientation, Student Life, and HINET). Along with assisting students with direct support, the Counseling Unit develops and implements campus and system initiatives.

The Ka’ao Student Success Pathway, created by Dr. Taupōuri Tangarō, is an indigenous Native Hawaiian framework of student success applicable for all learners. In the table below, CASSC lists the overall service categories provided by the Unit at the Hua, Haʻalele, Huakaʻi and Hoʻina stages of a student’s academic journey.

### KAʻAO OVERALL

<table>
<thead>
<tr>
<th>HUA</th>
<th>HAʻALELE</th>
<th>HUAKAʻI</th>
<th>HOʻINA</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Connection)</td>
<td>(Entry)</td>
<td>(Progress &amp; Learning)</td>
<td>(Completion)</td>
</tr>
<tr>
<td><strong>The Catalyst</strong></td>
<td><strong>The Launch</strong></td>
<td><strong>The Journey</strong></td>
<td><strong>The Return:</strong></td>
</tr>
<tr>
<td>(on-going through at least the first-year):</td>
<td>(application through first registration):</td>
<td>(persistence and retention):</td>
<td>(transition):</td>
</tr>
<tr>
<td>Why are you here at Hawaiʻi CC?</td>
<td>What do you need to launch into your academic journey?</td>
<td>What does your academic journey look like? How will you be successful on this journey?</td>
<td>Was your journey a success? How does your academic journey realaddress your why? How will you plant seeds in the community?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HUA</th>
<th>HAʻALELE</th>
<th>HUAKAʻI</th>
<th>HOʻINA</th>
<th>KAʻAO OVERALL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Catalyst</strong></td>
<td><strong>The Launch</strong></td>
<td><strong>The Journey</strong></td>
<td><strong>The Return:</strong></td>
<td></td>
</tr>
<tr>
<td>(on-going through at least the first-year):</td>
<td>(application through first registration):</td>
<td>(persistence and retention):</td>
<td>(transition):</td>
<td></td>
</tr>
<tr>
<td>Why are you here at Hawaiʻi CC?</td>
<td>What do you need to launch into your academic journey?</td>
<td>What does your academic journey look like? How will you be successful on this journey?</td>
<td>Was your journey a success? How does your academic journey realaddress your why? How will you plant seeds in the community?</td>
<td></td>
</tr>
</tbody>
</table>

- Community outreach and recruitment
- Prospective student services
- Matriculation assistance
- College readiness
- Career assessment and exploration
- Matriculation assistance
- New student orientation and advising
- Returning and incoming transfer advising
- Career and transfer goal setting
- Veterans’ advising
- Academic preparation
- Dual Enrollment / Early College
- Student advocacy and appeals
- Student conduct and Title IX
- Guidance and assistance with academic policy matters
- Retention and intervention
- Instructional support
- Student activities
- Financial assistance and aid advising
- Personal counseling and referrals
- Career and transfer goal setting
- Career counseling
- Transfer counseling
- Ongoing registration advocacy
- Forward-facing customer service
- Campus-wide resource and innovation

Appendix D features an extensive list of services the Counseling Unit provided during this review period by service category area. For this review, we highlighted the Unit’s major activities and services delivered at the Hua, Haʻalele, Huakaʻi and Hoʻina nodes.
Early College/Running Start
The Early College and Running Start initiatives allow high school students to take college classes either on their high school campus or at Hawai‘i Community College, and earn credit applicable to both their high school and college degrees. The Hawai‘i CC Outreach and Recruitment Coordinator, and one, grant-funded, full-time APT staff served this student population island-wide. The Coordinator worked with Hawai‘i Island Department of Education (DOE) high schools and community organizations to provide workshops for students, as reported in the table below.

<table>
<thead>
<tr>
<th>Workshop Type</th>
<th># Workshops</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Senior Application Workshop</td>
<td>28</td>
<td>294</td>
</tr>
<tr>
<td>College Readiness Workshop</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Early College Application</td>
<td>5</td>
<td>156</td>
</tr>
<tr>
<td>Early College Orientation/Registration</td>
<td>33</td>
<td>657</td>
</tr>
<tr>
<td>UH Username</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>FAFSA Completion</td>
<td>5</td>
<td>77</td>
</tr>
<tr>
<td>Next Steps</td>
<td>4</td>
<td>104</td>
</tr>
<tr>
<td>Mandatory New Student Orientation/Registration</td>
<td>12</td>
<td>304</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>453</strong></td>
</tr>
</tbody>
</table>

Ten (10) DOE high schools, including charter schools are Early College partners. One thousand six hundred fifty-nine (1,659) high school students participated in Early College during this review period. The Outreach and Recruitment Coordinator collaborated with DOE and Hawai‘i CC instructional partners to offer college courses at various high schools island-wide. A breakdown of Early College students per semester is listed in the table below.

<table>
<thead>
<tr>
<th>Term</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>273</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>125</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>88</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>295</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>88</td>
</tr>
<tr>
<td>Summer 2020</td>
<td>73</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>210</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>345</td>
</tr>
<tr>
<td>Summer 2021</td>
<td>162</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,659</strong></td>
</tr>
</tbody>
</table>

Early College numbers decreased from 486 students in 2018-19 to 456 students in 2019-20 due to the COVID pandemic’s effects, and increased substantially in 2020-21 to 717 as students became more acclimated to synchronous/asynchronous learning environments.
Welcome Wednesdays
To assist students with navigating the enrollment process after they have been admitted to Hawai‘i CC, the Outreach and Recruitment Coordinator facilitated “Welcome Wednesdays” workshops. At these workshops, students learned about obtaining health clearance documents, applying for financial aid, English and Math placement testing requirements, changing majors (if applicable), signing up for New Student Orientation, and meeting with a counselor for advising and registration.

<table>
<thead>
<tr>
<th>Workshop Type</th>
<th># Workshops</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Wednesdays</td>
<td>13</td>
<td>31</td>
</tr>
</tbody>
</table>

Building Better Bridges:
Building Better Bridges (BBB) is an annual, one-day outreach event for high school counselors and community organizations who support young adults transitioning into college. The Unit has coordinated BBB in the month of April for over 16 years. The purpose of the event is two-fold: to provide relevant information on admissions, placement testing, financial aid, and program updates, and to maintain our partnership with our Department of Education (DOE) and community colleagues. Our DOE and community partners serve as some of the best recruiters for Hawai‘i CC. CASSC coordinated BBB in April 2019 and April 2021. The April 2020 event was cancelled due to the COVID-19 pandemic. Thirty-one (31) participants attended BBB during this reporting period.

New Student Orientation
The Student Engagement Counselor coordinated and facilitated the mandatory New Student Orientation (NSO) for all new, incoming students. NSO also required students to attend a mandatory advising and registration session with a counselor, often on the same day and/or embedded within the NSO session. During this reporting period, the Counseling Unit provided 94 online and 101 in-person orientation sessions, supporting 2,408 students.

In April 2020, due to COVID-19, the Unit discontinued in person NSO sessions and only offered the sessions synchronously online. Since the Student Engagement Counselor had previously offered both in person and online NSOs, the Unit easily adjusted to offer online only sessions. For any student that might have had technical difficulties or did not have access to technology, the Unit planned for and was also prepared to safely offer the NSO and mandatory advising session on campus, if needed.
Services for Veterans, Active Duty Military and Dependents
Per a UH system initiative and allocated position, Hawai‘i CC hired a Special Populations Counselor in June 2019. The counselor worked closely with students who are veterans, active duty military or their dependents. While complying with the U.S. Department of Veterans Affairs (VA) regulations, the counselor provided the following services: 1) oriented the students about the type of benefits they may be eligible for, such as housing, tuition/fees payments, and book stipends, 2) utilized the “Veterans Checklist” to inform the students about the required documents needed to certify the credits the students enrolled in and to process their benefits, 3) gathered and submitted the required documents to the Hawai‘i CC School Certifying Official (SCO), 4) academic planning and advising/registration assistance, 5) outreach and counseling support. The following table lists the veteran chapter/type and benefit category, and the number of students assisted.

<table>
<thead>
<tr>
<th>Chapter/Type and Benefit Category</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Fall 2020</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1606 Hawai‘i National Guard Selected Services</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Chapter 30 Montgomery GI Bill - Active Duty</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chapter 33 Post 9/11 Bill</td>
<td>63</td>
<td>58</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Chapter 33 Post 9/11 &amp; Chapter 31 Secondary Campus</td>
<td>7</td>
<td>10</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Chapter 33 Post 9/11 (TEB) Transfer Educational Benefits</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Chapter 35 Dependents Educational Assistance (DEA)</td>
<td>18</td>
<td>23</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Chapter 31 Vocational Rehabilitation</td>
<td>17</td>
<td>17</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>116</strong></td>
<td><strong>121</strong></td>
<td><strong>96</strong></td>
<td><strong>98</strong></td>
</tr>
</tbody>
</table>

CCSSE 2021 Active Military & Veterans Results (Appendices A-C)
- Over 93% of the students surveyed never used these services.
- At least 64% of the students who received these services indicated that they were very satisfied with the service.
- At least 40% of the students felt active military and veterans advising was very important.

The small number of CCSSE participants who used this service is comparable to the actual number of participants reported in the previous table above. Compared to the 2019-20 academic year where 237 students utilized the service, only 194 students participated in 2020-21. The decrease in veterans’ enrollment is due in part to the impact of the COVID-19 pandemic, and students preferring to enroll in face to face classes. We anticipate to see another possible decline in veteran student enrollment in 2021-22, due to the VA requiring students to be enrolled in at least one face to face class, in order to be eligible for their benefits, and the VA no longer accepting the “C19” code for online classes to fulfill that requirement. Additionally, the UH system has implemented a mandatory COVID vaccination requirement for students taking in person classes, which may also possibly affect veterans’ enrollment numbers.
Huaka‘i: Retention and Persistence Activities 2018-2021

MySuccess

MySuccess is a tool used to communicate student progress in the classroom. During the 1st, 5th and 8th weeks of instruction, instructional faculty are encouraged to participate in the “No Show,” “Early Alert,” and “Consider to Withdraw” surveys. The purpose of the surveys are to proactively identify students experiencing problems, academic or otherwise, and are in need of support and/or intervention.

The Counseling Unit outreached by phone and email to all “flagged” students, and the instructors received an electronic response about the result of the Unit’s intervention. We aspired to respond to all flags within 7 working days from when the instructor submitted the flag, and due to limited personnel, sometimes we contacted the students after the 7-day goal. A summary of referrals made during the review period are reported in the following table.

### MySUCCESS NO SHOW SURVEY SUMMARY, Fall 2018 – Spring 2021

<table>
<thead>
<tr>
<th>Semester</th>
<th># Surveys Sent</th>
<th># Surveys Completed</th>
<th># of Instructors Completed</th>
<th>Referrals</th>
<th>Kudos</th>
<th># Unduplicated Students (Referrals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>509</td>
<td>240 (47%)</td>
<td>86/170 (51%)</td>
<td>109</td>
<td>N/A</td>
<td>88</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>435</td>
<td>196 (45%)</td>
<td>74/161 (46%)</td>
<td>111</td>
<td>N/A</td>
<td>95</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>476</td>
<td>119 (25%)</td>
<td>33/161 (20%)</td>
<td>123</td>
<td>N/A</td>
<td>97</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>449</td>
<td>194 (43%)</td>
<td>70/157 (45%)</td>
<td>111</td>
<td>N/A</td>
<td>94</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>453</td>
<td>201 (44%)</td>
<td>67/155 (43%)</td>
<td>194</td>
<td>N/A</td>
<td>149</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>No survey due to implementation of Participation Verification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MySUCCESS EARLY ALERT SURVEY SUMMARY, Fall 2018 – Spring 2021

<table>
<thead>
<tr>
<th>Semester</th>
<th># Surveys Sent</th>
<th># Surveys Completed</th>
<th># of Instructors Completed</th>
<th>Referrals</th>
<th>Kudos</th>
<th># Unduplicated Students (Referrals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>514</td>
<td>222 (43%)</td>
<td>74/177 (42%)</td>
<td>446 for 324 diff. students</td>
<td>652 for 551 diff. students</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>431</td>
<td>220 (51%)</td>
<td>86/160 (54%)</td>
<td>243 for 196 diff. students</td>
<td>1258 for 878 diff. students</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>477</td>
<td>167 (35%)</td>
<td>61/163 (37%)</td>
<td>277 for 229 diff. students</td>
<td>1562 for 1046 diff. students</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>456</td>
<td>155 (34%)</td>
<td>58/162 (36%)</td>
<td>292 for 242 diff. students</td>
<td>1185 for 849 diff. students</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>451</td>
<td>162 (36%)</td>
<td>60/155 (39%)</td>
<td>288 for 226 diff. students</td>
<td>1391 for 1009 diff. students</td>
<td>N/A</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>361</td>
<td>143 (40%)</td>
<td>55/130 (42%)</td>
<td>265 for 214 diff. students</td>
<td>1144 for 849 diff. students</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### MySUCCESS CONSIDER WITHDRAW SURVEY SUMMARY, Fall 2018 – Spring 2021

<table>
<thead>
<tr>
<th>Semester</th>
<th># Surveys Sent</th>
<th># Surveys Completed</th>
<th># of Instructors Completed</th>
<th>Referrals</th>
<th>Kudos</th>
<th># Unduplicated Students (Referrals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>515</td>
<td>228 (44%)</td>
<td>79/179 (44%)</td>
<td>302</td>
<td>N/A</td>
<td>215</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>444</td>
<td>165 (37%)</td>
<td>58/164 (35%)</td>
<td>229</td>
<td>N/A</td>
<td>180</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>475</td>
<td>195 (41%)</td>
<td>66/164 (40%)</td>
<td>291</td>
<td>N/A</td>
<td>214</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>456</td>
<td>183 (40%)</td>
<td>69/162 (43%)</td>
<td>237</td>
<td>N/A</td>
<td>178</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>447</td>
<td>206 (46%)</td>
<td>69/155 (45%)</td>
<td>350</td>
<td>N/A</td>
<td>236</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>355</td>
<td>155 (44%)</td>
<td>56/129 (43%)</td>
<td>277</td>
<td>N/A</td>
<td>198</td>
</tr>
</tbody>
</table>
HINET Ho'ōla ‘Ike - Hawai'i Nutrition Employment and Training

HINET is a collaboration of the UH Community College System with the State of Hawai‘i Department of Human Services (DHS) and the U.S. Department of Agriculture. HINET Ho’ōla ‘Ike’s mission is to help students overcome employment barriers and learn the skills and expertise needed to get a good career and become self-sufficient. Program implementation involves high-touch case management and proactive outreach to students. All who apply or inquire with HINET, eligible or not, are offered assistance in applying for the Supplemental Nutrition Assistance Program (SNAP) as well as accessing other basic needs, career, financial literacy, and academic support services.

Each participant meets with the HINET Coordinator to discuss their motivations, strengths, career goals, and plan of action. Intake involves assessment of potential barriers to academic success including discussion of personal experiences, employment history, and available campus support. An employment plan is created and students report on their participation level monthly. Participants check-in once per semester with the coordinator to update their employment plan. Upon graduation, a participant who has secured new employment may continue receiving support for a limited time to help ease the transition into their new career.

In March 2020 the HINET program transitioned from another unit into the Division of Student Affairs to be housed under CASSC. The CASSC Academic Advisor was reassigned to coordinate HINET for Hawai‘i CC. The transition of the program was impacted by COVID. Both access to DHS based software management systems and participant enrollment were significantly delayed throughout the start of the 2020-21 fiscal year until about October 2020. Nevertheless, the student need was present and the program has quickly grown to become the largest HINET program in the UH-Community College system!

<table>
<thead>
<tr>
<th>HINET Data</th>
<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td># HINET Applications Processed</td>
<td>163</td>
</tr>
<tr>
<td># Active Participants</td>
<td>84</td>
</tr>
<tr>
<td># Participants Graduated and/or Persisted</td>
<td>75 (89%)</td>
</tr>
<tr>
<td>Funds issued for Books, Tools, Supplies, Transportation, &amp; Internet</td>
<td>$13,873.17</td>
</tr>
<tr>
<td>Average Household Monthly SNAP Benefit</td>
<td>$38,036.66</td>
</tr>
<tr>
<td>Additional Pandemic SNAP Increase, Monthly</td>
<td>$10,745.33</td>
</tr>
</tbody>
</table>

Student Life Services

In mid-August 2019, the college hired a full-time, tenure track, Student Life Counselor (SLC) and discontinued the casual-hire, ½ time Student Life APT fiscal position. With the support of the Counseling Unit, the SLC was responsible for the following:

- Develop, implement, evaluate, and assess a comprehensive Student Life Program that complements the college’s academic and student development missions and goals.
- Coordinate Student Life operations, student programming, awareness programs, and related activities.
- Maintain and update Student Life policies and procedures, and provide training and support to students, faculty, staff, and Chartered Student Organization (CSO) and Registered Independent Student Organization (RISO) advisors.
- Promote the establishment of and participation in student organizations (i.e., CSOs or RISOs).
- Design and implement various workshops and/or trainings on leadership development and team building.
- Oversee the Kau Wa’a Student Center and supervise student employees.
- Maintain records of Student Life program expenditures and monitor student fee account balances.

The Student Life Counselor resigned in late August 2020. The faculty position has not been filled, and will now be reallocated to fill the vacant, Financial Aid Manager APT-B position. The current Counseling Department Chair, who is also the Student Engagement Counselor that coordinates New Student Orientation and assists with advising program majors, assumed essential student life counselor duties only. In the absence of the Student Life Counselor position, the capacity for student life programming was limited.

**Kau Wa’a Student Center**

The Kau Wa’a Student Center previously provided refreshments, student programming, copy machine use, and lounge space for students on the Manono Campus. In addition to managing these functions, unit personnel supervised two student employees who maintained the space. Since mid-March 2020, the Kau Wa’a Student Center has been closed, due to COVID-19 restrictions. In the 2020-21 academic year, the pandemic also adversely impacted the number of registered RISOs, and the number of students who requested/re-validated Student ID cards. The table below lists the Student Life Services provided during this reporting period.

<table>
<thead>
<tr>
<th>Student Life Services</th>
<th>Fall 2018 - Spring 2019</th>
<th>Fall 2019 - Spring 2020</th>
<th>Fall 2020 - Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td># RISOs</td>
<td>11</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td># Students who utilized the Kau Wa’a Student Center</td>
<td>14,457 (duplicated head count)</td>
<td>10,434 (duplicated head count)</td>
<td>N/A</td>
</tr>
<tr>
<td># Student IDs issued / re-validated / requested</td>
<td>308</td>
<td>327</td>
<td>88</td>
</tr>
<tr>
<td># Copies made for students</td>
<td>3,863</td>
<td>472</td>
<td>N/A</td>
</tr>
<tr>
<td># Attendees at Leadership Training</td>
<td>N/A</td>
<td>20</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**CCSSE 2021 Student Organizations Results** (Appendices A-C)

- Over 80% of the students surveyed rarely or never participated in student organizations.
- Over 65% of the students who participated in student organizations were very satisfied.
- Over 1/3 of the students felt student organizations were very important.

CCSSE results indicated that at least 32% of students participated at least once in 2018, compared to 20% in 2021. While participation in student organizations contributes to a student’s holistic experience at the college, develops leadership skills, and increases student engagement, so few participated in this activity. Without the Student Life Counselor position, the Counseling Unit will not be able to as effectively recruit student participation and support faculty advisors, and will also have a challenge in maintaining the essential student life services.
Hoʻina: Transfer Activities 2018-2021

CCSSE 2021 Transfer Advising/Planning Results (Appendices A-C)
- Nearly 67% of the students surveyed never utilized transfer advising.
- At least 63% of the students who participated in transfer advising were very satisfied.
- Over 55% of the students felt transfer advising was very important.

Despite only 1/3 of the CCSSE respondents utilizing transfer advising/planning services, the Unit strived to outreach to all potential transfer students. This Hoʻina section demonstrates the Unit’s numerous efforts provided specifically for potential, transfer students.

Auto Admissions

Auto Admissions is a UH initiative that allows UH community college students to transfer directly to a four-year, UH university without having to reapply or pay an application fee. The unit outreached to 100% of the identified Auto Admission students.

Through direct outreach to our Auto Admission students and regular campus-wide announcements, we were effective at maintaining the percentage of students who accepted Auto Admissions to 35% in the 2018-19 academic year. However in the 2019-20 academic year, we experienced the first decline in the last three years in the percentage of students who accepted their Auto Admit offer, from 35% to 28%, despite the outreach efforts made to students. This decline may be attributed to the overall decline in enrollment at the college, as the numbers of Auto Admit offers have decreased steadily. To increase transfer awareness, our Transfer Counselor developed Transfer 101 workshop curriculum and modified it for virtual delivery to increase student participation, in 2020-21. As a result of these modifications, participation in the Transfer 101 workshops increased and in that same period, the percentage of students who accepted Auto Admit increased from 28% in 19-20 to 34% in 20-21. Below is a chart that shows the Auto Admit numbers from Fall 2018 to Spring 2021.
**Transfer to UH Hilo**

Hawai‘i CC continues to be the primary transfer campus to UH Hilo. Between the Fall 2018 and Spring 2021, 77%, or 221 of all 287 students offered Auto Admission selected UH Hilo as their intended campus. As our primary receiving transfer institution, we ensured that UHH transfer opportunities are made available to students through weekly Transfer Tuesday admissions counseling hours held at the Manono Campus. Additionally, our Transfer Counselor coordinates regularly with UH Hilo’s Admissions Office, Advising Center, New Student Programs, Financial Aid Office, and special population programs, to organize transfer orientations for all Hawai‘i CC students who were admitted to UHH.

From Fall 2018 to Fall 2019, 51 students attended a UHH Transfer Orientation and 32 evaluations were collected. The overall response from the students who participated in the Orientations were positive, with the majority of students feeling welcomed and connected to student support resources at UHH. Unfortunately, Orientation for Spring 2020 was cancelled due to COVID-19 and subsequent Orientations have been replaced with individual advising sessions with a UH Hilo Transfer Advisor.

**UH Mānoa Ka‘ie‘ie Program**

In Spring 2018, Hawai‘i CC entered into an agreement with UH Mānoa’s (UHM) Ka‘ie‘ie Program—a dual enrollment program aimed at identifying UHM transfer students at Hawai‘i CC and connecting them with early advising to align their Hawai‘i CC and transfer degree goals. Initiatives to increase Hawai‘i CC transfer to UH Mānoa include bi-semester campus visits to the Pālamanui and Manono Campuses where students interested in Ka‘ie‘ie can obtain academic advising and enroll in the program; as well as campus visits by our Transfer Counselor to UH Mānoa to learn first-hand about their programs.

The number of students who accepted Auto Admit to UH Mānoa has continued to increase since signing onto our agreement with the Ka‘ie‘ie Program. The number of students accepting Auto Admit doubled from 5 students in the Spring 2019, to 11 students in the Spring 2021, suggesting that these increased efforts are positively impacting Auto Admission transfer to UH Mānoa.

Since transfer to UH Mānoa through the Ka‘ie‘ie program or standard transfer admissions is not reported in the Auto Admission data, it is important to note the numbers of Ka‘ie‘ie transfers. According to data obtained from the UHM’s Ka‘ie‘ie program, in the Fall 2020 and Spring 2021, a total of 54 students joined the Ka‘ie‘ie program and a total of 16 Hawai‘i CC students transferred via the Ka‘ie‘ie Transfer Admissions process. Using the data obtained from Ka‘ie‘ie and Academic Logic’s Auto Admit report, we have provided a chart below that shows Fall 2020 & Spring 2021 UHM Transfer data:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ka‘ie‘ie Transfer</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Auto Admission</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Standard Transfer</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
System-wide Transfer Initiatives

In addition to campus specific initiatives aimed at increasing transfer, the Counseling Unit collaborated with the Transfer Pathways Coordinator, Registrar, and our Office of External Relations to organize the UH Transfer Day held on February 20, 2020. The UH Transfer Day is a system-led effort to increase the transfer rates of UHCC students to the 4-year UH campuses. Feedback from the student evaluations reported that the majority of students who attended felt the event increased their motivation and knowledge of transfer. In comparison to the UH Transfer Day in 2019, attendance at the event significantly improved in this reporting period, as a result of increased support from instructors to bring their classes to the event and the addition of fun activities, such as a free raffle prize wheel and popcorn. We received positive comments from participants noting that the event was well-organized and smoothly run. Due to COVID-19 restrictions, the UH Transfer Day was offered as a single, system wide virtual event in 2020 and students from all of the UHCC campuses were invited to attend.

Other Factors Impacting the Counseling Unit, 2018-2021

- December 31, 2018 – The CASSC Office Assistant III staff member retires. The Unit is without clerical support for 6 months. We adjusted managing daily operations (i.e., front desk and phone coverage), and partnered with the VCSA Secretary as needed, for fiscal related processing.
- June 2019 – The new Office Assistant III and Special Populations Counselor are hired.
- December 31, 2019 – The Career and Job Development Center (CAJDC) Counselor/Coordinator retired. As a result, the Counseling Unit partnered with the EDvance Division to provide some of the career exploration activities previously provided by the CAJDC counselor. The vacant position was later swept by the State of Hawai‘i legislature in 2020.
- March 13, 2020 – The Counseling Unit Academic Advisor (APT-A) was reassigned to coordinate the campus HINET program. The temporary-funded academic advisor position was not filled and later swept by the legislature.
- March 16, 2020 – UH system faculty/staff are encouraged to work from home due to COVID-19. To incur budget savings, the UH system suspended all non-essential, State-funded off-island travel, and froze hiring of new faculty/staff positions.
- Mid-March 2020 – Unit members attend professional development training to learn how to conduct virtual online appointments via the Zoom and Google platforms.
- Mid-March throughout Summer 2020 – The Unit and VCSA facilitated daily, and then weekly meetings to discuss COVID-19’s impact on services provided for students, to support the faculty/staff, and to discuss plans for re-opening our offices.
- June 30, 2020 – last day for temporary staff positions that the Unit worked closely with (i.e., Assistant Registrar, Há‘awi Kökua APT, Kuali Support/STAR Builder APT, Hale Kea APT).
- July 30, 2020 – The State of Hawai‘i Legislature swept all vacant UH positions system-wide (i.e., Financial Aid Manager).
- Late August 2020 – The Student Life Counselor resigned from his position and the position was not filled. The Counseling Department Chair, who is also the Student Engagement Counselor that coordinates New Student Orientation, and advises student majors, assumed some of the student life duties.
• The Student Life faculty position will be converted to the vacant Financial Aid Manager (APT-B) position.
• February 1, 2021 – In anticipation of the Starfish MySuccess contract ending on June 30, 2021, the unit discontinues using the Starfish MySuccess tool to schedule student appointments and document student advising contacts. We begin using the UH system’s STAR Balance program.

**Unit Strengths and Challenges, 2018-2021**

**UNIT STRENGTHS**

• The Counseling Unit utilized the Ka‘ao framework in an effort to further support student success via an indigenous lens.
• The Counseling Unit worked closely with instructional departments, other Student Affairs units in Hilo, Pālamanui and Kō, and community partners to provide students with comprehensive service and accurate information.
  o (i.e., the Registrar trained three (3) counselors on processing “Change of Major” forms in Banner; the Financial Aid Office worked with the counselors on the CPoS and financial aid appeal processes; counselors partnered with the developmental English faculty to outreach to their classes).
• The Counseling Unit expeditiously pivoted our advising services from in person to virtual delivery, due to the impact of COVID-19.
• The Counseling Unit incorporated new technology to better service students (i.e., Zoom and STAR Balance).
• Assessment results affirmed that students who utilized the Counseling Unit’s services are highly satisfied with the assistance they received.

**UNIT CHALLENGES**

• The Counseling Unit’s greatest challenge continues to be delivering and implementing our numerous Hua, Ha’alele, Huaka‘i and Ho‘ina services with limited staffing.
  o We have only presented our most significant activities in this review.
  o The Student Life Counselor and APT Academic Advisor positions are no longer part of the Unit, but their responsibilities remain and must be assumed by CASSC.
  o CASSC will also be tasked with taking on more of the Career & Job Development Center duties in the future.
• The Counseling Unit must continue to work on developing initiative-specific assessments and initiative-specific outcomes for our numerous Hua, Ha‘alele, Huaka‘i and Ho‘ina services and activities.
# Program Learning Outcomes or Unit/Service Outcomes

<table>
<thead>
<tr>
<th>UO #</th>
<th>Unit Outcomes</th>
<th>Aligned to ILO #</th>
<th>AY assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CASSC will provide students the information, tools and resources needed to navigate through the college system.</td>
<td>1, 2, 4, 5</td>
<td>2019-20, 2020-21</td>
</tr>
<tr>
<td>2</td>
<td>CASSC will collaborate with colleagues and community partners to promote student success.</td>
<td>1, 4, 5</td>
<td>2019-20, 2020-21</td>
</tr>
<tr>
<td>3</td>
<td>CASSC will promote a healthy, safe and respectful campus environment.</td>
<td>1, 3, 5, 6</td>
<td>2019-20, 2020-21</td>
</tr>
<tr>
<td>4</td>
<td>CASSC will engage in continuous professional development in support of student success</td>
<td>3, 5, 6</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Student Learning Outcomes</th>
<th>Aligned to ILO #</th>
<th>AY assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student will identify career and/or academic goals and develop a plan to achieve those goals.</td>
<td>1, 2, 4</td>
<td>2018-19, 2019-20, 2020-21</td>
</tr>
<tr>
<td>2</td>
<td>Student will identify and utilize campus and community resources.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>2018-19, 2019-20, 2020-21</td>
</tr>
<tr>
<td>3</td>
<td>Student will identify the requirements to maintain or return to good academic standing.</td>
<td>1, 2, 4</td>
<td>2018-19, 2019-20, 2020-21</td>
</tr>
</tbody>
</table>

## ASSESSMENT RESULTS

During this review period, CASSC assessed all UOs and SLOs, except for UO4. The Unit decided to delete UO4 and measure the outcome differently. The intent of UO4, “CASSC will engage in continuous professional development in support of student success,” was to ensure that unit faculty/staff participated in on-going training and professional development, in order to provide comprehensive, effective and accurate services and information to students. We felt that this intent could be better measured under UO1 by utilizing feedback received by students. The following table lists the assessment tools the CASSC utilized to assess our UOs and SLOs for each node of the Ka’ao Student Success Pathway.

<table>
<thead>
<tr>
<th>Ka’ao</th>
<th>Assessment Instrument</th>
<th>Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hua</td>
<td>Building Better Bridges Evaluation</td>
<td>UO2</td>
</tr>
<tr>
<td>Ha’alele</td>
<td>New Student Orientation Evaluation</td>
<td>UO1, SLO1, SLO2, SLO3</td>
</tr>
<tr>
<td>Huaka’i</td>
<td>Counseling/Advising Appointments Evaluation</td>
<td>UO1, UO3, SLO1, SLO2, SLO3</td>
</tr>
<tr>
<td>Huaka’i</td>
<td>Counseling/Advising Services – Student Satisfaction Survey</td>
<td>UO1, UO3, SLO1, SLO2, SLO3</td>
</tr>
<tr>
<td>Ho’ina</td>
<td>Transfer 101 Workshop Evaluation</td>
<td>UO1, SLO1</td>
</tr>
</tbody>
</table>
Building Better Bridges Evaluation
(UO2)

The Unit coordinated the annual Building Better Bridges (BBB) outreach event in April 2019 and April 2021. The April 2020 event was cancelled due to the COVID-19 pandemic. Thirty-one (31) colleagues (14 in 2019 and 17 in 2021) from Hawaii Island high schools and community organizations attended BBB during this review period. The event is usually 5 hours in duration.

Overall participation in BBB decreased since the last review period from 60 to 31 participants due in part to the mandatory testing occurring at the high schools during the month of April and cancellation of the 2020 event, but primarily due to the ongoing networking and outreach efforts conducted by the Unit’s Outreach and Recruitment Coordinator. The Outreach and Recruitment Coordinator serves as an excellent resource to our Early College partners and provides timely updates about enrollment and academic programs throughout the academic year. In recent years, the majority of BBB attendees have come from social service organizations that serve teenagers and young adults. Quantitative results from the April 2019 BBB event are in the table below.

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>5 = Most Informative / Helpful</th>
<th>3 = Somewhat Informative / Helpful</th>
<th>1 = Least Informative / Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networking with Colleagues to Promote College Readiness</td>
<td>12 (86%)</td>
<td>2 (14%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Hawai‘i Community College News &amp; Updates</td>
<td>14 (100%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Overall Program of the Day</td>
<td>12 (86%)</td>
<td>2 (14%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Participants also provided qualitative responses about what they liked the most and the least about the event, and overall comments/suggestions. A few of the comments are below:

- “The presentations of the programs/departments. I like how it was structured to be Q & A.”
- “I appreciate being able to connect people with the various offices.”
- “It was nice when we used to visit the different depts. I remember when we got to plant something. Would be great to do that again.”
- “Maybe start with new information or changes in application.”
- “The small group. I get that the timing wasn’t great, but I would have liked to see more counselors – Networking and perspective.”
- “I hope you still have these workshops. I know attendance is getting small, but for those of us that attend, it is very informative and helpful. Mahalo!”

Changes Made as a Result of the Assessment Results

- In Spring 2021, the Unit modified the BBB event for virtual delivery, and invited newer service programs (i.e., HINET, Mental Wellness) to present to the participants, besides the traditionally invited services/offices (i.e., Admissions and Records, Disability Services, EDvance, Hale Kea, Financial Aid, Next Steps).
- The Unit revised the BBB evaluation and deployed it electronically after the event.
While 17 colleagues attended the 2021 BBB event, only five (5) colleagues completed an evaluation.

Since so few participants responded, we have not included all of the 2021 results in this review. The evaluation question most pertinent to UO2 is in the table below.

The Unit will consider these suggestions when planning for the 2022 BBB event:
- We note that one participant recommended reducing the agenda to 3 hours in the future, especially with an online conference format.
- We will also explore changing the month/date of the event that may better accommodate our DOE partners’ schedules.

The Unit may also consider creating a different assessment tool that may better capture our DOE and community partners’ perceptions on our collaborative efforts.

### New Student Orientation Evaluation
(UO1, SLO1, SLO2, SLO3)

Students who attend New Student Orientation (NSO) are encouraged to complete a pre-test and post-test. Spring 2020 is the last semester the Counseling Unit deployed both the pre-test and post-test assessments. Beginning in Fall 2020, NSO moved completely online due to the COVID-19 pandemic, and time did not allow for the administering of both the pre-test and post-test assessment. The Spring 2020 assessment results are reported in Appendix E.

The results of the Spring 2020 New Student Orientation Pre-Test and Post-Test assessment are consistent with results from the previous reporting period and semesters not included in this report. Students demonstrated an increase in their knowledge and understanding on all nine assessment items, and reported being more familiar with campus and college resources and/or policies after attending the NSO. They were especially unaware of the cultural significance of the Manono campus name and location, as well as the Financial Aid requirements to maintain satisfactory academic progress.
**Changes Made as a Result of the Assessment Results**

- The NSO was a 3-hour in-person session with activities and opportunities for students to interact with one another. While the post-test results indicated students’ increased learning and the vast majority of the feedback was positive, a few students commented on the length of the NSO.

- Utilizing NSO evaluation feedback received in Fall 2018 about the duration of the NSO, the Unit discussed ways to improve the orientation experience and decided to add advising to the Spring 2019 sessions. This gave students time to ask questions in small groups and to receive targeted advising.

- This strategy also intended to impact the “conversion rate” by ensuring that students moved from "accepted" to "registered" before they left the Counseling Office. Examples of conversion rates are as follows:
  - Fall 2018: 77% of NSO attendees registered for classes (473 of 616 attendees)
  - Fall 2020: 86% of NSO attendees registered for classes (326 of 377 attendees)
  - The numbers are challenging to report, because although the conversion rate went up, the overall number of registrants went down. This was, of course, the first registration period during the pandemic, and Fall 2020 was also the semester when many different instructional modalities were being offered and changed.

- In Fall 2019, the Unit further revised the orientation curriculum into three components: a group presentation, individual advising with registration, and career assessment. With the addition of individual advising and the Focus 2: Career Assessment, counselors helped students connect their academic goals to their career and life goals, a key component of the University of Hawai‘i’s Purpose First initiative.

- When orientations for Fall 2020 began in April 2020, the Unit needed to innovate once more to transition the entire program online. The Student Engagement Counselor led the effort to revise processes and curriculum to accommodate the uncertainty that we were all facing.
  - It was challenging to maintain the growth we had seen the previous year; a captive audience sitting in a physical room on campus can be guided to complete all the tasks on the computers in front of them, while a student in a virtual room has to open multiple windows on their device, which may be a phone or a tablet.
  - In addition, the Student Engagement Counselor needed to address students’ challenges related to technology, such as accessing the virtual room, reliable internet access, microphone and speaker issues, navigating the tools in the virtual platform, and online etiquette.
  - If a student did not have reliable internet or a mobile device to access the virtual orientation, the Unit provided an on campus space and device to use. We needed to plan for the student to be on campus, while also tending to the online attendees.
The Counseling Unit measures its effectiveness based on satisfaction surveys and assessment results collected throughout the year. At the end of individual, counseling appointments, students are asked to complete an evaluation either electronically or in person. The evaluations are collected and compiled by the CASSC Office Assistant. The table below summarizes the evaluation results received during this review period.

### Summary of Evaluations (Summer, Fall & Spring 2018-2021)  Total Respondents: 2,602

<table>
<thead>
<tr>
<th>Counselor Evaluation</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
<th>Left Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The counselor listened to me and understood my reason(s) for seeking help, then responded to my concerns.</td>
<td>2470 (95%)</td>
<td>125 (5%)</td>
<td>0 (0%)</td>
<td>1 (0%)</td>
<td>1 (0%)</td>
<td>5 (0%)</td>
</tr>
<tr>
<td>2. The counselor provided me with helpful information.</td>
<td>2476 (95%)</td>
<td>117 (5%)</td>
<td>2 (0%)</td>
<td>1 (0%)</td>
<td>0 (0%)</td>
<td>6 (0%)</td>
</tr>
<tr>
<td>3. The counselor provided a safe and inviting environment.</td>
<td>2495 (96%)</td>
<td>96 (4%)</td>
<td>0 (0%)</td>
<td>1 (0%)</td>
<td>1 (0%)</td>
<td>9 (0%)</td>
</tr>
<tr>
<td>4. When needed, the counselor assisted me in getting information from another office or agency.</td>
<td>2411 (93%)</td>
<td>126 (5%)</td>
<td>2 (0%)</td>
<td>1 (0%)</td>
<td>46 (2%)</td>
<td>16 (0%)</td>
</tr>
<tr>
<td>5. If I need to see a counselor in the future, I would choose to see this counselor, again.</td>
<td>2478 (96%)</td>
<td>107 (4%)</td>
<td>1 (0%)</td>
<td>1 (0%)</td>
<td>3 (0%)</td>
<td>12 (0%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After this academic counseling session I…</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
<th>Left Blank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can identify my career and/or academic goals.</td>
<td>2159 (83%)</td>
<td>359 (14%)</td>
<td>9 (0%)</td>
<td>1 (0%)</td>
<td>49 (2%)</td>
<td>25 (1%)</td>
</tr>
<tr>
<td>Can develop a plan to achieve my career and/or academic goals.</td>
<td>2241 (87%)</td>
<td>295 (11%)</td>
<td>7 (0%)</td>
<td>0 (0%)</td>
<td>35 (1%)</td>
<td>24 (1%)</td>
</tr>
<tr>
<td>Can identify campus and/or community resources.</td>
<td>2225 (86%)</td>
<td>292 (11%)</td>
<td>9 (0%)</td>
<td>0 (0%)</td>
<td>47 (2%)</td>
<td>29 (1%)</td>
</tr>
<tr>
<td>Understand my degree requirements.</td>
<td>2271 (88%)</td>
<td>268 (10%)</td>
<td>7 (0%)</td>
<td>0 (0%)</td>
<td>35 (1%)</td>
<td>21 (1%)</td>
</tr>
<tr>
<td>Know how to maintain or return to good academic standing.</td>
<td>2238 (86%)</td>
<td>258 (10%)</td>
<td>6 (0%)</td>
<td>1 (0%)</td>
<td>70 (3%)</td>
<td>29 (1%)</td>
</tr>
</tbody>
</table>

When applicable, at least 95% of the student respondents strongly agreed that counselors/advisors listened, were helpful, provided a safe environment, and would return to see us again. Ninety-three percent (93%) strongly agreed that the counselor assisted them with getting information from another office. The Unit met our previously determined benchmark of at least 93% of the students would “strongly agree” or “agree” to all five evaluation items.
Of the 2,602 evaluations collected, a few students indicated they would not choose to see the same counselor again. Students were able to provide comments on the evaluation form. If they offered any feedback on their negative experience, counselors/advisors reflected on the comments, and initiated appropriate changes.

When applicable, at least 97% of the 2,602 student respondents strongly agreed or agreed that after their academic counseling session, they could identify their career and/or academic goals, they had a plan to achieve those goals, and they understood their degree requirements. The Unit met our previously determined benchmark of at least 93% of the respondents would “strongly agree” or “agree” to all five evaluation items.

**Changes Made as a Result of the Assessment Results**

- The counseling student evaluation that had been previously disseminated via paper and online is now automatically sent out electronically via STAR Balance.
- To gather different feedback, the Unit designed and deployed a student satisfaction survey whose results will be described next.

**Counseling/Advising Services - Student Satisfaction Survey (UO1, UO3, SLO1, SLO2, SLO3)**

In Spring 2021, per the Assessment Committee’s feedback, the CASSC designed and deployed a student satisfaction survey to all home campus, Hawai’i CC students (see Appendix F), in an attempt to minimize unintentional bias and receive more nuanced feedback for unit improvement. We planned to design and implement the survey in Spring 2020, but COVID-19 diverted the Counseling Unit’s attention to focus on health, safety and well-being issues, while pivoting our delivery of services from in person to virtual.

Student Affairs’ colleagues from Hilo, Pālamanui and Kō participated in the design of this survey. The survey gathered demographic information, queried students about if they had or had not received counseling/advising services and why, asked students who had received services to evaluate the Unit in regards to accessibility, communication, quality of services, and counselor/advisor competency, and provided two (2) open-ended questions about their overall experience and suggestions for unit improvements. The survey was disseminated via email and included in the Ka ‘Io News Weekly for 4 weeks (April – May). Additionally, a text was sent to students at the end of the survey period to encourage their participation.

One hundred twelve (112) respondents participated in the survey. These results are not exclusively for the CASSC in Hilo only because Pālamanui Student Services and Kō Education Center is also included. A compilation of all survey results are found in Appendices G-H. Overall survey results received indicated the following:

- **Utilized Services:** 92% of the students have met with a counselor/advisor.
- **Accessibility of Services:** 92% of the students strongly agreed that they knew how to contact a counselor/advisor, they were able to schedule an appointment in a reasonable amount of time, and their counselor/advisor responded to their emails/calls within 1-2 business days.
• **Communication/Quality of Services**: 92% of the students strongly agreed that the counselor/advisor gave them enough time to address their questions, communicated clearly, created a safe, comfortable, and respectful environment, and expressed a genuine concern for the student.

• **Competency of Counselor/Advisor**: 84% of the students strongly agreed that the counselor/advisor provided accurate information, helped the student to understand the steps to achieve their career and academic goals, made the students aware of resources and encouraged them to use them, and would follow up on any resolved issues.

While the majority of the survey items are measured on a Likert quantitative scale, Questions 20 and 21 allowed students the opportunity to provide qualitative feedback. Utilizing a word count method, we extrapolated themes from the students’ responses.

**Question #20**: What did you like about your overall counseling/advising experience? (initial contact, scheduling an appointment, meeting with a counselor/advisor) - 85 responses

After reviewing the responses and coding them for common themes, the themes that emerged with the greatest frequency showed that students’ responses reflected: **General Satisfaction/Helpful (28)**; **Genuine Care/Encouraging/Student-Friendly Services (27)**; **Receiving Good Information/Informative (23)**; and **Accessible/Responsive Services (20)**.

**General Satisfaction/Helpful (28)**
As the word cloud above indicates, students by and large, were satisfied with their counseling/advising experience and found our services helpful.

- "I like the way my counselor guides me and helps me through everything."
- "I like the fact that when I need help. Help is there and provided."
- "She was very helpful and when I needed advice she connected me with the proper people. Very helpful and professional."

**Genuine Care/Encouraging/Student-Friendly (27)**
Another theme that emerged was the positive, relational aspect of the counseling/advising services they received. Students frequently described their counselor/advisor as warm, genuine, caring, student-centered, friendly, and often expressed how comfortable their counselor made them feel.
AY19-AY21 Hawai‘i Community College Comprehensive Program/Unit Review

Program or Unit Name: Counseling, Advising and Support Services Center (CASSC)

- "Makes you feel like family. He gives off such a friendly and refreshing attitude whenever he walks into a room."
- "She was always so approachable and made it easy for me to talk to her even when expressing some very personal things."
- "I really enjoyed the personal aspect of the relationship that she provided to me, I was very happy and comfortable with sharing my concerns and she was very receptive to my needs."

Receiving Good Information/Informative (23)
Students also commented on the reliability of the information they received from counselors, indicating that students felt the academic advising received was accurate and that counselors/advisors were knowledgeable.
- "She is always able to answer my questions regarding academics and my future going forward."
- "I felt as if my counselor was providing me with the best options in each situation I presented."
- "She helped with every question I had and gave me great direction."

Accessible/Responsive Services (20)
Another common theme that emerged related to the accessibility of counseling/advising services provided to students and the counselor/advisor responsiveness to their requests for assistance. In general, students expressed their ease in scheduling appointments via STAR Balance, contacting their counselor/advisor, and getting timely responses to their questions.
- "The new scheduling interface makes it easy to see when the counselor is available for an appointment."
- "The flexibility and how accommodating my counselor was/is during the pandemic."
- "I never have to wait, even when I know they are busy. I can always count on my counselor to address all my concerns."

Question #21: How could your overall counseling/advising experience be improved? (initial contact, scheduling an appointment, meeting with a counselor/advisor) - 78 responses

The most frequent action or descriptive words used in response to the question “How could your counseling/advising experience be improved,” shows the words nothing (6); good (5); satisfied (5) and great (5) appeared with the greatest frequency.

Responses to this question are categorized into the following themes: No Changes/Satisfied (60); Increased/Expanded Services (9); Accessibility of Services (5); and In-person Counseling/COVID Related (4).
No change/Satisfied (41)
When asked for feedback on what we could do to improve, the majority of responses either felt no changes were needed or felt satisfied and did not provide recommendations.
- “The whole experience was already so informative and exceeded my expectations.”
- “Honestly, there is nothing I would change about my college advisor...”
- “I am not sure if it could be improved anymore [sic]. It was an awesome experience.”

Increased/expanded services (8)
There were several responses who provided feedback to expand upon the existing services the Counseling Unit provides. Suggestions ranged from making advising mandatory every semester for all students to more proactive advising.
- “I think counseling and advising should be mandatory for all students every semester or at minimum every term.”
- “Have counselors email me directly at the start of every semester to inquire if I have courses in place.”
- “Periodic checks.”

Accessibility (5)
While there were more student responses who commented positively on the accessibility and responsiveness of counseling and advising services, there were a few recommendations provided related to accessibility of counseling services. Although few in comparison to the majority of students who had provided positive feedback to the ease of scheduling appointments, these comments reflect the needs of students who sought same day responses to inquiries or may have experienced technical problems when using the STAR Balance tool for scheduling an appointment.
- “Replying to emails or phone calls quicker when there are matters that need action as soon as possible.”
- “Would rather just reach out and not use the scheduling app it was not always working.”
- “I know when scheduling online you need at least a day notice to get an appt. I feel it would be amazing if we could get appts same day if there was a slot open.”

In-person counseling/COVID related (4)
There were four responses that requested to have in-person student appointments available. These comments reflect the challenges of providing counseling services during this time of COVID-19, which now require a number of requirements in order for a counselor to accommodate face to face counseling contact.
- “Covid 19 being gone from our lives and being able to meet in person would be a nice change. I am sure that is not in your scope of things to blame you for and will resolve itself soon.”
- “The option of in person meeting would be better.”
- “Wish could meet in person.”
- “I can’t think of anything… except in person of course would be better than phone or Zoom cause in person is always better.. but it’s mainly Covid that had made it difficult.”
**Changes Made as a Result of the Assessment Results**

- To increase accessibility, the Unit promoted the online STAR Balance appointment tool to students so that they could have online access to our schedules in order to make an appointment with us, rather than needing to contact the Counseling Office or a counselor to set up an appointment.
- The counselors assigned “walk-in” coverage shifts to ensure that at least one staff person was available each day for inquiries, throughout the entire work week.

**Transfer 101 Workshop Evaluation (UO1, SLO1)**

As previously reported, our Unit began offering Transfer 101 workshops starting the Fall 2018 semester. The workshop student learning outcomes (SLO’s) are below.

By the end of the workshop, students will be able to:
- Explain the difference between an AA degree and a BA degree
- Identify majors that prepare you for your career goals
- Identify which 4-year UH campuses offer your degree goal
- Understand how to use the What If Journey tool in STAR for planning your transfer to a 4-Year UH Campus

**Changes Made as a Result of the Assessment Results**

- In response to low participation numbers, the workshop was modified for virtual delivery beginning the Fall 2020 semester, which resulted in increased workshop participation.
- In Spring 2021, the Transfer 101 workshop evaluation was modified to assess achievement of student learning outcomes, in direct response to feedback previously received from the Assessment Committee.
- Thirteen (13) evaluations were collected from a total of 4 workshops. Below are the results of the SLO evaluation items based on a Likert Scale with 1 representing the lowest rating and 5 representing the highest rating. The results indicate that 100% of the Transfer 101 SLO’s were achieved.

<table>
<thead>
<tr>
<th>Transfer 101 Workshop - Evaluation Question - After attending today’s workshop...</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can explain the differences between an AA and BA degree.</td>
<td>5.0</td>
</tr>
<tr>
<td>I know what resources to use for identifying majors that will prepare me for a career goal.</td>
<td>4.8</td>
</tr>
<tr>
<td>I know how to identify which 4-year UH campuses offer my degree goal.</td>
<td>4.9</td>
</tr>
<tr>
<td>I know how to use the “Explore Majors” (or “What If”) tool in STAR for planning my transfer to a 4-year UH campus.</td>
<td>4.9</td>
</tr>
</tbody>
</table>
4. Action Plan

In the previous 2015-2018 Comprehensive Unit Review, the Counseling Unit identified nine (9) action items we would implement in the 2018-2021 review period. The following table describes if the goals identified were met or not, the impact on the Unit, and whether those goals are being carried over to the 2021-2024 action plan.

<table>
<thead>
<tr>
<th>Previous 2018-2021 Action Plan Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> The Counseling Unit will implement mandatory advising for all first-time, never enrolled students, and for all transfer students each semester.</td>
</tr>
<tr>
<td>• <strong>Goal Met</strong> - The Unit implemented this strategy in October 2018, prior to early registration for Spring 2019 and will continue to maintain this strategy. Implementing mandatory advising after the mandatory New Student Orientation allowed students to connect with a counselor/advisor, discuss their interests and goals, review their chosen academic program’s curriculum and course offerings in STAR, register for their courses, and learn more about the next steps for enrollment. The Unit adjusted our schedules to include early evening advising and registration, when needed.</td>
</tr>
<tr>
<td><strong>Goal 2:</strong> The Counseling Unit will partner with the Information Center to implement the Student Government’s vision of providing free, student ID cards to enrolled, Hawai‘i CC students.</td>
</tr>
<tr>
<td>• <strong>Goal Met</strong> – The Unit has coordinated this effort since Fall 2018 and will continue to maintain this service. When the COVID pandemic limited in-person services and the Kau Wa’a Student Center closed in March 2020, students submitted their own appropriate headshot photos, and a copy of a photo ID to verify the students’ identity. The Unit mailed the student IDs or students picked the IDs up from the Counseling Office. When the former Student Life Counselor resigned in August 2020, another counselor assisted with the student ID service (see p. 15).</td>
</tr>
<tr>
<td><strong>Goal 3:</strong> The Counseling Unit will increase our outreach to online learners and provide services online or via video conferencing to service students who can’t physically come to campus.</td>
</tr>
<tr>
<td>• <strong>Goal Met</strong> – In Spring 2019, the Unit partnered with the Learning Center (TLC) to provide “Tech Time” workshops for students. “Tech Time” topics included: Laulima, Google Apps, uploading and downloading documents, navigating online tools, etc. The Unit discontinued providing “Tech Time” workshops when the TLC took the lead to provide tech support and training for students. The Unit created this goal before the COVID pandemic required the Unit to pivot all advising services to virtual delivery in March 2020. We have actively utilized the Zoom platform and will continue to provide this option for students throughout the next review period.</td>
</tr>
<tr>
<td><strong>Goal 4:</strong> The Counseling Unit will join the STAR build team, provide technical support, and build annual updates to the STAR GPS advising/registration system.</td>
</tr>
<tr>
<td>• <strong>Goal Met</strong> – In January 2019, four (4) counselors joined faculty/staff from Academic Support, Instruction and Student Affairs to be part of the STAR build team. We will continue to serve on the team. On-going training, bimonthly meetings, and build implementation has been continuous through the review period. The spring semesters are extremely busy due to all curriculum changes needing to be programmed into STAR for each program degree/certificate and by academic year, before the fall course registration begins in April. In order to maintain available office hours for direct student services, counseling personnel often worked after hours or over the weekend to update the STAR builds.</td>
</tr>
</tbody>
</table>
**Goal 5:** The Counseling Unit will transition to providing “proactive advising”, a model in which each student’s STAR record will be meticulously reviewed each semester to identify and resolve academic barriers and pitfalls, provide an efficient academic path, identify students more at-risk of needing personal assistance, and monitor a student’s progression toward graduation.

- **Goal Partially Met** – Due to competing demands on our time, and enrollment ranging from 2,301 to 3,209 students per semester, the Unit may not have been able to review 100% of the enrolled students' STAR Academic Essentials and Graduation Pathway each semester. Another effort that was time intensive was outreaching to 100% of the students flagged in MySuccess during weeks 2-3, 5-6 and 8-10 of each semester.
- While we strive to be proactive to anticipate academic barriers for students ahead of time, reviewing 100% of the students’ accounts was a challenge. We definitely would like to continue this effort, and will need to purposefully plan our efforts given time constraints.

**Goal 6:** Utilizing the STAR Registration error report, the Counseling Unit will provide monitoring of registration errors and timely outreach to students who are encountering registration difficulties.

- **Goal Met** – From Summer 2018 to Fall 2019, the Unit’s APT Academic Advisor and one counselor reviewed the STAR registration error report during each registration period, and outreached to students. After the APT Advisor was reassigned to the HINET Coordinator position in March 2020, the Unit did not continue to monitor this report because we needed to focus on pivoting academic advising services to virtual delivery. The Counseling Unit still assisted students who contacted us about their registration errors; we just couldn’t continue monitoring the error report due competing demands on our time.

**Goal 7:** The Counseling Unit will collaborate with the Career and Job Development Center (CAJDC) to provide career exploration and job search services.

- **Goal Met** – In Fall 2018, the Career and Job Development Center (CAJDC) Counselor/Coordinator trained the counselors on how to use the Focus 2 career exploration, and Resume Writing software, in order to provide career exploration and job search services to students while the CAJDC counselor was on sabbatical leave. In Spring 2019, the Unit coordinated the annual campus Career Fair, facilitated individual/group career and resume writing sessions, and incorporated the Focus 2 within the New Student Orientation.
- When the CAJDC Counselor/Coordinator returned from sabbatical, the counselor resumed the career exploration and job search functions, and then retired in December 2019. The EDvance Division assumed the responsibilities of providing job search services after the counselor’s retirement, while CASSC retained the career exploration services.
- In Spring 2020, the Unit discontinued including the Focus 2 within NSO because the delivery format changed due to the COVID pandemic. Timing did not allow for Focus 2 to remain within NSO. The Unit continued to recommend to students who were uncertain of their career and/or academic paths to complete Focus 2, and then we discussed their results and the best major that fit the students’ interests.
Previous 2018-2021 Action Plan Items

Goal 8: The Counseling Unit will continue to partner with instruction to promote an increased utilization of MySuccess.

- **Goal Met** - The Unit outreached to 100% of the flagged students, an average of 240+ students each semester (see data on p. 13), by email and/or phone. Approximately 42% of our instructional colleagues participated in raising No Show, Early Alert and Consider to Withdraw surveys. Now that the Starfish MySuccess contract has expired, the Unit will partner with our instructional and academic support colleagues to develop an early alert strategy to replace MySuccess.

Goal 9: The Counseling Unit will continue to collaborate with UH and non-UH, four-year institutions to strengthen our ties between institutions, and to provide students a more seamless pathway and choices to a four-year school.

- **Goal Met** – The Unit reported on our numerous Ho'ina / Transfer Activities on pages 16-18 of this document. We will continue these collaborative efforts with our university partners through the next review period.

2021-2024 Action Plan

The Counseling Unit will continue to provide the extensive Ka'ao related services we reported on throughout this document. For the next review period, the Unit will specifically work on improving our services to students in the areas of Hua, Ha'alele, Huaka'i and Ho'ina through the following six (6) action items:

<table>
<thead>
<tr>
<th>KAʻAO</th>
<th>ACTION ITEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hua</td>
<td>● Develop a process to incorporate a career assessment within the onboarding process.</td>
</tr>
<tr>
<td>Ha'alele</td>
<td>● Collaborate with campus and community partners to address students’ basic needs.</td>
</tr>
<tr>
<td>Huaka'i</td>
<td>● Collaborate with instruction and academic support to develop an early alert strategy to replace MySuccess.</td>
</tr>
<tr>
<td>Huaka'i</td>
<td>● Collaborate with the Financial Aid Office to implement the CPoS initiative.</td>
</tr>
<tr>
<td>Ho'ina</td>
<td>● Implement the UH STAR pinning initiative for eligible, transfer students.</td>
</tr>
<tr>
<td>Overall Kaʻao</td>
<td>● Develop and/or refine initiative-specific assessments for initiative-specific activities.</td>
</tr>
</tbody>
</table>
**Program or Unit Name:** Counseling, Advising and Support Services Center (CASSC)

<table>
<thead>
<tr>
<th>Action Item 1</th>
<th>Develop a process to incorporate a career assessment within the onboarding process.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTION STRATEGIES</strong></td>
<td><strong>MEASURABLE OUTCOME/TIMELINE</strong></td>
</tr>
<tr>
<td>The UH system partnered with Complete College America (CCA) to initiate the “Purpose First” initiative. Through research and inquiry, CCA found that students were most likely to complete their degrees when guided by a sense of “purpose,” if their chosen major matched their academic and personal strengths. One of the initiatives of Purpose First included integrating career assessment and counseling, early and continuously, into academic advising.</td>
<td>Fall 2021 – Spring 2022</td>
</tr>
<tr>
<td>While we recognize that students need career advising throughout their academic journeys, our primary focus for this upcoming year will be to explore how we can improve integrating career assessment and advising within a student’s first year. As previously reported, the Unit refers students who are uncertain of their majors to complete the Focus 2 career assessment, and discusses the results with the students. The Unit will explore if other groups of students (i.e., Early College, first time) would benefit from completing a career assessment, and when might the assessments be promoted/administered.</td>
<td>Research and Planning</td>
</tr>
<tr>
<td>The Unit will also research best practices, clearly define what integration of career and academic advising looks like at Hawai‘i CC, and map out the first year pathway. What critical career information and resources should students receive? When? Who can provide this information? What can the Unit realistically provide? How can we collaborate with other units and departments on campus or in the community? We will also need to explore what type of training the counselors and advisors may need to provide integrated career and advising services, in order to improve our services.</td>
<td>Fall 2022</td>
</tr>
</tbody>
</table>

**This Action Item aligns with the following Hawai‘i CC Strategic Plan Initiatives:** HGI1, HGI2, HGI3

By integrating academic and career advising, students will establish clearer academic and career goals, ideally leading to increased retention and persistence through stronger student engagement and purpose. This action item aligns with pipeline and college readiness initiatives for Native Hawaiians, rural communities, and low-income and under-represented groups; improving and stabilizing student support services; utilizing workforce, employment, and salaries to share with students; and providing enhanced professional development for counselors/advisors to improve teaching and learning.
### Action Item 2
**Collaborate with campus and community partners to address students’ basic needs.**

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>MEASURABLE OUTCOME/TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The UH System’s Basic Needs site at <a href="https://www.hawaii.edu/student-basic-needs/">https://www.hawaii.edu/student-basic-needs/</a> describes basic student needs to include food, housing, clothing, childcare, mental health, financial resources and transportation. The Counseling Unit would like to learn more about our students' basic needs and the resources available to support them, in order for the Unit to provide appropriate and timely referrals. Besides attending trainings, the Unit will also review the HOPE Report as part of our information gathering. The report is found at: <a href="https://www.hawaii.edu/student-basic-needs/wp-content/uploads/sites/33/2021/06/HawaiiCC-2021-HOPE-Report.pdf">https://www.hawaii.edu/student-basic-needs/wp-content/uploads/sites/33/2021/06/HawaiiCC-2021-HOPE-Report.pdf</a></td>
<td>Begin Fall 2021</td>
</tr>
<tr>
<td>The Unit will examine our onboarding processes to determine how we might better identify students with basic need insecurities, in order to connect them with resources early in their academic journey. We will explore if utilizing a counseling/advising intake form is viable.</td>
<td>Spring 2022 planning Implement in April 2022</td>
</tr>
<tr>
<td>It is not our intent to coordinate this comprehensive effort. Rather, we intend to explore, inquire and collaborate with other campus and community partners (i.e., HINET, Basic Needs Committee, etc.), in order to inform and refer our students.</td>
<td></td>
</tr>
</tbody>
</table>

This **Action Item aligns with the following Hawai‘i CC Strategic Plan Initiatives: HGI1, HGI2 and HPMS1.**

Students often encounter challenges outside of the classroom that greatly impact their academic performance. The COVID pandemic has greatly amplified students' basic needs extending beyond the classroom. Hawai‘i CC aspires to serve students more holistically, and the Counseling Unit would like to participate in this concerted effort. By addressing students’ basic needs and mitigating the challenges, this action item relates to pipeline and college readiness initiatives and reducing gaps in college completion for Native Hawaiians, rural communities, and low-income and under-represented groups; strengthens and aligns financial aid resources, policies, and practices for increased access and completion; improves and stabilizes student support services; and adopts strategies that eliminate cost as a barrier to education.
**Action Item 3**
Collaborate with instruction and academic support to develop an early alert strategy to replace MySuccess.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>MEASURABLE OUTCOME/TIMELINE</th>
</tr>
</thead>
</table>
| Over 42% of the Hawai‘i CC instructors utilized the MySuccess tool. When the Starfish MySuccess contract expired in June 2021, the college no longer had an electronic, early alert program. The Counseling Unit will meet with administrators, instructors, and academic support personnel to explore developing an early alert program or utilizing a new software. STAR is in the initial stages of developing an early alert program called STAR Campaign. The Unit will attend trainings to learn more about the STAR Campaign program, and inquire with our campus partners if this tool may be viable to use in a future semester. We will also need to determine how we will measure the outreach efforts’ effectiveness (i.e., number of students who earned a “C” or higher, number of students who withdrew after outreach intervention). Once the campus decides on an early alert tool and affirms the process to refer students to CASSC, the Unit will outreach to 100% of the students. | Fall 2021
Discuss new tool   | Spring 2022 – Summer 2022
Pilot use of college tool or STAR tool | Fall 2022
Outreach to students |

**This Action Item aligns with the following Hawai‘i CC Strategic Plan Initiatives: HGI2, HPMS1**
The Unit hopes our intervention efforts, as well as our partnership with instruction and academic support will lead to higher student retention and persistence rates; reduce gaps in college completion for Native Hawaiians and low-income and under-represented groups; advance efficiency, transparency, and accountability; and increase utilization of STAR.
**Action Item 4**
Collaborate with the Financial Aid Office to implement the CPoS initiative.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>MEASURABLE OUTCOME/TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Course Program of Study (CPoS) is a process that helps Hawai‘i CC meet Title IV (federal) compliance regulations related to financial aid, and ensures students are meeting requirements to remain financial aid eligible. Because this process is tied so closely to academic advising and the work done by the counselors, the Financial Aid Office (FAO) and CASSC will collaborate to ensure that students are aware of the CPoS requirement, and that students are guided to take classes applicable toward their degrees and/or certificates.</strong></td>
<td><strong>Begin Summer 2021:</strong> and process will be on-going</td>
</tr>
<tr>
<td>After registration begins for the upcoming term, the Counseling Unit will run weekly STAR Academic Logic reports to identify which students are taking courses &quot;not in plan&quot; or ineligible for financial aid. Because courses on the CPoS report are sometimes deemed ineligible, but could possibly be eligible (i.e., repeat classes, STAR Build error), each identified student’s record must be scrutinized. Counseling staff will need to make adjustments to the students’ STAR and/or Banner records to accurately reflect that the course(s) should in fact, be eligible for financial aid.</td>
<td><strong>Fall 2021:</strong> Maintain data on number of students identified on CPoS list, and how many made revisions to their class schedules</td>
</tr>
<tr>
<td>For students who are legitimately registered in classes that are not financial aid eligible, the Unit will send emails to these students to notify them of this situation. A student’s counselor will also be copied on the email, and will follow up with the student, if additional steps need to be taken in order for a course to count towards the program requirements (i.e., change of major, waiver/substitution form). If the student chooses to take the course and pay for it out of pocket, it will be their choice.</td>
<td></td>
</tr>
<tr>
<td>Continuous training and on-going meetings between the FAO and CASSC are necessary to ensure the continuity and accuracy of the information being shared with students.</td>
<td></td>
</tr>
</tbody>
</table>

This Action Item aligns with the following Hawai‘i CC Strategic Plan Initiatives: HGI2, HPMS1, HPMS2

The CPoS process identifies registration "errors" early to allow counselors to work with students to make registration adjustments before classes begin. Although CPoS serves a general financial aid purpose, it also serves as a back-up audit to monitor students’ registration to ensure that they are taking classes necessary for graduation. By partnering with the Financial Aid Office to implement CPoS, this action item is intended to strengthen and align financial aid resources, policies, and practices for increased access and completion; implement practices to advance efficiency, transparency, and accountability; and improve operating efficiencies and effectiveness in student support services.
### Action Item 5
Implement the UH STAR pinning initiative for eligible, transfer students.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>MEASURABLE OUTCOME/TIMELINE</th>
</tr>
</thead>
</table>
| The UH system recently launched the new STAR Pinning transfer initiative. Pinning is a tool in STAR which is designed to facilitate transfer between 2 year and 4 year UH campuses. Pinning combines both the 2 year and 4 year campus requirements and identifies which courses can be taken at the 2 year campus which will count towards their 4-year transfer degree goal and indicates an “optimal point of transfer.” This initiative is designed to assist students in early identification of their transfer goal and enables students to map their AA degree goal directly to their transfer degree goals. To be eligible to pin, students must have: - Completed at least 15 credits of 100-level or above. - Minimum cumulative GPA of 2.0 - Enrolled in an Associate of Arts Degree program. Beginning in the Fall 2021 semester, the Counseling Unit will officially launch use of the STAR Pinning tool and will conduct an in-service Star Pinning tutorial, to ensure that all counselors and advisors understand how to pin students. After using the tool, we will also document/report any error or discrepancies that arise into a log. As the number one feeder college to UH Hilo, we plan to hold regular meetings with UH Hilo to assess the effectiveness of pinning as a transfer advising and recruitment tool for increasing Hawai‘i CC transfer rates. Beginning in the Spring 2022 semester, our Transfer Counselor will expand the existing Transfer 101 workshop, to include a demonstration on how a student can pin to their 4-year campus. Outreach for the Transfer 101 workshops will target all LBRT majors at Hawai‘i CC. By the end of the Spring 2023 semester, we plan to evaluate and assess the success of the STAR Pinning tool through the # of Hawai‘i CC students who pin to the 4-year UH campus and the # of Hawai‘i CC Pinned Transfers. | Fall 2021:  
Increased Counselor / Advisor utilization of the STAR Pinning tool  
Fall 2021:  
Begin meeting with UHH  
Spring 2022:  
Increased student awareness of the STAR Pinning tool  
Fall 2022/Spring 2023:  
Evaluate and assess the success of the STAR Pinning tool via # of Hawai‘i CC Pinned Transfers |

This Action Item aligns with the following Hawai‘i CC Strategic Plan Initiatives: HPMS1, HPMS2

The Unit will partner with UH system and 4-year campuses to troubleshoot any Pinning discrepancies and expand transfer recruitment opportunities. This action item is aligned with implementing practices to advance efficiency, transparency, and accountability; increasing utilization of available software and database such as STAR; and promoting stronger and more comprehensive transfer and articulation policies that are student-centered, transparent, and well-communicated in order to support student mobility and success throughout the system.
**Action Item 6**
Develop and/or refine initiative-specific assessment for initiative-specific activities.

<table>
<thead>
<tr>
<th>ACTION STRATEGIES</th>
<th>MEASURABLE OUTCOME/TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the Counseling Unit’s greatest challenges is assessing our numerous services we provide for students each semester, and gathering purposeful information to not only indicate student satisfaction and learning, but to also receive meaningful information to improve the Unit’s services. As reported in this review, we provide an extensive list of services for every node of the Ka’ao Student Success Pathway: Hua, Ha’alele, Huaka’i and Ho’ina. The Unit will schedule Unit In-Service Planning Days to focus specifically on developing initiative-specific assessments for our most significant activities. Teams will work on developing learning outcomes for specific counseling services, so that when the Unit meets as a large group, our discussions can be more productive.</td>
<td>Spring 2022 Assign teams and begin planning</td>
</tr>
</tbody>
</table>

This Action Item aligns with the following Hawai‘i CC Strategic Plan Initiatives: HGI2
The action item aligns with strengthening and aligning assessment, program/unit review, data collection, and data analyses processes to support improved teaching and learning, accreditation, and governance and planning.
Program or Unit Name: Counseling, Advising and Support Services Center (CASSC)

5. Resource Implications -
* ONE-TIME BUDGET REQUESTS ONLY *

☐ I am NOT requesting additional ONE-TIME resources for my program/unit.

☒ I AM requesting additional ONE-TIME resource(s) for my program/unit.
Total number of items being requested: 2 (4 items max.)

Personnel Resource #1:  
Career and Job Development Counselor

<table>
<thead>
<tr>
<th>Estimated Date Needed</th>
<th>ASAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE / Position Type</td>
<td>1.0 FTE, Instructor/Counselor Faculty</td>
</tr>
<tr>
<td>Position Title</td>
<td>Career and Job Development Counselor</td>
</tr>
<tr>
<td>Estimated Salary</td>
<td>$63,276</td>
</tr>
<tr>
<td>Was an Existing Position Abolished?</td>
<td>YES</td>
</tr>
<tr>
<td>Position Number</td>
<td>74806</td>
</tr>
</tbody>
</table>

Justification

- Career exploration is known to be one of the most important first steps for all new students. National research has shown that a student with a career plan is far more likely to persist and to graduate. Because of this, the UH system and Hawai‘i CC were exploring methods to implement a career exploration component into the new student experience via an initiative called “Purpose First.” As our campus was also placing greater efforts on becoming a student ready campus, the Career and Job Development Counselor was a key contributor to those coordinated efforts at the system level, as well as on our campus.

- In Fall 2018, the Career and Job Development Counselor reported 2,601 counseling contacts (Annual Program Review - 2019) and a total of 3,336 career and job preparation services during the 2018-2019 academic year. (More recent data is not available as the Career Counselor was on sabbatical in 2019-20, and then retired shortly after that).
  - Most of the students were seeking services for career counseling, job search research, assistance with developing a resume, and for providing documentation relevant to student employment.
  - In addition to these services, the Career and Job Development Counselor was also responsible for providing career workshops (both in and out of the classroom), managing campus postings for off campus jobs, serving at times as the Student Employment Administrator, collaborating as a part of the UH System consortium of Career Counselors on system-wide initiatives like the Job Center Online system, developing internship opportunities with industry partners, teaching credit career classes, and coordinating the annual Career and Job Fair.

- The annual Career and Job Fair which brought over 70 employers to campus and an average of 400 students is a main culminating event which brings our community together for our students. Bringing together local employers seeking to hire our students is a critical need for our campus, as our goal to get students’ workforce ready is realized when they are hired and transition into the community as productive citizens. A good showing at these fairs is imperative to demonstrate to our community the value of a community college education and the quality of graduates coming out of our programs.
**Priority Criteria**

- **Expand our commitment to serving all segments of our Hawai‘i Island community through Pālamanui and satellite centers.**
  - The Career and Job Development Counselor would travel to and/or provide virtual services for Pālamanui and Kō to provide career related workshops and student appointments. Perhaps in the future, a separate career fair could also be provided in person at each campus location.

- **Continue efforts to promote integrated student support in closing educational gaps.**
  - This is specifically the kind of personalized support that can best prepare students to persist and graduate. In closing those educational gaps, students need assistance to realize their purpose and articulate their educational and career goals. One-on-one counseling to create a career action plan, and to provide encouragement, support and guidance will help students to thrive and connect them with the resources they need to prepare for the world of work.
  - Moreover, the Career and Job Development Counselor position is in direct alignment with the Ka‘ao Student Success Framework and serves a critical role in ensuring that students are provided direct support to identify their Hua (purpose) and gain the tools needed to successfully achieve their career goals.
  - Restoring the counselor position will enable our institution to offer a full and comprehensive array of career development services, and maximize on the Focus 2 career development software. The Career and Job Development Counselor has previously taught IS 105, a Career/Life Exploration Planning class which also aligns directly with our campus First Year Experience initiative. Use of Focus 2 in First Year Experience programs are evidence-based practices which are highly correlated with student success indicators, such as timely degree attainment (Allen, J. & Robbins, S., 2010).

- **Leverage resources, investments with returns, or scaling opportunities.**
  - This one position can really do a great deal for not just our students, but for the college as a whole. With the right individual, and the support of the campus, the vision for this position is endless. The opportunity to be that bridge between our students, instructional programs, and the employers will bring a great return on investment when we can start tracing employment data.
  - To have internships and job opportunities available for our students gives us a great marketing advantage to future prospective students. To be that hub between industry and prospective employees is an incredible leveraging advantage. With a dedicated employee in place, Hawai‘i CC can scale up many of the career services offered, which are imperative for student success, particularly the career readiness including resume writing and interviewing skills. All graduates should be well versed in these basic expectations for employment.
Appendix B

Personnel Resource #2:
Student Life Counselor

<table>
<thead>
<tr>
<th>Estimated Date Needed</th>
<th>ASAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE: Position Type</td>
<td>1.0 FTE, Instructor/Counselor Faculty</td>
</tr>
<tr>
<td>Position Title</td>
<td>Student Life Counselor</td>
</tr>
<tr>
<td>Estimated Salary</td>
<td>$63,276</td>
</tr>
<tr>
<td>Was an Existing</td>
<td>YES</td>
</tr>
<tr>
<td>Position Abolished?</td>
<td>83209</td>
</tr>
<tr>
<td>Position Number</td>
<td>83209</td>
</tr>
</tbody>
</table>

Justification

- At a pivotal time in society, issues of advocacy, democracy, and personal rights and responsibilities are heightened. Within our own student government, student leaders have questioned college policies, practices and procedures pertinent to the Chartered Student Organizations. How we respond to our students and support them through their academic journeys, while equipping them with the awareness and diplomatic skills needed to work through their concerns will strengthen our Kauhale.

- Our former Student Life Counselor fostered valuable leadership skills and opportunities for campus involvement. This position was also responsible for:
  - Developing, implementing, evaluating, and assessing a comprehensive Student Life Program that complements the college’s academic and student development missions and goals.
  - Coordinating Student Life operations, student programming, awareness programs, and related activities.
  - Maintaining and updating Student Life policies and procedures, and providing training and support to students, faculty, staff, and Chartered Student Organization (CSO) and Registered Independent Student Organization (RISO) advisors.
  - Promoting the establishment of and participation in student organizations (i.e., CSOs or RISOs).
  - Designing and implementing various workshops and/or training on leadership development and team building.
  - Overseeing the Kau Wa’a Student Center and supervising student employees.
  - Maintaining records of Student Life program expenditures and monitoring student fee account balances.

- Additionally, Student Life is linked to Accreditation Standard 2C. Our college needs a position to help facilitate the expression of the student voice, while also collaborating with college administrators, faculty, staff, and students to uphold “sound educational policy and standards of integrity.”

- The Student Life Counselor can dedicate time to increase dialogue, collaboration, training, and facilitate opportunities for students to be involved in the shared governance framework of the college.
**Priority Criteria**

- **Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.**
  - The Student Life Counselor would provide training to CSO and RISO advisors, and student leaders on risk management and FERPA policies related to participation in student life activities.
  - The Student Life Counselor would equip advisors and student leaders with information to make informed decisions when planning for on campus and off campus events, create a culture of awareness, emphasize student safety, and promote an understanding of their legal, ethical and moral responsibilities in their roles.
  - Each semester, students are required to pay fees which are then collected and to be used to benefit students during that term. Student leaders have inquired about the collection and expenditure of those fees, and they have advocated for a stronger voice and greater transparency in how student fees are expended. With the challenges of complicated procurement rules, coupled with the many policies and procedures associated with Student Life, Hawai'i CC has experienced legal and political challenges.
  - While supporting students’ freedom of expression, the Student Life Counselor position would work with student leaders and their faculty advisors to develop the students’ advocacy and leadership skills needed to effectively negotiate and resolve conflicts.

- **Expand our commitment to serving all segments of our Hawai‘i Island community through Pālamanui and satellite centers.**
  - The Student Life Counselor will be responsible for programs and activities in Hilo, as well as at Pālamanui and Kō. The counselor can encourage participation in student clubs and organizations, and provide leadership and team building training island-wide.

- **Continue efforts to promote integrated student support in closing educational gaps.**
  - “As the development of the well-rounded individual is a principal goal of extracurricular activities on college and university campuses, the numerous experiences these activities afford positively impact students’ emotional, intellectual, social, and interpersonal development. By working together with other individuals, students learn to negotiate, communicate, manage conflict, and lead others. Taking part in these out-of-the-classroom activities helps students to understand the importance of critical thinking skills, time management, and academic and intellectual competence. Involvement in activities helps students mature socially by providing a setting for student interaction, relationship formation, and discussion. Working outside of the classroom with diverse groups of individuals allows for students to gain more self-confidence, autonomy, and appreciation for others’ differences and similarities.”
  - Read more: [College Extracurricular Activities - Impact on Students, Types of Extracurricular Activities - Organizations, Involvement, University, and Development - StateUniversity.com](https://education.stateuniversity.com/pages/1855/College-Extracurricular-Activities.html#ixzz7D4nTOLig)
  - Closing the gaps in educational success does not just depend on the academic side of the house. Studies show that the opportunities for outside-of-the-classroom activities can improve student persistence and provide the needed “niche” students need to feel as though they belong somewhere. Particularly with our students who are high risk and low persistence, these activities can make a difference in setting students up with greater connectivity to fellow students and resources and leading to increased willingness to preserve and graduate.
# Appendix A: Community College Survey of Student Engagement (CCSSE) - Student Usage of Services

<table>
<thead>
<tr>
<th>Service</th>
<th>2018 Frequency</th>
<th>2021 Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Advising/Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>75 (18.2%)</td>
<td>74 (18.9%)</td>
</tr>
<tr>
<td>1 time</td>
<td>125 (30.3%)</td>
<td>101 (25.8%)</td>
</tr>
<tr>
<td>2-4 times</td>
<td>162 (39.4%)</td>
<td>156 (39.8%)</td>
</tr>
<tr>
<td>5 or more times</td>
<td>50 (12.1%)</td>
<td>61 (15.6%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>412</td>
<td>392</td>
</tr>
<tr>
<td><strong>Active Military &amp; Veterans</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>361 (89.3%)</td>
<td>366 (93.4%)</td>
</tr>
<tr>
<td>1 time</td>
<td>11 (2.7%)</td>
<td>10 (2.5%)</td>
</tr>
<tr>
<td>2-4 times</td>
<td>12 (3.1%)</td>
<td>6 (1.5%)</td>
</tr>
<tr>
<td>5 or more times</td>
<td>20 (4.9%)</td>
<td>10 (2.6%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>404</td>
<td>392</td>
</tr>
<tr>
<td><strong>Financial Aid Advising</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>186 (45.4%)</td>
<td>173 (44.2%)</td>
</tr>
<tr>
<td>1 time</td>
<td>86 (21.0%)</td>
<td>62 (15.9%)</td>
</tr>
<tr>
<td>2-4 times</td>
<td>92 (22.4%)</td>
<td>121 (30.8%)</td>
</tr>
<tr>
<td>5 or more times</td>
<td>46 (11.1%)</td>
<td>35 (9.0%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>391</td>
</tr>
<tr>
<td><strong>Student Organizations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>273 (67.3%)</td>
<td>315 (80.1%)</td>
</tr>
<tr>
<td>1 time</td>
<td>40 (9.9%)</td>
<td>33 (8.5%)</td>
</tr>
<tr>
<td>2-4 times</td>
<td>60 (14.9%)</td>
<td>25 (6.4%)</td>
</tr>
<tr>
<td>5 or more times</td>
<td>32 (7.9%)</td>
<td>20 (5.0%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>406</td>
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<td><strong>Transfer Advising/Planning</strong></td>
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</tr>
<tr>
<td>Never</td>
<td>268 (66.6%)</td>
<td>258 (66.1%)</td>
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<tr>
<td>1 time</td>
<td>75 (18.6%)</td>
<td>68 (17.5%)</td>
</tr>
<tr>
<td>2-4 times</td>
<td>36 (9.0%)</td>
<td>47 (12.2%)</td>
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<tr>
<td>5 or more times</td>
<td>23 (5.7%)</td>
<td>17 (4.2%)</td>
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<td><strong>Total</strong></td>
<td>402</td>
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Appendix B: Community College Survey of Student Engagement (CCSSE) - Satisfaction of Services

<table>
<thead>
<tr>
<th>How satisfied are you with the services?</th>
<th>2018</th>
<th>2021</th>
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<tbody>
<tr>
<td>Academic Advising/Planning</td>
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</tr>
<tr>
<td>Satisfaction</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Not at all</td>
<td>22</td>
<td>5.5</td>
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<td>139</td>
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<tr>
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</tr>
<tr>
<td>Active Military &amp; Veterans</td>
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<td></td>
</tr>
<tr>
<td>Satisfaction</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Not at all</td>
<td>10</td>
<td>2.7</td>
</tr>
<tr>
<td>Somewhat</td>
<td>35</td>
<td>9.0</td>
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<tr>
<td>Very</td>
<td>34</td>
<td>8.9</td>
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<tr>
<td>Financial Aid Advising</td>
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<td></td>
</tr>
<tr>
<td>Satisfaction</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
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<tr>
<td>Satisfaction</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
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<td>3.5</td>
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<tr>
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<tr>
<td>Transfer Advising/Planning</td>
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<tr>
<td>Satisfaction</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
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Appendix C: Community College Survey of Student Engagement (CCSSE) - Importance of Services

<table>
<thead>
<tr>
<th></th>
<th>Importance</th>
<th>2018</th>
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<th>Importance</th>
<th>2021</th>
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<tr>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Academic Advising/Planning</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>391</td>
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<tr>
<td><strong>Active Military &amp; Veterans</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
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<tr>
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<td>16.3</td>
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<tr>
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<td>64.3</td>
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<td>290</td>
<td>74.3</td>
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<td></td>
</tr>
<tr>
<td>Not at all</td>
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<td>28.1</td>
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<tr>
<td>Very</td>
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<td>Very</td>
<td>140</td>
<td>35.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>381</td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td>390</td>
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</tr>
<tr>
<td><strong>Transfer Advising/Planning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>99</td>
<td>26.2</td>
<td></td>
<td>Not at all</td>
<td>61</td>
<td>15.6</td>
</tr>
<tr>
<td>Somewhat</td>
<td>92</td>
<td>24.3</td>
<td></td>
<td>Somewhat</td>
<td>113</td>
<td>28.9</td>
</tr>
<tr>
<td>Very</td>
<td>186</td>
<td>49.5</td>
<td></td>
<td>Very</td>
<td>217</td>
<td>55.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>377</td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td>391</td>
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</tr>
</tbody>
</table>
Appendix D: Kaʻao Model of Comprehensive Counseling/Advising Services

Colleagues from the Counseling Advising and Support Services (CASSC) in Hilo, Pālamanui Student Services, and Kē Education Center created this extensive list of services the Student Affairs’ units provided island-wide.

### HUA - The Catalyst: Why are you here at Hawaiʻi CC? Connection (On-going through at least the first year)

<table>
<thead>
<tr>
<th>Matriculation Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Assist students with the application for admission</td>
</tr>
<tr>
<td>- Guide potential students through the application process, financial aid application, general program info</td>
</tr>
<tr>
<td>- Participate in Hawaiʻi CC Express Admissions events</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Readiness Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Career assessments/career exploration</td>
</tr>
<tr>
<td>- Help students develop and define their purpose for attending college</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Outreach &amp; Recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Extensive community outreach/marketing to community/potential students F2F and through Zoom workshops</td>
</tr>
<tr>
<td>- Hawaiʻi CC special events booths (i.e., Hawaiʻi CC Car Show, County Fair, etc.)</td>
</tr>
<tr>
<td>- Outreach to community to promote return to college for UH Online/Hybrid programs (higher education)</td>
</tr>
<tr>
<td>- Participation in Hawaiʻi CC parades and other community events</td>
</tr>
<tr>
<td>- UHCC-HIDOE partnership for ʻŌlelo Hawaiʻi Classes</td>
</tr>
<tr>
<td>- Working with Vocational Rehabilitation and Employment Counselors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prospective Student Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Maintain office hours of availability for students to access our services</td>
</tr>
<tr>
<td>- Take time to explain in more detail the options available to students and the implications of each option. Empower students to make informed decisions and to know how to advocate for themselves</td>
</tr>
<tr>
<td>- Refer/work with students returning for online Bachelors and Graduate programs</td>
</tr>
</tbody>
</table>

### HA‘ALELE - The Launch: What do you need to launch into your academic journey? Entry (Application through First Registration)

<table>
<thead>
<tr>
<th>Matriculation Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Coordinate with the high school contacts to get students to submit the UH system application and the dual enrollment form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Student Orientation &amp; Advising</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Assist with registration</td>
</tr>
<tr>
<td>- Discuss tuition payment deadline, how to sign up for an installment payment plan, how to sign up for an electronic refund</td>
</tr>
<tr>
<td>- Ensure students have their MyUH username/password</td>
</tr>
<tr>
<td>- Guide potential students through the health clearance requirements, NSO, Online course/program orientation</td>
</tr>
<tr>
<td>- Explain placement qualifiers/placement testing - refer to appropriate resources</td>
</tr>
<tr>
<td>- Adjust holds as instructed to allow students to register (i.e., health holds this past fall)</td>
</tr>
<tr>
<td>- Assist returning students with determining the most advantageous catalog year to complete program requirements</td>
</tr>
<tr>
<td>- Change of major forms</td>
</tr>
<tr>
<td>- CPOS/Student Success List, contact students who are taking classes not applicable toward their major that are not financial aid fundable</td>
</tr>
<tr>
<td>- Discuss additional costs for program (i.e., art supplies, tools, uniforms, etc.)</td>
</tr>
<tr>
<td>- Discuss purchasing of textbooks from UH-Hilo or other UH campuses</td>
</tr>
<tr>
<td>- Explain class location and/or class modality</td>
</tr>
</tbody>
</table>
### HAʻALELE - The Launch: What do you need to launch into your academic journey? Entry (Application through First Registration)

| New Student Orientation & Advising | • Input EHUM/MHUM as appropriate  
|                                   | • Guide students in navigating through STAR GPS registration  
|                                   | • Inform students about withdrawals and the consequences of withdrawals as appropriate  
|                                   | • Introduce students to MyUH  
|                                   | • Introduce students to STAR  
|                                   | • Review student placement to ensure appropriateness.  
|                                   | • Adjust STAR progression of English/Math, if necessary  
|                                   | • Troubleshoot registration errors and challenges  
|                                   | • Review student’s residency to ensure they’re being charged appropriately |

| Returning & Transfer Advising | • Unofficial review of transcripts to determine what courses students may get credit for  
|                              | • Work with returning students to review completed courses and determine applicability toward the current program requirements  
|                              | • Transfer support - students dismissed from other campuses |

| Career and Transfer Goal Setting | • Introduce program requirements and assist students with academic planning and efficient course selection  
|                                 | • Create continuous relationships with students and coach them as they discover and pursue their goals  
|                                 | • Educate students about career options, the job market, ID their skills/interests through tools such as HI Career Explorer Site  
|                                 | • Ensure student’s listed major is consistent with his/her educational and career goals initiate change of major forms as needed  
|                                 | • Financial Assistance & Aid Advising  
|                                 | • Check on financial aid status in Banner to share with students  
|                                 | • Certification of Transfer Credits (CTCRED) to Subsequent Degree Forms  
|                                 | • Show students how to check their Financial Aid Status  
|                                 | • Concurrent enrollment forms  
|                                 | • Facilitate GEAR UP Scholarships |

| Veterans Advising | • Collecting VA documents  
|                  | • Inputting VA status into Banner |

| Academic Preparation | • Introduce students to Laulima and teach basic navigation skills  
|                      | • Introduction to a syllabus |

| Dual Enrollment / Early College | • Orientation for Early College/Running Start students  
|                                  | • Provide lists of Early College students to P-20 system folks |

### HUAKAʻI - The Journey: What does your academic journey look like? How will you be successful on this journey? Progress and Learning (Persistence & Retention)

| Student Advocacy & Appeals | • Advocate for students when their unique situations merit special consideration - write memos to request for exceptions  
|                           | • Assisting students to self-advocate for grade reevaluation  
|                           | • Assist students with referrals to appropriate contacts for academic grievances |

| Student Conduct | • Assist instructors when they have student conduct issues  
|                | • Title IX referrals |

| Academic Policy | • Counselors represent the institution to the student, helping them understand and navigate academic policies  
|                | • Identify barriers created by academic policies and make recommendations to alleviate the barriers  
|                | • Clarify and communicate vague policies to give greater insight to the resulting action versus the intent of a policy |
### HUAKA‘I - The Journey: What does your academic journey look like? How will you be successful on this journey? Progress and Learning (Persistence & Retention)

| Retention & Intervention | - Developing an Academic Plan  
| - Assist students with appeals, identify and strategize ways to overcome barriers  
| - Assist students with dismissal appeals  
| - Assist students with withdrawals and the consequences of withdrawals as appropriate  
| - Calculating GPA and Credit Completion Rate to determine if student is meeting Satisfactory Academic Progress (SAP)  
| - Class visits to talk about registration and financial aid  
| - Following up with MySuccess Early Alert Flags  
| - For students who drop classes, explaining the ramifications of dropping the class (i.e. tuition refund or not, W or not, financial aid implications)  
| - Identify the challenges faced by the students and develop a strategic plan to assist them in accomplishing their goals  
| - Maintain relationships with students and coach them as they discover and pursue their goals  
| - Mass communication efforts to students regarding registration/important upcoming deadlines, events, etc.  
| - Proactive advising - reviewing student’s STAR to identify potential barriers and outreach to students to ensure that they’re on track  
| - Review program requirements and assist students with long term academic planning and efficient course selection  
| - Ensure students are on track to graduate from program |

### Instructional Support
- Faculty Advisor training (i.e., using STAR)

### Student Activities
- Facilitate student engagement and leadership (Clubs, student activities, culture-based activities, and student leadership)
- Serve as RISO Faculty Advisors
- Student ID cards

### Financial Assistance & Aid Advising
- Financial aid appeals
- SAP appeals
- Scholarship opportunities
- Write letters of support for scholarships
- Concurrent enrollment forms
- Provide guidance on unclear financial aid procedures/questions

### Personal Counseling & Referrals
- Often serve as the first point of contact when dealing with students in distress
- Provide personal counseling services (not therapy)
- Refer students to local community agencies as appropriate
- Refer students to the Mental Health Services as appropriate
**AY19-AY21 Hawai‘i Community College Comprehensive Program/Unit Review**  
**Program or Unit Name:** Counseling, Advising and Support Services Center (CASSC)

<table>
<thead>
<tr>
<th><strong>HO‘INA - The Return: Was your journey a success? How does your academic journey readdress your why? How will you plant seeds in the community?</strong></th>
<th><strong>Completion (Transition)</strong></th>
</tr>
</thead>
</table>
| **Career Counseling** | - Career fairs  
- Interviewing skills  
- Resume reviews  
- Resume writing |
| **Transfer Counseling** | - Advocate for current/transferring students with issues/barriers that arise while transitioning to their next step (UH Universities)  
- Provide high touch hand-off/introductions of students to staff connected with their transfer program of choice at a UH University of Bachelor’s program  
- Transfer Fairs  
- UHH Transfer Orientation  
- University Center works with CC advisors to advise students into seamless transfers to our Online/Hybrid UH University programs  
- Write letters of support for scholarships and Bachelor’s Program acceptance |

<table>
<thead>
<tr>
<th><strong>OVERALL KA‘AO – Throughout the journey</strong></th>
</tr>
</thead>
</table>
| **Ongoing Registration Advocacy** | - Course Waiver/Substitution forms for students need transfer courses evaluated for articulation  
- Prepare course waiver substitutions for courses that could be used toward program requirements  
- Input overrides into Banner as appropriate  
- Prepare memos for students who have unusual academic situations that require special tweaking of their records  
- Produce the official Hawai‘i CC Advising Sheets annually  
- Advocate for students when classes are not funded  
- Student appeals  
- Advocate on behalf of students for overrides with faculty |
| **Forward-Facing Customer Service** | - Clearinghouse - we send them where they need to go  
- Provide general information for campus inquiries  
- Employ, train and supervise student employees  
- Maintain office hours of availability for students to access our services  
- Manage center operations and staffing  
- Monitor and update CASSC website and online resources  
- Encourage students to contact us when they have general questions  
- Understand the policies and operating within those policies  
- Understanding the nuances of collegial relationships - uphold professionalism and collegiality  
- Impacting the image of the college …  
- Provide responses to email/phone inquiries regarding advising issues |
| **Campus-wide Resource and Innovation** | - Advise admin on what classes need to be added/dropped during registration periods  
- Coordinate new initiatives that affect across divisions  
- Coordinating MySuccess  
- Course articulations  
- Running Reports via Academic Logic for faculty  
- Serve as chairs and leads at the campus level, system level and greater community  
- Serve on various committees at the campus level, system level and greater community  
- Development of forms/processes to help students (i.e., placement qualifier, transferring in diversifications, etc.)  
- STAR GPS and Balance building |
**Appendix E: New Student Orientation**

### Spring 2020 Pre-Test

1. Are you aware of the cultural significance of the name and location of the Manono campus?
   - Yes: 86.8%
   - No: 13.2%

2. Which office would assist you with the following:
   - Financial Aid
   - Counseling and Student Services
   - Admissions and Records
   - Career and Job Development

3. STAR is a tool that helps you track your own progress towards graduation and register for classes.
   - Yes: 46.1%
   - No: 53.9%

4. How comfortable are you with the course registration process?
   - 1: Very uncomfortable
   - 2: Somewhat uncomfortable
   - 3: Neutral
   - 4: Somewhat comfortable
   - 5: Very comfortable

5. To be eligible for Financial Aid and to maintain Satisfactory Academic Progress, the minimum requirements are a _____ cumulative GPA and a _____% credit completion rate.

### Spring 2020 Post-Test

1. Are you aware of the cultural significance of the name and location of the Manono campus?
   - Yes: 80%
   - No: 20%

2. Which office would assist you with the following:

3. STAR is a tool that helps you track your own progress towards graduation and register for classes.
   - Yes: 65%
   - No: 35%

4. How comfortable are you with the course registration process?

5. To be eligible for Financial Aid and to maintain Satisfactory Academic Progress, the minimum requirements are a _____ cumulative GPA and a _____% credit completion rate.
**Program or Unit Name:** Counseling, Advising and Support Services Center (CASSC)

### Spring 2020 Pre-Test

6. A student uses their UH Username to login and access their:
   - 33 responses

   - a) @hawaii.edu email account
   - b) UHMAC PPS registration
   - c) Financial aid lien
   - d) All of the above

7. A student can find which of the following in the Hawaii CC Catalog:
   - 33 responses

   - a) The catalog title
   - b) Course descriptions
   - c) The student conduct code
   - d) EHS & ACC

8. For Spring 2020, the first day of class is on:
   - 33 responses

   - a) January 10, 2020
   - b) January 13, 2020
   - c) January 15, 2020
   - d) February 15, 2020

9. If you withdraw from a class by this date, you will not have to pay for the class (100% tuition refund):
   - 33 responses

   - a) January 15, 2020
   - b) January 21, 2020
   - c) February 15, 2020
   - d) Anytime during the semester

### Spring 2020 Post-Test

6. A student uses their UH Username to login and access their:
   - 43 responses

   - a) @hawaii.edu email account
   - b) UHMAC PPS registration
   - c) Financial aid lien
   - d) All of the above

7. A student can find which of the following in the Hawaii CC Catalog:
   - 40 responses

   - a) The catalog title
   - b) Course descriptions
   - c) The student conduct code
   - d) EHS & ACC

8. For Spring 2020, the first day of class is on:
   - 40 responses

   - a) January 10, 2020
   - b) January 13, 2020
   - c) January 15, 2020
   - d) February 15, 2020

9. If you withdraw from a class by this date, you will not have to pay for the class (100% tuition refund):
   - 43 responses

   - a) January 15, 2020
   - b) January 21, 2020
   - c) February 15, 2020
   - d) Anytime during the semester
Appendix F: Counseling/Advising Services
Student Satisfaction Survey

Aloha! The Hawai‘i Community College counseling/advising offices in Hilo, Pālamanui and Kō are surveying all students to assess the quality of services we provide and to gather students’ perceptions of counseling and advising services at Hawai‘i CC. Your identity will be kept anonymous. Mahalo for sharing your feedback to help us improve our services.

[SECTION 1] DEMOGRAPHIC INFORMATION

Home Campus/Location:
- Hawai‘i CC - Manono (Hilo)
- Hawai‘i CC - Pālamanui (Kona)
- Hawai‘i CC - Kō (Honoka‘a)

Please select your major:
- Will provide a drop down selection of all majors, including Undecided, and not pursuing a degree, Early College/Running Start, add Other with fill in)

Credits earned:
- 0-15 credits completed
- 16-30 credits completed
- 31-59 credits completed
- 60 or more credits completed

I am:
- Currently in high school (Early College or Running Start).
- A first-time college student.
- A continuing student who has been taking classes at Hawai‘i CC for 1 or more consecutive semesters.
- A returning student who either took a break or previously earned a degree or certificate from Hawai‘i CC.
- A transfer student who previously attended another college other than Hawai‘i CC.

[SECTION 2] COUNSELING & ADVISING SERVICES RECEIVED

Please check the box that best applies to you:
- I have met with a counselor/advisor.
- I have never met with a counselor/advisor.*
- I’m unsure if I’ve ever met with a counselor/advisor.
  * Students who select this answer will answer the next questions in Section 2, but won’t move on to Section 3.
If you have not met with a counselor/advisor or are unsure, what reasons best describe why you have not met with a counselor/advisor (check all that apply):

- I haven't needed help.
- Orientation showed me everything I needed to know.
- I rely on STAR GPS to pick my classes.
- I usually contact the counselor/advisor via email.
- I don't know how to get a hold of a counselor/advisor.
- I don't have time to meet with a counselor/advisor.
- Other, please explain:________

I usually meet with the following counselor/advisor:

- Select counselor/advisor name from drop down; add 'I don't know' option, will allow students to select only ONE.

[SECTION 3]
*Likert Scale OR Check Box Selection
1= Strongly disagree
2= Slightly disagree
3= Neutral
4= Slightly agree
5= Strongly agree
6= Does not apply

ACCESSIBILITY
1. I know how to contact a counselor/advisor.
2. I was able to schedule an appointment with a counselor/advisor in a reasonable amount of time.
3. When I contacted or visited the Counseling Office for assistance, I was satisfied with the services provided by the front desk staff.
4. My counselor/advisor responds to my emails/calls within 1-2 business days.

COMMUNICATION/QUALITY OF SERVICES
1. My counselor/advisor gives me enough time to address my questions/concerns.
2. My counselor/advisor communicates with me clearly.
3. My counselor/advisor creates a safe, comfortable, and respectful environment to discuss my academic, career or personal issues.
4. My counselor/advisor expresses a genuine concern for me as a person and makes me feel valued.

COMPETENCY OF COUNSELOR/ADVISOR
1. My counselor/advisor provides accurate information about course, program, or degree requirements.
2. My counselor/advisor knows what my career and educational goals are and has helped me to understand what steps I need to take to achieve them.
3. My counselor/advisor makes me aware of campus and community resources, and encourages me to utilize them.
4. I feel confident that my counselor/advisor will follow up on any unresolved issues.

OPEN-ENDED QUESTIONS
1. What did you like about your overall counseling/advising experience?
   (Initial contact, scheduling an appointment, meeting with a counselor/advisor)
2. How could your overall counseling/advising experience have been improved?
   (Initial contact, scheduling an appointment, meeting with a counselor/advisor)
Appendix G: Counseling/Advising Services – Student Satisfaction Survey 2021
Quantitative Results

# Student Respondents by Majors (112)
- Applied Technical Education Division - 6
- Business & Hospitality Division – 7
- Humanities Department – 10
- Liberal Arts with Concentrations and Exploratory Majors - 52
- Math & Natural Sciences Department – 3
- Nursing & Allied Health Division – 9
- Social Sciences Department - 11
- Early College/Running Start - 2
- Unclassified - 12

I am:
112 responses
- Currently in high school (Early College or Running Start) - 4 (3.6%)
- A first-time college student - 23 (20.5%)
- A continuing student who has been taking classes at Hawai‘i - 69 (61.0%)
- A returning student who either took a break or previously earned a degree - 20 (17.9%)
- A transfer student who previously attended another college or university - 5 (4.5%)
Program or Unit Name: Counseling, Advising and Support Services Center (CASSC)

Credits earned
112 responses

- 0-15 credits completed: 39 (34.8%)
- 16-30 credits completed: 29 (25.9%)
- 31-59 credits completed: 24 (21.4%)
- 60 or more credits completed: 20 (17.9%)

Please check the box that applies to you:
112 responses
- I have met with a counselor/advisor: 92%
- I have never met with a counselor/advisor: 8%
- I'm unsure if I've ever met with a counselor/advisor:

What reasons best describe why you have not met with a counselor/advisor (check all that apply):
9 responses
- I haven't needed help: 1 (11.1%)
- Orientation showed me everything: 2 (22.2%)
- I rely on STAR GPS to pick my classes: 2 (22.2%)
- I usually contact the counselor: 2 (22.2%)
- I don't know how to get a hold of someone: 1 (11.1%)
- I don't have time to meet with a counselor: 0 (0%)
- I have old siblings in college: 1 (11.1%)
- I haven't met with a college coordinator: 1 (11.1%)
Program or Unit Name: Counseling, Advising and Support Services Center (CASSC)

I know how to contact a counselor/advisor.  
101 responses

- Strongly Agree: 93 (92.1%)
- Slightly Agree: 8 (7.9%)
- Neutral: 2 (2%)
- Slightly Disagree: 0 (0%)
- Strongly Disagree: 0 (0%)
- Does not apply: 0 (0%)

I was able to schedule an appointment with a counselor/advisor in a reasonable amount of time.  
101 responses

- Strongly Agree: 93 (92.1%)
- Slightly Agree: 7 (6.9%)
- Neutral: 0 (0%)
- Slightly Disagree: 1 (1%)
- Strongly Disagree: 1 (1%)
- Does not apply: 0 (0%)

When I contacted or visited the Counseling Office for assistance, I was satisfied with the services provided by the front desk staff.  
101 responses

- Strongly Agree: 77 (76.2%)
- Slightly Agree: 7 (6.9%)
- Neutral: 9 (8.9%)
- Slightly Disagree: 9 (0%)
- Strongly Disagree: 2 (2%)
- Does not apply: 8 (7.9%)
Program or Unit Name: Counseling, Advising and Support Services Center (CASSC)

My counselor/advisor responds to my emails/calls within 1-2 business days.
101 responses

- Strongly Agree: 91 (90.1%)
- Slightly Agree: 7 (6.9%)
- Neutral: 2 (2%)
- Slightly Disagree: 0 (0%)
- Strongly Disagree: 0 (0%)
- Does not apply: 2 (2%)

My counselor/advisor gives me enough time to address my questions/concerns.
101 responses

- Strongly Agree: 94 (93.1%)
- Slightly Agree: 6 (5.9%)
- Neutral: 1 (1%)
- Slightly Disagree: 0 (0%)
- Strongly Disagree: 1 (1%)
- Does not apply: 1 (1%)

My counselor/advisor communicates with me clearly.
101 responses

- Strongly Agree: 95 (94.1%)
- Slightly Agree: 6 (5.9%)
- Neutral: 1 (1%)
- Slightly Disagree: 1 (1%)
- Strongly Disagree: 0 (0%)
- Does not apply: 0 (0%)
AY19-AY21 Hawai‘i Community College Comprehensive Program/Unit Review

Program or Unit Name: Counseling, Advising and Support Services Center (CASSC)

My counselor/advisor creates a safe, comfortable, and respectful environment to discuss my academic, career or personal issues.

101 responses

- Strongly Agree: 96 (95%)
- Slightly Agree: 5 (5%)
- Neutral: 0 (0%)
- Slightly Disagree: 1 (1%)
- Strongly Disagree: 0 (0%)
- Does not apply: 0 (0%)

My counselor/advisor expresses a genuine concern for me as a person and makes me feel valued.

101 responses

- Strongly Agree: 90 (89.1%)
- Slightly Agree: 10 (9.9%)
- Neutral: 2 (2%)
- Slightly Disagree: 0 (0%)
- Strongly Disagree: 1 (1%)
- Does not apply: 0 (0%)

My counselor/advisor provides accurate information about course, program, or degree requirements.

101 responses

- Strongly Agree: 90 (89.1%)
- Slightly Agree: 7 (6.9%)
- Neutral: 2 (2%)
- Slightly Disagree: 4 (4%)
- Strongly Disagree: 1 (1%)
- Does not apply: 0 (0%)
AY19-AY21 Hawai‘i Community College Comprehensive Program/Unit Review

Program or Unit Name: Counseling, Advising and Support Services Center (CASSC)

My counselor/advisor knows what my career and educational goals are and has helped me to understand what steps I need to take to achieve them.

101 responses

- Strongly Agree: 90 (89.1%)
- Slightly Agree: 7 (6.9%)
- Neutral: 3 (3%)
- Slightly Disagree: 3 (3%)
- Strongly Disagree: 1 (1%)
- Does not apply: 0 (0%)

My counselor/advisor makes me aware of campus and community resources, and encourages me to utilize them.

101 responses

- Strongly Agree: 76 (75.2%)
- Slightly Agree: 14 (13.9%)
- Neutral: 6 (5.9%)
- Slightly Disagree: 3 (3%)
- Strongly Disagree: 2 (2%)
- Does not apply: 4 (4%)

I feel confident that my counselor/advisor will follow up on any unresolved issues.

101 responses

- Strongly Agree: 85 (84.2%)
- Slightly Agree: 8 (7.9%)
- Neutral: 4 (4%)
- Slightly Disagree: 3 (3%)
- Strongly Disagree: 1 (1%)
- Does not apply: 2 (2%)
Appendix H: Counseling/Advising Services – Student Satisfaction Survey 2021 Qualitative Responses

Question #20: What did you like about your overall counseling/advising experience? (Initial contact, scheduling an appointment, meeting with a counselor/advisor)

- I liked being able to talk with her over Zoom.
- SCHEDULING WAS EASY AND HER KNOWLEDGE
- The new scheduling interface makes it easy to see when the counselor is available for an appointment. The counselor gave me a lot of information while addressing concerns about scheduling and registering for classes that I was not sure how to ask. She made it easy for me to see exactly what steps I need to take to obtain my desired degree.
- My advisor has always been helpful and answered all my questions.
- I like the way my counselor guides me and help me through everything
- I'm always able to meet with Kaleo if needed without baby problems.
- How Fast Wailani Walker replied and got a hold of me, during covid, while other staff administration workers were not present at work but getting paid.
- Accurate advice, on timely issues.
- That there was more to learn greater opportunities available and sky’s the limit
- Ms. Funai is clear and to the point. She helped me register for many of my classes.
- Answered all my questions and concern Grace is awesome:)
- Meeting with a counselor/advisor for academic advice
- Great counseling
- How supportive and considerate they are.
- How friendly they were making. Theyre easy to talk to and when ask questions. Leaving me feeling confident to explore on my own and if assistance is needed theyll be there to help.
- Wailani is the only responsive counselor
- When I met with my advisor Brenda Watanabe, she was on time and very helpful.
- She is sweet
- HawCC is the best
- He worked with me to achieve my education goals and complete this degree.
- Nate was extremely helpful in getting me the answers/path I needed at the time. He was easy to communicate with and did not speak to me as if I were ignorant. (I came to Nate only after another counselor did not get back to me after several emails.)
- I’m so thankful to have had Kalehua’s support and encouragement this past year. She really set me up for success!! She made time to connect on zoom and in person, met with me several times to set up my courses, even connecting me with a support system and mentor in my field of interest. Through it all she was always genuinely kind, extremely helpful and supportive. From the beginning she made sure I was aware that she and the resources available at Ko. She really went out of way held my hand through much of the stressful hurdles that come along with being a being student. Very lucky to have Kalehua!
I’m not a typical student services client. My husband is the counselor I turn to for answers, but it’s usually in a conversation at home. Wailani, however, helped me with a few credit transfer issues when I first started attending Palamanui (when he was working at Palamanui).

I like my counselor because she has always been there for me, when I was experiencing many challenges during my college semester.

knowledgeable and helpful; very prompt replies

Everything went well

I’ve seen multiple counselors most recently J. Batalones and C. Quintana. J. Batalones: She’s very thorough. She never said “no” or “can not” when I had a question, she always says “let’s see” or “I’ll find out” if she doesn’t know the answer. (Please apply the same scores)

C. Quintana: Such an awesome person to lean on and receive support from! Her involvement is genuine and patient. She will really do good things as the Career and Guidance counselor.

I like the fact that when I need help. Help is there and provided. I never have to wait, even when I know they are so busy. I can always count on my counselor to address all my concerns.

She’s very knowledgeable and is very compassionate. She helps me relieve my anxiety and stress.

How smoothly everything went. Nate is so helpful & truly cares for his students.

The flexibility and how accommodating my counselor was/is during the pandemic.

I felt as if my counselor was providing me with the best options in each situation I presented.

She was always so approachable and made it easy for me to talk to her even when expressing some very personal things.

It was seamless and very helpful. Every question was always answered. Nate always follows up to make sure I either did something we talked about or to see if I had any other questions.

They help in any way that they can.

My counselor persuaded me to go back to school here in my home town instead of taking online courses at a mainland college that did not benefit my career path.

Overall my experience was great. She walked me through the answers she had to give me and kept in touch.

I enjoyed how friendly Nate was and the information he had provided

N/A

All my questions was answered

My counselor is always kind and patient with me. I tend to ask a lot of questions and she is always able to answer them and guide me in the right direction. Grace also has a great memory and understands my goals and career path.

Meeting with the counselor; very aloha and welcoming.

I liked the overall experience. Even with covid going on, Kenoa was able to help and address all of my concerns/issues.
Meeting with my counselor/advisor is always a great experience. She is always able to answer my questions regarding academics and my future going forward. Scheduling an appointment is easy and I always feel super comfortable talking with her.

She was very helpful and when I needed advice that was more acute she connected me with the proper people. Very helpful and professional.

I enjoyed everything about my experience. I recommend all my friends to go to Ian if they are not satisfied with the advisor they are working with. He is very understanding and helped me stay on track and obtain my liberal arts degree! I like that he is easy to talk to and shows that he cares.

Very easy process with my best interest in mind. Very helpful to get help from an advisor

I appreciate they took out the time to help me pick classes and navigate how to register.

She was easy to talk to.

I can get help anytime I need to.

Nothing.

She went over everything and answered every question I had. Showed me how to use resources on the internet that I can find myself.

Help me choose my classes and right path.

I liked that she was able to set me in the right direction for what I plan to accomplish.

All! My advisor/ Counselor is awesome!

I liked how comfortable I felt to meet with my counselor about future semesters and my next steps towards my degree. It was also very easy to schedule an appointment and meet with her.

When I first met Ian he gave me all the information available and helped me pick my classes he was very helpful.

Empathy expressed/personal experience shared/relatability

Professional and skillful

When I had a problem and depression by one’s words, I first consulted with a reliable professor who has been encouraging students. He gave me positive and warm words, and introduced me a counselor. The professor told me that all counselors are wonderful and trustworthy. I emailed a counselor and made an appointment. It was my first experience of having a counseling in my life. The professor’s words were true. I had counseling through internet. They helped me from thinking about myself no worth. I really appreciate that.

Personable.

Nate was very helpful in developing a plan to achieve my educational goals. He was very attentive toward my concerns and followed up as needed with information as needed. I am very thankful to have him as an advisor who cares and is interested in my success.

Jeanne has been extremely supportive and helpful in guiding me to the steps I need to take to reach my academic goals. She consistently checks in on me, and always follows up on any questions I have very quickly. She has helped me identify exactly what I need to do in order to transfer to UHH.

Nothing, pleasant each time and even gave of her time when I didn’t have an appointment
I really enjoyed the personal aspect of the relationship that she provided to me, I was very happy and comfortable with sharing myself concerns and she was very receptive to my needs. I am so satisfied with my advisor that I can’t wait to meet with her whenever she is available to talk about the goals I have for my future.

I absolutely enjoyed Kalehuas professionalism as well as her ability to make me realize the potential I have to be an outstanding student. She has great communication skills, is an amazing problem solver, and has been one of my biggest supporters throughout this new journey of my life. I could not have gotten through this last academic year without her guidance.

My counselor was amazing. She helped with every question I had and gave me great direction.

She’s always willing to help.

Very informative, responsive. Karen Cromwell goes above and beyond to be available and to find the answers to the questions I have had. I know that many times she is leaving her office or just getting to work but she will make the time to help.

Scheduling with the counselor for classes

Kenoa is a very awesome counselor and very helpful. I would definitely recommend her to any students needing assistance.

Scheduling an appointment

He is aware of what I wanted to accomplish and is helping me achieve my goals. He also encourages me when I think I can’t do it anymore. He helps me with any of my financial questions. He is always available to talk or discuss my goals. He is easy to get in contact with and very quick to getting back to me.

Kenoa responds very quickly to any questions or concerns that I have. She explains things well and makes me feel confident in my academic goals. She has been very helpful with everything that I’ve done so far.

It was easy to contact and schedule an appointment. The meeting was very short and to the point. My advisor was very friendly and helpful.

Personally Uncle Wailani makes you feel like family. He gives off such a friendly and refreshing attitude whenever he walks into a room.

I was able to solve the question that I had and also got some extra information from the advisor.

Always helping to move forward as much as possible

I am happy how my advisor listen and guided me through, what classes I should take.

Wailani has great respect for the non-traditional student.

Nate is a great counselor. He understands students very well and his advice helps students have more confidence to move on toward the next step. Thank you Nate.

Very helpful and communication was great

He took the time to answer all of my questions.

Good
Question #21 - How could your overall counseling/advising experience have been improved? (Initial contact, scheduling an appointment, meeting with a counselor/advisor)

- N/A / No Improvement Needed / Awesome / Excellent / I’m satisfied (56X)
- Honestly nothing. Everyone there that I had the pleasure to meet in person or on the phone was always helpful and kind!
- I am very satisfied with my experience. I feel like my counselor knows me and is guiding me to success!!
- Basically nothing, being able to do virtual meetings help me attend my meetings while watching my kids at the same time!
- Their words in fairness helped me a lots. They gave me a time to have a view with thinking calmly about the events. At the time, I had a complicated problem. I haven’t solve all of problems yet, but above all, I am grateful for having opportunities to think positively without harming myself. I thank people there who have fair eyes and could be trusted.
- More support for HCC staff
- I think counseling and advising should be mandatory for all students every semester or at minimum every term.
- Periodic check ins via email
- Have counselor email me directly at the start of every semester to inquire if I have courses in place.
- Have needed information ready prior to meeting. More assistance on helping with students who look forward to transferring to a 4 year college.
- If there was more information and advice about classes that would not only help to graduate, but which classes would be fun, interesting, or of personal value for students.
- Know teachers teaching styles, Have every single professors syllabus on file, know how to present resources that the school system provides, and know which teachers are teaching on which semesters.
- If there were more provisions for transferring credits for students with Bachelors degrees in UH system it would make everyones job and experience much simpler and easier!
- The advisor(s) withhold information and the information that they do give is hardly accurate. Following advice from the advisor(s) make it more difficult to graduate in a timely manner and can lead to taking more classes in the long run. Poor communication, poor relaying of information, poor attention to their job, and lack of respect for students is all things that Hawaii CC needs to fix if they want even mediocre advisors.
- Maybe more available appointments
- I know when scheduling online you need at least a day notice to get an appt. I feel it would be amazing if we could get appts same day if there was a slot open
- I was unable to get the assistance I needed within a reasonable time table. I had rather pressing issues and was only able to talk to a counselor with a 2 day wait.
- Replying to emails or phone calls quicker when there are matters that need action as soon as possible.
- That more staff be present, answer phones, and not play games
• I can’t think of anything....except in person of course would be better than phone or zoom cause in person is always better...but it’s mainly Covid that had made in difficult.
• Would rather just reach out and not use the scheduling app it was not always working
• Never really had a bad experience. Covid 19 being gone from our lives and being able to meet in person would be a nice change. I am sure that is not in your scope of things to blame you for and will resolve itself soon.
• Not sure, they are doing pretty good job during these covid times, in my opinion.
To: General Education Committee  
From: Reshela DuPuis  
Institutional Assessment Coordinator  

Re: Diversification Designation Proposal, Renewal of DS Designation  
SSCI 111: Food, Water, Energy, Technology: Then and Now

Aloha e AY21-22 General Education Committee members,

I have reviewed the assessment status of SSCI 111 and have found that an Initial Assessment for Fall 2019 and a Closing the Loop re-assessment for Fall 2020 were conducted and reported on the College’s Campus Labs OUTCOMES online assessment reporting system per the Liberal Arts/Social Sciences Department’s published assessment schedule.

While only one of the three existing CLOs were able to be assessed during these cycle #1 assessment activities, the current course instructors are actively working to update and revise the CLOs to make them fully assessable and applicable to the course. The course instructors also have submitted to me strong assessment plans for the cycle #2 Initial assessment, which they will implement with their current students at the end of this semester, Spring 2022.

Once the new CLOs are fully active, most likely by Fall 2022, these current instructors and the Social Sciences Department Chair are committed to planning for and conducting their cycle #2 Closing the Loop re-assessment by the end of Spring 2023, using their updated learning statements. If so implemented, the course will remain in compliance with the assessment requirements for re-designation of its DS status.

I recommend that, once the new CLOs are fully active, the Committee require the Department to submit a new Hallmark Alignment form listing the revised learning statements. I fully expect that the new CLOs will remain in alignment with existing DS Hallmarks.

I verify that these assessments, reports and plans for continuing assessment activities confirm that this course is in compliance with by the Haw 5.202 Assessment Policy for the first cycle of Diversification-Social Sciences designation, and that the course instructors are effectively poised to complete the second cycle of assessment during the course’s second period of designation.

Please contact me at the email below if you need further information about this course.

Mahalo,

Reshela DuPuis

Reshela DuPuis
reshelad@hawaii.edu
Diversification Hallmarks Eligibility Criteria Forms
DS – Diversification Social Sciences

Course Alpha: SSCI Course Number: 111 Course Title: Food Water Energy Technology

Course description from Kuali: Humanity's existence in a changing society brought about by rapid technological advancements. Trends, current issues, and future global alternatives for man's survival.

<table>
<thead>
<tr>
<th>DS (Social Sciences) Hallmarks</th>
<th>Course Learning Outcome (CLO)</th>
<th>Supplementary Alignment with Course Objective (CO)</th>
<th>Supplementary Alignment with Course Topic</th>
<th>Please address how your course satisfies the DS Hallmarks</th>
</tr>
</thead>
</table>
| 1. Uses the terminology of theories, structures, or processes in the social or psychological sciences. | 1. Understand and use central concepts and theories from the social sciences that explain/describe the relationship between human technology and current social trends and issues. | 1. Provide an overview of the relationship between technology, the growth in size and complexity of human societies, and the resulting changes in human lifestyles, livelihoods, and belief systems. | I. Technology and Natural Resources  
A. What is Technology?  
B. Different Models  
II. Social Complexity  
A. Relationship between Food Systems, Technology and Social Stratification | Textbook, lectures, case studies, and/or documentaries [exact combo is instructor specific and modality specific] focus introduces students to current terminology associated with theories and processes related to environmental, social, and economic sustainability associated with technological changes in humans over time, including terminology associated with theories and underlying processes associated with global warming, greenhouse gases, pesticide use, EROI problems with alt fuels, social equity |
issues regarding uneven distribution across societies of environmental, social, and economic impacts of technological change. Included is terminology associated with, and an explanation of the concomitant processes that underly, the basic science that drives alt fuels, reveals ag pollution issues, drives ag solutions to these issues, and reveals physical health issues related to fossil fuels and pesticides. Terminology and academic arguments and propositions associated with issues of scale, tradeoffs and politics that factor into the implementation of plausible solutions to many of these issues are also explored. Instructor specific activities help students focus on lecture, textbook, documentary, and/or case study material, as do assignments and exams which draw
2. Involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes.

3. Engage in activities that connect the course content to local technology initiatives affecting personal livelihood and food/energy/environment sustainability here in Hawaii.

2. Explore the social and environmental effects of various modern technological practices as it relates to the growing academic field of sustainability.

3. Explore how new food and energy technologies have influenced and will influence our health, resources, and environment, especially on the Big Island.

III. Ecological Impacts of Modern Technology

A. Why Sustainability is Important
B. Application to Hawaii
1. Global Change Adaptation
2. Global Change Mitigation

IV. Food Systems

A. Changes over Time
1. Technological
2. Global
B. Adaptation and Mitigation (Solutions)

V. Energy Systems

A. Changes over Time
1. Technological
2. Global
B. Adaptation and Mitigation (Solutions)

VI. Water Systems

A. Changes over Time
1. Technological
2. Global
B. Adaptation and Mitigation (Solutions)

VII. Waste Systems

In both the natural and social sciences, various concepts and models drive the creation and development of the terminologies associated with various proposed hypotheses and established theories meant to elucidate and explain various processes of the natural and social world; thus many if not most of the various terminologies, theories, and processes mentioned in the Hallmarks congruency explanation above can also be viewed as concepts and models that drive and/or underly related terminologies, theories, and processes. Thus statement#1 also addresses concepts and models relevant to Hallmark#2. For instance, "greenhouse gas" is a term that
| A. Waste Mitigation Strategies |  |
| B. Application to Hawai’i |  |

**VIII. Evaluating Solutions**

A. Greenhouse Gas Reduction
   1. Cost
   2. Savings
B. Tradeoffs
C. Scale and Community
D. Connection Between Systems: Food, Energy, Water
   1. Models
E. UN Sustainable Development Goals
F. Community Impacts
   - Local, National, Global

Embodying a concept (the “greenhouse effect”) that is itself a model and a theory explaining the process by which certain molecules (“gases” in particular) contribute to “global warming”, which itself is another term, concept, theory, and process. The class explores issues of concern associated with these concepts and models, and explores practices associated with both the development of these concepts and models and practices associated with addressing the issues of concern associated with these concepts and models, by exploring various local and global case studies of food, water, waste, and energy issues associated with human technological change. These case studies are presented through video recordings and video lectures focus on history of, issues faced by, and/or successes of
local and non-local sustainability initiatives including geothermal plants (PGV), wind farms (Kalaoa wind farm), taro farms (Hale O Kalo), alt energy research complexes (NELHA), local ag (Big Island Dairy) biomass initiatives (Aina Koa Pono; Ho Honua), and county recycling programs, as well as non-local examples of approaches that may prove helpful when determining current and future local and global paths of action. These case studies are used to exemplify and showcase global environmental trends and issues (pollution, global warming, social injustice) that are presented via lecture, textbook, and/or documentaries. Instructor-specific activities help students focus on lecture, textbook, documentary, and/or case study material, as do assignments and
| 3. Demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences. | 2. Analyze and evaluate benefits and drawbacks of various technological processes and approaches meant to serve human needs and address social problems. | 2. Explore the social and environmental effects of various modern technological practices as it relates to the growing academic field of sustainability....3. Explore how new food and energy technologies have influenced and will influence our health, resources, and environment, especially on the Big Island. | III. Ecological Impacts of Modern Technology
A. Why Sustainability is Important
B. Application to Hawaii
1. Global Change Adaptation
2. Global Change Mitigation

IV. Food Systems
A. Changes over Time
1. Technological
2. Global
B. Adaptation and Mitigation (Solutions)

V. Energy Systems
A. Changes over Time
1. Technological
2. Global |

Through lectures, textbook, documentaries, and case studies presented through lectures, textbook, and documentaries [exact combo is instructor and modality specific], the course elucidates the processes of quantitative and qualitative inquiry being used by natural and social scientists in the study of the various theories, structures, concepts, model, processes, points of concern, and proposed and attempted practices meant to address exams which draw from lecture, textbook, and/or documentaries. Activities such as discussion topics allow to students to formulate and express their own opinions on controversial issues surrounding both local initiatives and global sustainability issues tied to those initiatives.
| B. Adaptation and Mitigation (Solutions) | points of concern. Following exposure to these science-driven processes of qualitative and quantitative inquiry, various class discussions and assignments [instructor and modality specific] allow students a chance for self-driven inquiry through which they can formulate and express their own opinions on controversial issues of concern surrounding both local initiatives, non-local initiatives, global initiatives, and local and global sustainability issues tied to those initiatives. |
| VI. Water Systems | | |
| A. Changes over Time | | |
| 1. Technological | | |
| 2. Global | | |
| B. Adaptation and Mitigation (Solutions) | | |
| VII. Waste Systems | | |
| A. Waste Mitigation Strategies | | |
| B. Application to Hawai‘i | | |
| VIII. Evaluating Solutions | | |
| A. Greenhouse Gas Reduction | | |
| 1. Cost | | |
| 2. Savings | | |
| B. Tradeoffs | | |
| C. Scale and Community | | |
| D. Connection Between Systems: Food, Energy, Water | | |
| 1. Models | | |
| E. UN Sustainable Development Goals | | |
| F. Community Impacts | | |
| - Local, National, Global | | |

DS Hallmarks Explanatory Notes: Courses in the Social Sciences (DS) category examine the behavior and interactions of people within societies, and interactions between societies. Students in DS courses are introduced to social science concepts and theories that explain such behavior and interactions at levels that range from the individual to the social structure. DS courses introduce students to methods such as interviews, observation, surveys, experiments, and literature reviews.
Courses that student culture by examining existing texts, documents, or film may better fit in the Humanities category (DH); a historical survey of societal development is typically classified as DH; courses that focus on, e.g., poems, speeches, or songs may better fit in the Literatures category (DL).

Institutional Assessment Coordinator Name: Reshela DuPuis

Reshela DuPuis
Institutional Assessment Coordinator’s signature

2022-01-31

Date

Overall Diversification Hallmarks Eligibility Criteria

Diversification designation is possible for any course that meets basic Course Eligibility Criteria. Consideration of a course for a particular Diversification area is guided by Diversification area Hallmarks and Explanatory Notes.

I. Course Eligibility Criteria

Course content determines a Diversification designation. (The traditional disciplinary affiliations of the department, school, or college that offer the course are not factors. Thus, a course in the College of Social Sciences may receive a Biological Science designation.)

Two thirds of the content of the course’s governing syllabus and approximately two thirds of the required class meetings must demonstrate the Hallmarks of its Diversification category.

Examples:

- DS (Social Science) designation: Family Resources course that is 2/3 social sciences and 1/3 humanities.

- No designation:
  - A course that studies film theory for half the course (i.e., DL) and representations of culture in film (i.e., DH) for half of the course.
  - A course with content that is one half biological science and one half social science.
  - A “topics” course with content that can vary each semester from Literatures to Humanities.
Two simultaneous designations may be granted only for a course with an embedded science lab (DB+DY or DP+DY).

Cross-listed courses must have the same Diversification designation.

Ineligible for Diversification designations are the following types of courses:
  ● directed reading and research (courses typically numbered X99)
  ● internship
  ● practicum
  ● experimental (courses typically numbered x97 or x98)
  ● Graduate-level
ASSESSMENT COMMITTEE

Mission
The Hawai‘i Community College Assessment Committee is dedicated to supporting continuous improvement in learning by sponsoring assessment activities, encouraging meaningful assessment practices and experiences, and promulgating discovery based on results of the assessment process.

Function/Purpose:
The Committee's contributions to Assessment and the Program/Unit Review Process are vital in helping the College achieve our goal of continuous quality improvements in teaching, services and student learning.

The Assessment Committee works in collaboration with the College Effectiveness Review Committee (CERC). The Assessment Committee annually reviews and evaluates completed assessment reports that are referenced and used as evidence in Comprehensive Program and Unit Reviews.

The Committee provides response memos for each program and unit for which assessment reports have been evaluated, focusing on commendations and recommendations for continuous quality improvements.

The Committee annually provides a summary report of its evaluations and recommendations to the College Council for review, after which the Committee's summary report is provided to the Chancellor by the College Council.

Membership and Composition
- Institutional Assessment Coordinator (ex-officio)
- CTE Dean (ex-officio)
- LBRT/PS Dean (ex-officio)
- Academic Senate Chair or Designee
- At least three (3) instructional faculty representatives, of which at least one will be from Career and Technical Education, at least one from Liberal Arts/Public Service, and at least one from Pālamanui.
- One (1) representative from Student Affairs
- One (1) representative from General Student Support Services
- One (1) representative from Administrative Services
- One (1) representative from Academic Support
- One (1) representative from EDvance
- One (1) representative from Hawai‘i CC-Pālamanui (faculty or staff)

Appointment Term:
Committee members serve for two years except for ex-officio members.

Committee Chair:
The chairperson shall be elected by the Committee annually. At the Committee's discretion, a co-chairperson also may be elected by the Committee.

Meeting Dates:
The Committee meets regularly throughout the academic year in coordination with the Program/Unit Review Process timeline and schedule.

Committee meetings are open to the Kauhale. As necessary, guests may be invited to Committee meetings to provide consultation and planning assistance to the Committee and may serve as resources for activities.
Hawai'i Community College
College Council Charter
PREAMBLE

The College Council of Hawai'i Community College (hereinafter referred to as the College) will convene as the means for the Kauhale to maintain and strengthen College-wide communication and shared governance.

ARTICLE I. NAME

The name of the organization will be the College Council of Hawai'i Community College. The College Council will be referred to hereinafter as the Council, with individual representative and ex officio members referred to hereinafter as Council members. BOR-appointed faculty, APT and Civil Service regular hires, and currently-enrolled students, may serve as representative members; lecturers and other temporary employees who have been employed by the College for at least three years prior and have been selected/elected by their constituency may serve as Representatives as long as they remain employed by the College during their term of Council service, but must relinquish their seat if they separate from the College or move to a different constituency group; full-time administrators and, as appropriate, selected subject area specialists, may serve as ex officio Council members. All BOR-appointed faculty, APT and Civil Service regular hires, lecturers and other temporary employees, full-time administrators, and currently-enrolled students will be referred to hereinafter as College Kauhale members.

ARTICLE II. PURPOSE OF THE COLLEGE COUNCIL

Section 1.

The purpose of the Council is to serve as a college-wide organization with representation from all the major campus constituencies and ex officio members (see Art. III, Section 2). As representatives of the Kauhale, the Council will develop and assist in the implementation of the College's Strategic Plan through an inclusive, participatory, and transparent planning, evaluation, and resource allocation process. The Council will be responsible for providing oversight for campus-wide committee tasks and reviewing policies affecting the institution. The Council will advise the Chancellor on issues that affect the entire College that are not exclusively governed by another body, such as the Academic Senate or the Associated Students of the University of Hawai'i (ASUH).

Section 2.

Issues under this Charter refer to matters of College concern. Any member from the Kauhale may bring College-wide issues to the Council. College-wide issues may include but are not limited to the following:
   a. Budget and Resource Allocation
   b. Strategic Planning (budget, facilities, health and safety, technology)
   c. Community Relations
   d. Accreditation, Assessment and Institutional Effectiveness
   e. Institutional Guiding Statements (Mission, Vision, and Institutional Outcomes)
   f. Schedule of College Meetings
   g. Coordination of Committees, as appropriate
Section 3.

In order to perform in an advisory capacity, the Council may create a task force to assist in developing recommendations for the Chancellor if it deems such appropriate and necessary. A task force must include at least one Council member who will serve as the chair, but it may also include faculty and staff who are not Council members. The charge for a task force will be explicitly stated in writing.

A College Council task force will normally be created for a period of one year or less, unless it has been renewed for a year as approved by the Council after consideration. A task force may be annually renewed thereafter if approved by the Council.

Section 4.

The Council is entrusted to support the College’s mission and accreditation requirements.

Section 5.

The Council is responsible for the development, revision, and assessment of all Institutional Guiding Statements of the College.

**ARTICLE III. COMPOSITION OF THE COUNCIL**

Section 1. Membership eligibility

Ex officio members and representatives must be full-time administrators, or BOR-appointed faculty, or APT or Civil Service regular hires, or currently-enrolled students, or lecturers and other temporary employees who have been employed by the College for at least three years prior and have been selected/elected by their constituency as Representatives, as long as they remain employed by the College in their constituency group during their term of Council service. Constituencies to be represented and ex officio members are determined by the Council in consultation with the Chancellor and administration.

Section 2. Council Members

Ex officio members and constituencies for Council representation are identified by the most current organizational chart to ensure College-wide participation. Appendix A provides a current list of Council members who are either ex officio or represent constituencies. The current organizational chart can be accessed at: http://uhcc.hawaii.edu/ovpcc/administrative/budget/organizational.

Section 3. Officers of the Council

Officers include the College Council Chair and College Council Vice Chair, hereinafter referred to as Chair and Vice Chair. BOR-appointed faculty, and APT and Civil Service regular hires may serve as Council officers; administrators, lecturers and other temporary employees, and students may not serve as Council officers.

The Chair will announce a call for nominations of the Vice Chair at the penultimate Council meeting of the academic year. Nominations for the new Vice Chair will be made by representative Council members. Once elected, the Chair or Vice Chair may not serve as a
representative; if necessary, a replacement representative will be seated on the Council.

After serving for one year as Vice-Chair, the member is encouraged to serve as Chair the following year. In the event that the Vice Chair does not assume the role of the Chair the following year, a new Chair and Vice Chair will be voted on by members of the Council.

Section 4. Terms of membership

a. There is no term limit for ex officio members.

b. Representative members serve two-year terms, with a maximum of six consecutive years, with the exception of the Ho‘olulu Representative.

c. The Vice Chair is elected to serve one year, with the expectation of then serving as the Chair in the next academic year. After completing one year of service as Chair, that person may be invited by the new Chair to serve in an advisory capacity on the Council during the term of the new Chair.

Section 5. Duties of the Chair

The Chair may receive at least three credit hours of reassigned time or the equivalent each semester, with the exception of members in HGEA BU 03 and UPW BU 01; APT or Civil Service members serving as Chair may be provided an allocation for professional development equivalent each semester to the reassigned time or equivalent provided to faculty members.

The Chair will have the following duties:

a. Serve as the presiding officer of the Council.

b. Conduct the Council’s business impartially.

c. Provide leadership for facilitating constituent engagement and communication for the overall well-being of the Kauhale.

d. Contribute to and monitor the progress of the College’s fulfillment of its accreditation requirements in collaboration with the College’s administration.

e. Prepare a draft for the Schedule of College Meetings for the following academic year, presenting it for approval to the College Council at its April meeting, and, once approved, distributing it to College constituents.

f. Plan Council meetings using the approved Schedule of College Meetings.

The agenda for each meeting of the Council in collaboration with the Chancellor and with the participation of the Vice-Chair.

h. Transmit recommendations and actions of the Council to the Chancellor and others as appropriate.

i. Prepare a rotation list of Council members to serve as meeting recorders.

j. Meet with the Chancellor at mutually agreed upon regular intervals.

Section 6. Duties of the Vice Chair

a. Participate regularly in the meetings of the Chair with the Chancellor, and serve as the College Council representative on the College Effectiveness Review Committee (CERC).

b. Assist the Chair with all Council duties and functions.

c. Serve as the presiding officer of the Council in the absence of the Chair.

d. Maintain and update the College Council website.
ARTICLE IV. RESPONSIBILITIES OF INDIVIDUAL COLLEGE COUNCIL MEMBERS

Section 1.

Representation

Because the purpose of the Council as a College-wide group is to maintain and strengthen communication for decision-making processes and planning at the College, representative members are responsible to seek input from their respective constituencies and to report back information to the Council for consideration. If the representative is unable to attend a meeting, they must notify the Chair in writing prior to the meeting and may assign a substitute proxy.

ARTICLE V. MEETINGS

Section 1. Frequency of meetings

Council meetings will be held monthly during the academic year. The meeting times for the Schedule of College Meetings will be followed as closely as possible unless there are conflicts with instructional divisions. Emergency meetings of the Council may be held when requested in writing by a majority of the members of the Council.

Section 2. Conduct of meetings

Parliamentary procedure will be governed by Robert’s Rules of Order, Revised. In the event of procedural conflict, the College Council Charter will be the final authority.

Ex officio members may vote on motions; the Chair and Vice Chair may not vote on motions.

With utmost respect for members of our Kauhale, Council members shall at all times proactively demonstrate engagement in practicing Hawaiian values while working together.

The quorum to commence a meeting is fifty percent plus one (50% + 1) of the current representative members of the Council, including the Chair, or the Vice Chair if the Chair is absent, who must convene the meeting.

Section 3. Agenda

The Chair, in collaboration with the Chancellor and with the participation of the Vice-Chair, will plan the agenda for each Council meeting. The agenda and the draft of the previous meeting’s minutes will be posted to the College Council website and distributed to committee members no fewer than five (5) working days prior to the next scheduled Council meeting. An announcement of the upcoming Council meeting and a copy of the agenda will also be emailed to the Kauhale at least five (5) days prior to the day of the meeting.

Any member of the Kauhale may submit a written proposal to the Chair, using the Proposed Items for College Council Agenda Form, requesting that an item be placed on the agenda. The Chair will present the item to the Council for approval as an agenda item. If the item is not approved, the Chair will provide written feedback to the proposer.
Section 4. Open Meetings

All Council meetings are open to all members of the College. Only those present who are recognized by the Chair can participate in the discussion or address those assembled. When deemed appropriate and legal according to the State "Sunshine Law," Hawai'i Revised Statutes, Chapter 92, the Council may enter into executive (closed) session for the consideration of confidential or sensitive matters.

Section 5. Matters Requiring Approval

If matters require the Council’s approval, they will be reviewed at scheduled meetings. Approval of such matters requires the consent of the majority of Council members present at the meeting. If preferred by a Council member, voting may be conducted by secret ballot.

Section 6. Record of Meetings and Actions

The job of the recorder will be shared by all representative members of the Council. The Chair will prepare a rotation of Council members to serve as recorders. The recorder will prepare draft minutes of the proceedings, including motions, actions, votes, summary reports, and topics of discussion.

The Council Chair will review a draft of the unapproved minutes, edit as appropriate, and distribute the draft with the agenda at least five (5) days prior to the next meeting. The Council will vote at the next Council meeting to approve, revise or reject the minutes. Once the minutes have been approved, the Vice-Chair will distribute them to the College via the Council website.

ARTICLE VI. STANDING COMMITTEES

Section 1. Committee on Committees

The Hawai‘i Community College Committee on Committees (CoC) reports to the Council and serves as the College’s work group to coordinate and centralize the College’s committee structure. The CoC reviews and approves all proposed committees to confirm there is no overlap in function or purpose. The CoC provides oversight to ensure committee work is equitably distributed among faculty and staff. The CoC makes a recommendation to the Council, which can endorse, not approve, or table the recommendation. The action will be reported in the Council’s minutes.

The Chair of the CoC gives regular reports at Council meetings about all committees being proposed, disbanded, or reorganized. Prior to each academic year, the CoC will solicit volunteers for committee membership. Additionally, the CoC will be responsible for conducting a periodic review of the College’s committee structure, making recommendations as needed.

Section 2. Assessment Committee

The Hawai‘i Community College Assessment Committee (AC) reports to the Council and serves as the College’s work group for all assessment-related issues. The AC works in collaboration with the College Effectiveness Review Committee (CERC) to evaluate program and unit assessments referenced in comprehensive reviews. The AC reports its summary evaluations to the Council, which the Council may include, as appropriate, in institutional planning recommendations to the Chancellor.
Because assessment is the responsibility of and serves the interests of all members of the Kauhale, the AC is comprised of faculty, staff and administrators representing the entire Kauhale. The AC meets regularly throughout the academic year. Committee meetings are open to the entire Kauhale.

Section 3. College Effectiveness Review Committee

The Hawai‘i Community College Effectiveness Review Committee (CERC) will deliberate and respond to each program’s or unit’s comprehensive review and report to the Council its evaluation, which may be included, as appropriate, in institutional planning recommendations to the Chancellor. In turn, the Council will respond to the CERC with a summary memorandum detailing any pertinent information or suggestions that arise from discussion on the Council floor.

CERC is convened by the Vice-Chancellor for Academic Affairs and is comprised of faculty, staff, administrators and students representing the entire Kauhale. The committee meets throughout the year as needed for reviews and recommendations. Committee meetings are open to the entire Kauhale.

Section 4. Faculty and Staff Development Committee

The Hawai‘i Community College Faculty and Staff Development Committee (FSDC) reports to the Council and supports the mission and goals of the College by planning, coordinating, and presenting professional and personal development opportunities to faculty and staff.

The committee coordinator is appointed by the Chancellor, and membership is comprised of faculty and staff representing the entire Kauhale. Meetings are held regularly during the academic year, and the appointment term is one year. Committee meetings are open to the entire Kauhale.

Section 5. Environmental Sustainability Committee

The Hawai‘i Community College Environmental Sustainability Committee (ESC) reports to the Council and serves as the College’s work group for all non-academic curricular environmental sustainability related issues. The ESC will work in collaboration with the Senate Select Committee on Sustainability Course Designation with the goal of making Hawai‘i Community College a model of ecological leadership by lowering Hawai‘i CC’s carbon footprint, water usage, waste sent to landfills, and other measurable ways to become more environmentally sustainable.

The committee chair is appointed annually by the committee at its first meeting and membership is open to all College members including faculty, staff, administrators and students, with at least one member representing the Senate Select Committee on Sustainability Course Designation. Committee meetings are open to the entire Kauhale.

Section 6. Community Participation Committee

The Hawai‘i Community College Community Participation Committee (CPC) reports to the Council and serves as the College’s work group for all community participation related issues. The CPC works in collaboration with the administration to establish and maintain a database of community events (such as various community parades, awareness events, etc.) and to determine at which events Hawai‘i Community College faculty, staff, students and administrators can represent the Kauhale through their participation. The goal of the CPC is to increase Hawai‘i CC’s presence in the community and for Kauhale members to experience important events of the communities in which they live.
The committee chair is appointed annually by the committee at its first meeting and membership is open to all College members, including faculty, staff, administrators and students. Committee meetings are open to the entire Kauhale.

Section 7. Accreditation Steering Committee

The Hawai‘i Community College Accreditation Steering Committee (ASC) serves as the College’s work group to support the College’s accreditation processes and provides feedback and support for matters related to the College’s accreditation status. The College’s Accreditation Liaison Officer (ALO) serves as Chair and the membership is comprised of the Chancellor, the ALO, the Institutional Self-Evaluation Report (ISER) chairs, the ISER core team members, and the Quality Focus Essay initiatives’ task force leads.

ARTICLE VII. AMENDING THE CHARTER

Section 1.

Any Council member may propose an amendment to the College Council Charter by submitting the Proposed Items for College Council Agenda Form, as identified in ARTICLE V, Section 3. A rationale for the amendment must be included.

APPENDIX A College Council Charter Membership

Titles of ex officio members and representative members who are employees are based on the current organizational chart for Hawai‘i Community College as identified in Article III, Section 2. Chart numbers are references to those found in the current organizational chart.

Ex officio members (by virtue of their positions)

1. Chancellor (Chart 2)
2. Vice Chancellor for Academic Affairs (Chart 3)
3. Vice Chancellor for Student Affairs (Chart 4)
4. Vice Chancellor for Administrative Services (Chart 5)
5. Director of Continuing Education and Training (EDvance) (Chart 6)
6. Director of Hawai‘i CC - Pālamanui, University of Hawai‘i Center (Chart 7)
7. Dean of Career and Technical Education (Chart 3-A1)
8. Dean of Liberal Arts and Sciences (Chart 3-A2)
9. Director of Kō Education Center (Chart 8)
10. Hawai‘i Papa O Ke Ao member (appointed by the Chancellor)
11. Accreditation Liaison Officer (appointed by the Chancellor)

Representative members and the constituencies they represent


13. Liberal Arts and Sciences, representing: Social Science and Public Services, English, Humanities, Math and Natural Sciences, and Secretarial Support (Chart 3-A2).

15. **Student Affairs**, representing: Enrollment Services (Information Center, Admissions and Records, and Financial Aid), Counseling and Student Life Engagement (Counseling and Advising, Mental Health, Student Life, and Hāʻawi Kōkua) and Secretarial Support (Chart 4).


17. **Office of Continuing Education and Training (EDvance)**, representing: Apprenticeship Program, Noncredit programs (Non-credit, International Programs, Curriculum Coordinator and Developer), and Secretarial Support (Chart 6).


20. **Academic Senate Chair**, representing all BOR-appointed faculty.

21. **Associated Students of the University of Hawaiʻi - Hawaiʻi Community College (ASUH-Hawaiʻi CC) President**, representing currently enrolled Hawaiʻi CC Students.

22. **Hoʻolulu Council Chair**, representing Hawaiʻi CC group that is part of the UH System’s Pūkoʻa Council.


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Last Revised January 2022

Signed: [Signature]

Chancellor’s Signature

Date: Feb 1, 2022
In response to the ongoing COVID-19 pandemic, personal safety practices are still in effect (https://www.hawaii.edu/covid19-guidelines/personal-safety-practices/). Find more information about what you need to do to stay safe, please visit hawaii.hawaii.edu/covid-19 (..../..../covid-19).

College Effectiveness Review Committee (CERC)

ROLE:
The CERC is a college-wide shared governance committee with extensive College-wide representation.

FUNCTION:
This committee's function is to receive all Comprehensive Program and Unit (P-U) Reviews and to evaluate each program's or unit's worth to the College using the appropriate P-U designated evaluation tool. After each CERC member has independently reviewed all P-U Reviews, the CERC deliberates as a body and responds to initiators and writers of each program and unit with feedback.
for quality improvement. The CERC also makes recommendations to the Chancellor on campus planning. In addition the CERC convenes the Closing Meeting which provides an annual evaluation of the College's integrated planning process.

Documents

Note: Documents available on CERC Google Share Drive
(https://drive.google.com/drive/u/1/folders/1pbJZC0VVgmaVuGN9o50uMnzIQdKcVOyN)

Resources & Documentation

Comprehensive Program-Unit Review Process and Timeline
(/sites/default/files/assets/cerc/docs/ay18_cerc_process_timeline.pdf) [PDF]

AY19 CERC Operating Guidelines
(/sites/default/files/assets/cerc/docs/ay19_cerc_operational_guidelines.pdf) [PDF]

Evaluation Tool for Comprehensive PROGRAM Reviews:

2016-2018 Evaluation Tool for Comprehensive PROGRAM Reviews
(/sites/default/files/assets/cerc/docs/2016-2018%20Evaluation%20Tool%20for%20Comprehensive%20PROGRAM%20Reviews.docx) [DOCX]

2015-2017 Evaluation Tool for Comprehensive PROGRAM Reviews
(/sites/default/files/assets/cerc/docs/CERC_Comp_Program_Eval_Tool_2014-16.pdf) [PDF]

Evaluation Tool for Comprehensive UNIT Reviews:

2016-2018 Evaluation Tool for Comprehensive UNIT Reviews
(/sites/default/files/assets/cerc/docs/2016-2018%20Evaluation%20Tool%20for%20Comprehensive%20UNIT%20Reviews.docx) [DOCX]

(/sites/default/files/assets/cerc/docs/CERC_Comp_Unit_Eval_Tool_2018.pdf) [PDF]
<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Vice Chancellor for Academic Affairs (VCAA), Convener/Chair</td>
<td>Melanie Wilson</td>
<td><a href="mailto:mfwilson@hawaii.edu">mfwilson@hawaii.edu</a></td>
</tr>
<tr>
<td>(ex officio)</td>
<td></td>
<td>(<a href="mailto:mfwilson@hawaii.edu">mailto:mfwilson@hawaii.edu</a>)</td>
</tr>
<tr>
<td>Vice Chancellor for Administrative Affairs (VCAS) or designee (ex</td>
<td>Kenneth Kaleiwahea</td>
<td><a href="mailto:kjakalei@hawaii.edu">kjakalei@hawaii.edu</a></td>
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<td>officio)</td>
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<td>(<a href="mailto:kjakalei@hawaii.edu">mailto:kjakalei@hawaii.edu</a>)</td>
</tr>
<tr>
<td>Administration representative, Administrative Team</td>
<td>TBD</td>
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<tr>
<td>representative</td>
<td></td>
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<tr>
<td>APT representative</td>
<td>Monica Burnett</td>
<td><a href="mailto:mburnett@hawaii.edu">mburnett@hawaii.edu</a></td>
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<td>(<a href="mailto:mburnett@hawaii.edu">mailto:mburnett@hawaii.edu</a>)</td>
</tr>
<tr>
<td>Clerical representative</td>
<td>Karla Sibayan</td>
<td><a href="mailto:karlaks@hawaii.edu">karlaks@hawaii.edu</a></td>
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<td>(<a href="mailto:karlaks@hawaii.edu">mailto:karlaks@hawaii.edu</a>)</td>
</tr>
<tr>
<td>Academic Senate Chair or designee</td>
<td>David Tsugawa</td>
<td><a href="mailto:dtsugawa@hawaii.edu">dtsugawa@hawaii.edu</a></td>
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<td>(<a href="mailto:dtsugawa@hawaii.edu">mailto:dtsugawa@hawaii.edu</a>)</td>
</tr>
<tr>
<td>College Council Chair or designee</td>
<td>Neva Supe-Roque</td>
<td><a href="mailto:nevas@hawaii.edu">nevas@hawaii.edu</a></td>
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<td>(<a href="mailto:nevas@hawaii.edu">mailto:nevas@hawaii.edu</a>)</td>
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<tr>
<td>Assessment Committee representative</td>
<td>Luria Namba</td>
<td><a href="mailto:namba8@hawaii.edu">namba8@hawaii.edu</a></td>
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<td>(<a href="mailto:namba8@hawaii.edu">mailto:namba8@hawaii.edu</a>)</td>
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<tr>
<td>1 faculty representative - Career &amp; Technical Education</td>
<td>Beth Sanders</td>
<td><a href="mailto:sanders@hawaii.edu">sanders@hawaii.edu</a></td>
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<td>(<a href="mailto:sanders@hawaii.edu">mailto:sanders@hawaii.edu</a>)</td>
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<tr>
<td>1 faculty representative - Liberal Arts &amp; Public Services</td>
<td>Jesna Nissam</td>
<td><a href="mailto:jesna@hawaii.edu">jesna@hawaii.edu</a></td>
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<tr>
<td>1 Student Services representative - at large</td>
<td>Mari Giel</td>
<td><a href="mailto:marigiel@hawaii.edu">marigiel@hawaii.edu</a></td>
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<tr>
<td>1 Student Services representative - at large</td>
<td>Kaleo Quintana</td>
<td><a href="mailto:kaleopon@hawaii.edu">kaleopon@hawaii.edu</a></td>
</tr>
<tr>
<td>1 Administrative Services representative - at large</td>
<td>Jodi Mine</td>
<td><a href="mailto:mine@hawaii.edu">mine@hawaii.edu</a></td>
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<tr>
<td>Ho'olulu Council representative</td>
<td>Pele Kaio</td>
<td><a href="mailto:pelekaio@hawaii.edu">pelekaio@hawaii.edu</a></td>
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<td>1 West Hawai'i representative - at large</td>
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<td>1 Edvance representative - at large</td>
<td>Neva Super-Roque</td>
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<td>ASUH - HawaiiCC president or representative</td>
<td>TBD</td>
<td><a href="mailto:klss@hawaii.edu">klss@hawaii.edu</a></td>
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<tr>
<td>Institutional Assessment Coordinator (ex officio)</td>
<td>Reshela DuPuis</td>
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Home

The College Council is a college-wide organization with representatives from all major campus constituencies. The College Council serves as the kauhale’s forum to facilitate dialogue on college-wide issues that are not exclusively governed by another body, such as the Academic Senate, ASUH-HawCC, etc.

Chair 2021-2022: Reshela DuPuis, reshelad@hawaii.edu

AY 2021 – 2022

Recognizing that this forum is unique in that it represents all of us as a kauhale, we encourage you to attend our College Council meetings to see college-wide communication in action.

Should you notice an issue or concern that could benefit from being discussed at the College Council, please let your representative know.
ANNUAL EMPLOYEE PERFORMANCE APPRAISAL SYSTEM
GUIDELINES FOR EMPLOYEES
(HRD Form 526A)

PERFORMANCE APPRAISAL SYSTEM
This Guideline of the State’s addendum to the existing Performance Appraisal System (PAS) has been prepared to help you understand: ★ Who is covered by this program?
★ How the program works?
★ What you can expect from this program?

WHO IS COVERED BY THIS PROGRAM?
You are covered by this program if:
○ You are a full- or part-time employee, and
○ You are in a bargaining unit or an excluded counterpart of a bargaining unit, and
○ You are serving in a permanent appointment.

HOW THE PROGRAM WORKS?
FORMS - The PAS has two (2) appraisal forms:
 قادرہ Form HRD 526A, Annual Employee Performance Appraisal.
 قادرہ Form HRD 529, Supervisor’s Discussion Notes, provides a means for the supervisor to record significant work performance notes throughout the rating period.

PERFORMANCE CATEGORIES - Employees are evaluated on Performance Categories. Workers, Working Supervisors, and Full Supervisors each have their own set of Performance Categories:

<table>
<thead>
<tr>
<th>Workers</th>
<th>Working Supervisors</th>
<th>Full Supervisors</th>
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<tbody>
<tr>
<td>Quality of Work</td>
<td>Quality of Work Unit Output</td>
<td>Quality of Work Unit Output</td>
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<td>Quantity &amp; Timeliness of Work</td>
<td>Quantity &amp; Timeliness of Work Unit Output</td>
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<td>Supervision</td>
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<td>Job Knowledge</td>
<td>Appraising Subordinates</td>
<td>Appraising Subordinates</td>
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<td>Problem Solving &amp; Decision Making</td>
<td>Communication</td>
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<td>Planning, Organization, Setting Priorities</td>
<td>Job Knowledge</td>
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<td>Problem Solving &amp; Decision Making</td>
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<td>Financial/Budget</td>
<td>Mission Commitment</td>
<td>Mission Commitment</td>
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OVERALL RATING LEVELS - There are only two (2) Overall Rating levels – “Meets Expectations,” and “Does Not Meet Expectations.”

- **Meets Expectations** - To get an overall rating of “Meets Expectations,” an employee shall have met expectations in all performance categories.

- **Does Not Meet Expectations (DNME)** - Before the overall rating of “Does Not Meet Expectations” is issued, an employee shall be given a Notice to Improve Performance and a period of up to three months (with a possibility of extension) to improve their substandard performance. Overall ratings of DNME could result in involuntary transfer or discharge from your position.
WHAT CAN I EXPECT FROM THIS PROGRAM?

The Performance Appraisal System operates in three (3) phases:

**Phase I, Performance Planning, Communication of Performance Expectations/Requirements, and Goals/Projects** – Your supervisor will meet with you by, or shortly after the start of your performance rating period to discuss with you on how the program works, your job duties, how the Performance Categories relate to your job, and performance expectations/requirements for the upcoming rating period. If you are not sure on what your supervisor expects of you, this is the time to ask your supervisor questions and get clarification.

**Phase II, Performance Monitoring and Coaching** – Your supervisor will observe your work, talk with you about it, and record significant work performance (on HRD 529, Supervisor’s Discussion Notes Form [SDN]), if necessary, throughout the rating period. Notes recorded on the SDN will be shown and discussed with you; you may attach a rebuttal statement. If there are any notes that describe performance problems/deficiencies, a copy of these notes will be provided to you. If you and/or your union representative would like to review your supervisor’s PAS documents, you may do so by making an appointment.

**Phase III, Completion of the Appraisal** – This Phase is completed at the end of your rating period. At that time, your supervisor will meet with you to go over your performance and overall rating for the rating period and will discuss expectations/requirements for the upcoming rating period.

QUESTIONS?

If you need more information or would like to review a copy of the PAS Supervisory Manual and/or addendum, please check with your supervisor or contact your Human Resources Officer.

This brochure was intended only as a brief summary to give you highlights of the revised employee Performance Appraisal System. In all cases where a question may arise, Chapter 76, HRS, Personnel Rules and Policies, Comprehensive Performance Appraisal System Supervisory Manual (revised July 1, 2017) and PAS addendum will govern.

State of Hawaii, Department of Human Resources Development
A9.170 PERFORMANCE EVALUATION OF ADMINISTRATIVE, PROFESSIONAL AND TECHNICAL (APT) PERSONNEL

1. Purpose

To implement Board of Regents’ Policy, Evaluation of Board of Regents’ Appointees, Section 9-15, and Executive Policy E9.203, Evaluation of Board of Regents’ Appointees. The purpose of the Performance Evaluation is to give both the supervisor and the employee the opportunity to review and discuss performance expectations and actual performance as identified on the performance evaluation form. Performance evaluation is a continuous process which benefits both the employee and the University.

2. Objectives

a. To develop on a system-wide basis a uniform and consistent employee performance evaluation program for APT employees;

b. To facilitate supervisor-employee discussions relative to employee work performance and to accomplish this in a supportive climate;

c. To document information that may be used for determination of employment status, e.g., passing probation and acquiring employment security;

d. To provide the mechanism to recognize and document performance awards for exceptional work performance; and

e. To establish a standard evaluation period for all APT employees.
3. Applicability/Responsibility

a. This evaluation process is intended to apply to all APT personnel appointed by the Board of Regents.

b. The Chief Executive Campus Officer or Official Designee shall be responsible for implementation of the performance evaluation process within the respective jurisdictions.

c. Immediate supervisors shall be required to evaluate the individual work performance of APT personnel under their supervision in accordance with the guidelines set forth below. Self-directed on-line tutorial training is available.

d. Supervisor responsibilities include the timely performance evaluation for each APT subordinate. Failure to fulfill this supervisory responsibility may result in appropriate corrective action.

4. References

a. Board of Regents' Policy, Section 9-15, Evaluation of Board of Regents' Appointees.


c. Article 9 - Employment Security and Article 10, F - Employment Rights of the Unit 08 Collective Bargaining Agreement.

5. Principles

a. It is important to encourage and facilitate supervisor - subordinate discussions relative to employee work performance and to accomplish this in a supportive climate. Timely and meaningful discussion between a supervisor and subordinate is a necessary part of the evaluation process. Electronic communications should not be substituted for face-to-face discussions between a supervisor and subordinate.

b. Supervisors shall conduct periodic discussions on performance expectations and results and to provide
positive reinforcement and recognition of outstanding achievements, as well as to constructively discuss any needed performance changes to meet performance expectations and support the University's mission.

c. Employees are encouraged to discuss the areas of potential growth, skills enhancement, and opportunities to further engender job satisfaction, career development and successful performance.

6. Procedures

Formal performance evaluations shall be conducted in accordance with the principles set forth above and in the following manner:

a. Evaluation Periods

1) Standard Evaluation Period

The standard evaluation period for all APTs shall be November 1 to October 31. Evaluations of all APT employees shall be in conformance with the standard evaluation period with exceptions for evaluations arising from the completion of a probationary period or partial evaluations that do not conform with the standard evaluation period.

2) Initial Probationary Employee Without Employment Security

An initial probationary employee shall receive three evaluations during the probationary period:

a) On or before the end of the twelfth month of service following the initial appointment (covers 1st through 12th month),

b) On or before the end of the twenty-fourth month of service following the initial appointment (covers 13th through 24th month), and

c) On or before the end of the thirty-sixth month of service following the initial appointment (covers 25th through 36th month).
Example:

If an individual is initially appointed on 4/1/03, the three-year probationary period will be through 3/31/06. The employee shall be evaluated on or before 3/31/04, 3/31/05 and 3/31/06, respectively.

3) Employee With Employment Security

After an employee has gained employment security in accordance with Article 9 - Employment Rights, Unit 08 collective bargaining agreement, the performance evaluation shall be conducted annually on or before the end of the standard evaluation period.

4) Employee Who Accepts Another APT Position

(a) An employee with or without employment security who accepts another APT position shall be on probationary status for six (6) months which may be extended an additional six (6) months by the employer, in accordance with Article 9 - Employment Rights of the Unit 08 collective bargaining agreement.

(1) The employee shall be evaluated on or before the expiration of the six (6) months new probationary period.

(2) If the six (6) months probation is extended, the employee shall be given the reasons for the extension and the evaluation shall be conducted on or before the expiration of the extended probationary period.

(b) An employee without employment security who accepts another APT position during the employee's initial probationary period must still satisfactorily complete the three (3) years initial probationary period required for employment security.

(1) The six (6) months new probationary
period shall be concurrent and may overlap with the three (3) years initial probationary period but does not serve to extend the three (3) years initial probationary period.

(2) An employee who accepts another APT position shall be evaluated on or before the end of the employee’s initial probationary period in addition to being evaluated prior to the end of the six (6) months new probationary period.

(c) An overall rating of “Does Not Meet” during the employee’s six (6) months new probationary period may adversely affect the three (3) years initial probationary period required for employment security.

5) Employee Whose Performance Does Not Meet Performance Expectations

Whenever an employee’s overall performance does not meet performance expectations, it is the responsibility and expectation of supervisors to complete a formal evaluation in accordance with the Electronic Performance Evaluation Process for APT Personnel (Attachment 1). However, the supervisor shall inform and discuss the employee’s performance with the respective Dean, Director, or designee before finalizing and discussing the formal performance evaluation with the employee, in accordance with procedures set forth herein.

6) Partial Performance Evaluations

When an employee leaves the position prior to the completion of a scheduled evaluation (e.g., initial probationary period, annual review or probationary period upon acceptance of another APT position), it is the responsibility of the supervisor to complete a partial performance evaluation for the employee to evaluate performance for the period up to the employee’s separation from the position. It is not necessary
for a partial performance evaluation to be completed if an evaluation was completed no more than six (6) months prior to the date of separation from the job.

b. Official Evaluation Form

The electronic version of the APT Employee Performance Evaluation Form (APT EPE Form, Attachment 2) depicts the information generated by the University on-line evaluation system for APT personnel. The electronic version of the APT Evaluation Performance Form shall be used for performance evaluations and shall be the official documented evaluation form. Use of this form does not abrogate the need for face-to-face discussions between the supervisor and employee.

c. Review of Position Description and Performance Expectations

Prior to or at the beginning of the evaluation period, the supervisor shall meet with the employee to review the official position description and work assignments, and discuss the supervisor’s expectations for the evaluation period. If the employee believes that the performance expectations established by the supervisor are not consistent with the work assignments and position description, the employee may request that the performance expectations be reviewed for appropriateness by an appropriate level of authority above that of the immediate supervisor. When significant changes in duties and responsibilities occur, the supervisor will initiate revisions to the position description in accordance with Administrative Procedures A9.210 Classification and Compensation Plan for Administrative, Professional and Technical Personnel.

The employee’s official position description shall be reviewed for currency and accuracy. If a redescription of the position is necessary, such shall be submitted in accordance with Administrative Procedures A9.210 Classification and Compensation Plan for Administrative, Professional and Technical Personnel. The position description received by the Office of Human Resources (OHR) shall be deemed the official
In the event that the employee’s duties and responsibilities significantly change at any time during the evaluation period, good management practice requires supervisors to discuss with the employee those significant changes in duties and responsibilities, work assignments, and performance expectations that will affect the performance evaluation. In addition, the supervisor shall provide appropriate training and time for the employee to adjust to the changes in assigned duties as determined by the supervisor.

d. Completed Evaluations

1) The immediate supervisor shall discuss the evaluation, including any attachments, with the employee. The employee shall be offered the opportunity to electronically sign (submit an electronic acknowledgment using the employee’s personal User ID) the evaluation form to indicate that the evaluation has been discussed with the employee, and that the employee was provided an opportunity to attach explanatory remarks. The employee's electronic signature does not necessarily mean that the employee agrees with the evaluation; nor is the employee required to sign.

2) After completion, the evaluation form with any attachments shall be filed in the employee's official personnel file. One copy with any attachments, if applicable, shall be provided to the employee.

e. Performance Ratings

1) Evaluations for the standard evaluation period shall be the basis for a supervisor’s recommendation of a performance award. Recommendations for a performance award for continuous periods of service other than the standard evaluation period and that may involve one or more partial evaluations may be approved provided that the evaluation period is deemed by the University to be essentially equivalent to the standard evaluation period when other eligibility
criteria for a performance award are satisfied.

2) Employee's Performance Exceeds Performance Expectations

When an employee's performance exceeds performance expectations, the supervisor shall complete an APT EPE form and discuss any comments and/or feedback from the evaluation with the employee. The immediate supervisor may nominate the employee for a performance award in accordance with procedures set forth below.

3) Employee's Performance Meets Performance Expectations

When an employee's overall performance meets performance expectations, the supervisor shall complete an APT EPE Form and discuss any comments and/or feedback from the evaluation with the employee.

4) Employee's Performance Does Not Meet Performance Expectations

a) When an employee's performance does not meet performance expectations, a formal evaluation reflecting a “Does Not Meet” overall rating may be issued at any point in time during the evaluation period or at the end of an evaluation period.

b) Prior to effectuating a formal evaluation reflecting a “Does Not Meet” overall rating, the supervisor shall have reviewed the performance expectations with the employee at the start of the evaluation period, monitored the employee's work performance during the evaluation period, provided training as necessary, and provided performance feedback to the employee on areas for improvement.

If the supervisor still determines that an employee's overall performance does not meet the performance expectations, a formal
performance evaluation using the APT EPE Form may be processed. However, the supervisor shall discuss the evaluation with the respective Dean, Director, or designee prior to finalizing and discussing the formal evaluation with the employee.

c) Whenever an overall rating of “Does Not Meet” is determined, the supervisor shall provide supporting rationale for the rating. It is the supervisor’s responsibility and an expectation of a supervisor to discuss performance feedback that may have been noted during the evaluation period and rationale for the evaluation with the employee.


When an employee with employment security has been given a formal “Does Not Meet” performance evaluation, the employee shall be afforded an opportunity to improve performance to a level that meets performance expectations.

1) The employee with employment security shall have six (6) months to improve performance to a level that meets performance expectations (performance improvement period). If at the end of the six (6) months improvement period, the employee’s supervisor determines that progress towards improvement is being made by the employee and the supervisor determines that an extension of the improvement period will be in the best interest of the University and the employee, the supervisor may extend the improvement period for an additional three (3) months period but not to exceed a total of nine (9) months following the employee’s receipt of the “Does Not Meet” performance rating.

2) At the start of the six (6) months performance improvement period or extension thereof, the immediate supervisor shall inform the employee in writing of: (1) the specific areas in which the
employee's performance does not meet performance expectations, (2) the expectations and factors for improving performance to the level that “meets” performance expectations, and (3) the duration (beginning and end dates) of the performance improvement period of six months. In the event that the performance improvement period is extended the supervisor shall provide the duration (beginning and end dates) of the three (3) month extension.

3) If the employer determines, based on discussions with the employee with employment security, that the employee shall participate in training as part of the employee's performance improvement program, the six (6) months performance improvement period shall commence following completion of such training. The supervisor shall work with the employee and monitor the performance of the employee during the performance improvement period.

4) It is the responsibility and expectation of a supervisor to evaluate the employee with employment security upon completion of the performance improvement period or any extension thereof using the APT EPE Form.

   a) If the employee's performance has not improved to a level which meets the performance expectations within the six (6) months or any extension thereof established by the immediate supervisor, the employer shall initiate appropriate action.

   b) For the employee with employment security, whose position classification has changed from one career group to another career group in the APT Classification and Compensation Plan during the evaluation period immediately preceding the performance improvement period, the employee shall be provided an additional nine (9) months beyond the initial six (6) months performance improvement period and any extension thereof. The additional nine (9) months is for the purpose of improving the
employee's job performance to meet performance expectations in the employee's new career group, provided that funds are available for the employee's position and that the position encumbered by the employee continues to be authorized. At the end of the fifteen (15) months or eighteen (18) months in the event that a three (3) month extension of the performance improvement period is deemed appropriate, the employer shall initiate appropriate action.

5) The six (6) months performance improvement period shall not be applicable to an employee with employment security who is appointed to a new APT position and is serving the six (6) months new probationary period or any extension thereof.

g. Employee Without Employment Security Whose Performance Does Not Meet Performance Expectations

If the work performance of an employee without employment security does not meet performance expectations, the employer shall initiate appropriate action.

h. Guidelines - Special Compensation Adjustment for Performance

1) Special compensation adjustments for performance are subject to the availability of funding and may be authorized by the appropriate Chancellor or Vice President, with no further delegation of decision-making authority for positions in Bands A and B and by the Vice President for Administration and Chief Financial Officer via System Director of Human Resources for positions in Bands C and D, to recognize and reward exceptional employee performance during the standard evaluation period. The performance must have significantly and regularly exceeded work performance standards particularly with regard to reliability, initiative and overall contribution on an on-going basis, included exceptional work performance that significantly contributed toward advancing the objectives of their work unit and the University,
demonstrated imaginative and/or creative solutions for difficult or complex problems and/or work efforts that made significant improvements in the work unit operations resulting in enhanced efficiency and/or financial savings.

2) An employee may be considered for nomination for a performance award at the end of each standard evaluation period provided the employee has met all of the following criteria:

   a) Received an overall Exceptional Performance Rating for the standard evaluation period for which the nomination is made, and

   b) Has six (6) months service in the employee’s current position.

3) An employee is not eligible to be nominated or receive a Performance Award if the employee:

   a) Is subject to an employment agreement that may provide other compensation alternatives in lieu of the performance awards addressed herein, or

   b) Is participating in another University designated demonstration project having other performance awards criteria and/or procedures, or

   c) Does not meet all of the eligibility criteria cited in Subsection h above.

4) A performance award is not intended to compensate for alleged deficiencies in the individual employee’s basic rate of pay based on market, equity, in-grade growth, or retention considerations. The amount of an award may be determined in the context of the Special Compensation Adjustment - performance awards - Benchmarks (see Attachment 3).

   A performance award is not an automatic entitlement, but is a discretionary award, as determined by the employer, to an employee whose
performance consistently exceeds performance expectations.

5) The performance awards shall be paid as a single lump-sum stipend rounded to the nearest whole dollar in accordance with University rounding rules and shall be subject to the availability of funding from within a program’s approved budget allocation.

When calculating performance awards as a lump-sum stipend, the following shall be observed:

\[(\text{Current monthly salary} \times \text{approved percentage}(\text{e.g., } 2\% \text{ or } 4\% \text{ or } 6\% \text{ or } 8\%)) = \text{(amount to be rounded up to the } $.50 \text{ and above to nearest whole dollar}) \times (12 \text{ months}) = \text{(total performance award to be paid as a single lump-sum stipend)}\]

6) The SCA performance award recommendation must include the following:

a) A certification that the employee meets the SCA-PA criteria.

b) Pertinent documentation, statements or citations which support rating the employee’s performance as exceptional.

c) Certification of availability of funding by the Dean/Director.

d) Any other relevant information or facts in support of the request.

e) Completion and submission of an electronic nomination as described in the SCA-Performance Award Process Flow.

7) Effective Dates of Awards: Upon approval, SCA-performance awards shall be effective November 1 following the end of the standard evaluation period. The program shall initiate appropriate action to authorize payment of the approved SCA-performance awards at the appropriate time.
8) Funding of Award: Funding for SCA-performance awards shall be the responsibility of the program.

9) Award for SCA-Performance Award shall not exceed a total of 8% of the employee’s annual base pay.

10) The appropriate Chancellor or Vice President may approve, modify, or deny those requests submitted for SCA-Performance Award for positions assigned to Bands A and B. The Vice President for Administration and Chief Financial Officer may approve, modify, or deny those requests submitted for SCA-Performance Awards for positions assigned to Bands C and D. A copy of the approved and disapproved requests shall be forwarded to the exclusive collective bargaining representative within ten (10) calendar days of the action taken by the respective approving authority.

11) SCA-Performance Award shall be limited to once during a standard evaluation period.

12) SCA-Performance Award shall be at the discretion of the University and shall not be subject to appeal other than for instances of discrimination or procedural violations.

i. Procedures - Special Compensation Adjustment for Performance

1) A positively supported SCA-Performance Award request initiated by the employee’s immediate supervisor may be submitted via the appropriate Dean or Director or designee for endorsement or modification to the appropriate Chancellor or Vice President.

   a) The respective Chancellor or Vice President shall have authority to approve, modify, or disapprove the request to include the amount of adjustment recommended with notation of the rationale/comments for positions assigned to Bands A and B. The Vice President for Administration and Chief Financial Officer via System Director of Human Resources shall
have authority to approve, modify, or disapprove requests to include the amount of adjustment recommended with notation of the rationale/comments for positions assigned to Bands C and D.

b) All disapproved requests with comments/rationale for disapproval shall be returned to the appropriate submitting office.

2) The appointing authority shall initiate appropriate action to effect payment of the approved Performance Award.
Electronic Performance Evaluation Process for APT Personnel

Position D&Rs accessed from electronic PD

Supervisor selects D&R for which performance expectation to be created & creates a minimum of 3 to 5 expectations, as deemed appropriate

Supervisor to discuss performance expectations with employee

As appropriate, employee may request clarification

Expectations clear

Yes

Supervisor electronically certifies date of supervisor/employee meeting

Supervisor observes work performance during rating period

During evaluation cycle supervisor may add and/or delete expectations subject to meeting employee

Work performance meets expectations

No

Yes

Supervisor may provide feedback on performance electronically

Employee may submit comments to supervisor’s feedback; observations

At end of rating period: expectations, feedback, and employee comments electronically accessible by supervisor

In context of expectations, supervisor evaluates 3 categories: competency, quality & quantity

No

Yes

Employment Security

Dean / Director / Provost / PO/ Supervisor / Employee notified that employee does not meet expectation

1 or more categories rated as “Does Not Meet” expectations resulting in overall rating of “Does Not Meet”

No

Yes

6 month improvement opportunity for employee with security

No further action

Program elects to request in-grade growth award

Yes

Program prepares and submits nomination for in-grade growth award

No

Yes

Program may nominate employee for performance award

No

In all 3 categories expectations met

In all 3 categories expectations exceeded

Supervisor provides notice of “Does Not Meet” at any time during rating period by completing evaluation form.

Employer may initiate appropriate action up to and including termination

No

Yes

Attachment 1
Employee 12345678 has done a superb job in developing the University of Hawaii APT Performance Evaluation System. The project was completed prior to the deadline and the migration to production was seamless.
## Exceptional Performance

Demonstration of sustained performance that consistently exceeds the established performance expectations set for the incumbent of the position inclusive of accomplishments that significantly enhance and benefit the advancement of the goals, objectives and mission of the work unit, department and/or University.

*(Notes: (1) A Special Compensation Adjustment - Performance Award (SCA-PA) is not an automatic entitlement, but is a discretionary award to an employee whose performance consistently EXCEEDS performance expectations  (2) An employee who meets performance expectations, in essence, "gets to keep his or her job" and does not merit a SCA-PA)*

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<tr>
<th>PA</th>
<th>Benchmark</th>
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<tr>
<td>2% Exceptional Performance Criteria:</td>
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<td>• Exceptional Performance characteristically (a) has a significant impact on the work unit's ability to meet or exceed organizational goals, objectives and mission and (b) must in and of itself be distinguished from the performance of all other colleagues within the work unit; such that colleagues and/or “customers,” if asked, would generally acknowledge that the nominated employee performed exceptionally.</td>
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<td>• The exceptional employee typically demonstrates successful, timely and comprehensive project implementation and/or completion or significant accomplishment(s), e.g. completion of a major project or assignment.</td>
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<td>• Accomplishments typically may include: (a) noticeable increase in the productivity and efficiency of the unit, campus, or system; (b) consistent completion of additional work assignments beyond regular work assignments and/or independent successful implementation of new ideas or related projects; and/or (c) demonstrated exceptional service, attitude or effort.</td>
<td></td>
</tr>
</tbody>
</table>

Examples of exceptional performance that merits a 2% SCA-PA include:

• Documented successful completion of work projects and/or assignments resulting in positive financial consequences; exceptional service to end users, work unit's and/or University system resulting in extreme customer satisfaction; or independent development of initiatives, projects or creative operating solutions that enhanced the efficiency and effectiveness of the unit, campus and/or University system.

| 4% Distinguished Exceptional Performance Criteria: | |
| • Distinguished Exceptional Performance exceeds Exceptional Performance and characteristically (a) has a substantial impact on the work unit's ability to meet or exceed organizational goals, objectives and mission; and (b) must in and of itself be so distinguished from the performance of all other colleagues within the work unit that the supervisor regards the nominated employee's performance as setting the hallmark standard in determining exceptional performance within a school, college or its organizational equivalency. In addition, colleagues and/or "customers," if asked, would generally acknowledge that the nominated employee's performance was deserving of designation as “distinguished.” | |
| • Work performance that included one or more of the following characteristics: sustained performance that (a) far exceeded the expected level of productivity, (b) significantly contributed to the overall efficiency and/or (c) significantly enhanced the effectiveness of the unit, campus or University system; | |
| • Accomplishments typically may include: (a) the successful self initiation and completion of major projects, (b) programmatic systems changes that required personal commitment to resolve complex technical, operating and/or technical/user interface issues that permitted the unit, campus or system to achieve major program goals and objectives or resulted in significant cost savings or efficiency; or (c) the acceptance of responsibility for and attainment of significant achievements in “high risk” or “high visibility” assignments or projects. | |

Examples of Distinguished Performance that merits a 4% SCA-PA include:

• Documented work products or consequences resulting in a direct impact on the productivity of a work unit, campus, system that directly resulted from the sustained superior performance of the employee; examples of major projects, programmatic changes that required a significant personal commitment to self initiate effective and efficient complex solutions to unanticipated policy, procedural, operating and/or programmatic/customer interface issues.
<table>
<thead>
<tr>
<th>PA</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6%</strong></td>
<td>Very Distinguished Exceptional Performance Criteria:</td>
</tr>
<tr>
<td></td>
<td>- Very Distinguished Exceptional Performance exceeds the Distinguished Exceptional Performance and characteristically (a) has a substantial impact on the work unit's ability to meet or exceed organizational goals, objectives and mission and (b) must in and of itself be so distinguished from the performance of all other colleagues within the work unit that the supervisor regards the nominated employee's performance as setting the hallmark standard in determining exceptional performance on a campus-wide basis. In addition, colleagues and/or &quot;customers,&quot; if asked, would generally acknowledge that the nominated employee's performance was deserving of designation as &quot;very distinguished.&quot;</td>
</tr>
<tr>
<td></td>
<td>- Accomplishments may typically include one or both of the following: (a) unprecedented and highly regarded service and consultation to end users, work unit, campus and/or system or (b) development of positive and highly visible initiatives which markedly increased efficiency and effectiveness of the unit, campus and/or University system.</td>
</tr>
<tr>
<td></td>
<td>Examples of Very Distinguished Performance that merits a 6% SCA-PA include:</td>
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<tr>
<td></td>
<td>- Documented leadership, individual creativity and initiative that surpassed expectations and directly resulted in outcomes that enabled the unit, campus, and/or systems productivity (i.e., substantive accomplishment(s) which led to a major breakthrough on a research project - directly impacting the research project and/or substantive accomplishment(s) which directly increased the efficiency and effectiveness of a unit, campus and/or University, etc.).</td>
</tr>
<tr>
<td><strong>8%</strong></td>
<td>Highest and Rare Level of Exceptional Performance Criteria:</td>
</tr>
<tr>
<td></td>
<td>- Highest and Rare Level of Exceptional Performance exceeds Very Distinguished Exceptional Performance and characteristically (a) has a substantial impact on the work unit's ability to meet or exceed organizational goals, objectives and mission and (b) must in and of itself be so distinguished from the performance of all other colleagues within the work unit that the supervisor regards the nominated employee's performance as setting the hallmark standard for exceptional performance on a system-wide basis and consequently such an employee may be considered for nomination as candidate for University Employee of the Year. In addition, colleagues and/or &quot;customers,&quot; if asked, would generally acknowledge that the nominated employee's performance was deserving of designation at the &quot;highest and rare level.&quot;</td>
</tr>
<tr>
<td></td>
<td>- Work performance included documented accomplishments with the assumption of personal responsibility for the direct delivery or delivery of outcomes by other subordinate professional that required: (a) risk-taking, ingenuity and persistence to resolve issues or the design and install new systems that integrated subsystems involving users or systems with conflicting priorities and interests; (b) initiation of new and unprecedented and highly regarded service and consultation to end users, work unit, campus and/or system, and/or; (c) the development of highly visible and recognized initiatives which resulted in markedly increased efficiency and effectiveness of the unit, campus and/or University system resulting in substantive positive impact on the work unit, campus and/or University's established goals and objectives.</td>
</tr>
<tr>
<td></td>
<td>Examples of the Highest and Rare Exceptional Performance that merits a 8% SCA-PA include:</td>
</tr>
<tr>
<td></td>
<td>- Highest caliber of accomplishment which typically would warrant recognition of the individual as a nominee for University Employee of the year based on the employee's work performance and contribution to the work unit, campus and/or University.</td>
</tr>
</tbody>
</table>

**Note:** The illustrative examples cited above are for ease of reference and should be used as convenient guides only, not as absolute standards. Eligibility for SCA-PA are subject to the established criteria (listed below). The granting of any SCA-PA shall be subject to the availability of funding.

**SCA-PA - Eligibility Criteria (Note: All three criteria must be met to qualify)**

1. Must have been employed for at least six (6) months in current position.
2. Must have received an “Exceptional” performance rating.
3. Must have been nominated by the supervisor.
Executive Policy 9.203

Title
Evaluation of Faculty and Administrative, Professional & Technical Employees.

Header
Executive Policy Chapter 9, Human Resources

Effective Date: November 2017
Prior Dates Amended: October 1981; October 2013, October 2014
Responsible Office: Vice President for Administration, Office of Human Resources
Governing Board of Regents Policy RP 9.213, Evaluation of Board of Regents Appointees
Review Date: November 2020

I. Purpose
This Executive Policy directs implementation of Regents Policy (RP) 9.213, Evaluation of Board of Regents Appointees. This policy provides for the systematic evaluation of the performance of the faculty and other professional staff of the University of Hawai‘i and calls upon the appropriate administrative offices of the University to define the specific procedures for implementation.

The objectives of this Executive Policy are to:

A. Delegate to the University Chancellors and the Vice President for Community Colleges, on behalf of the community college system, responsibility for development of faculty evaluation procedures in consultation with the faculty governance organization and the exclusive collective bargaining representative. The Vice President for Community Colleges will also consult with the community college chancellors when developing the CC’s faculty evaluation procedures.

B. Delegate to the Vice President for Administration responsibility for development of system wide procedures to be used in evaluating Administrative, Professional, and Technical (APT) employees.
C. Specify the procedures to be used in evaluating faculty in programs which do not have approved procedures in accordance with this policy.

II. Definitions

N/A

III. Executive Policy

A. Faculty review procedures will be developed and maintained by the University Chancellors for their respective campuses and by the Vice President for Community Colleges on behalf of the community colleges system, in consultation with appropriate faculty governance organizations as specified in RP 9.213, Evaluation of Board of Regents Appointees and the exclusive collective bargaining representative.

B. Procedures for review of Administrative, Professional and Technical (APT) employees will be maintained for system wide application by the Vice President for Administration in consultation with the exclusive collective bargaining representative.

C. For those campuses/programs which do not have an approved faculty evaluation procedure, faculty will be evaluated using the procedures indicated in paragraph D below. These will continue in effect until such time as procedures developed in accordance with RP 9.213, Evaluation of Board of Regents Appointees are approved for the campus/program.

D. Administrative Procedures for Faculty Review

1. These procedures are applicable to campuses/programs which do not have procedures approved under RP 9.213, Evaluation of Board of Regents Appointees.

2. The Chancellor, Vice Chancellor, Dean, or administrative head of each college or comparable organizational unit shall develop a schedule to evaluate all faculty who have not undergone review for promotion, tenure, contract review, or a similar in-depth review during the preceding five years. Faculty who have received a merit pay increase during this period shall also be exempt from this additional review. Faculty whose time since the last such review exceeds five years will be phased in to the schedule over a five-year period in order of length of time since last evaluation.

3. Each faculty member scheduled for review shall submit to the Department/Division Chairman (DC), or comparable program head:

   a. All available student evaluations of courses taught during the preceding five years,
b. Citations to scholarly research published during the preceding five years,

c. Other major accomplishments and/or honors received related to the faculty member’s professional responsibilities during the preceding five years.

Accumulated copies of the “Annual Supplement to the Biobibliography” will satisfy the requirements of b. and c.

4. For instructional faculty, the DC will compile a list of all courses taught during the preceding five years, and the number of students enrolled in each course.

5. Prior to making his or her assessment, the DC will poll the members of the Department/Division Personnel Committee (DPC) to determine whether or not the DPC wishes to participate in the review process.

6. If the DPC has elected to participate in the review process, the DC shall transmit the materials to the DPC which shall make a written assessment of the faculty member’s strengths and weaknesses. The DPC will transmit this assessment, along with its recommendations) to the DC.

7. The DC shall make his or her independent assessment and recommendations.

8. Either the DC or the DPC may solicit additional information, such as copies of published work and conduct further study, such as classroom visitation, as may be appropriate.

9. If there are specific weaknesses identified in the evaluation, the DPC and DC recommendations should address means of improving performance. The DC shall discuss these recommendations with the faculty member before transmitting them to the Dean or Vice Chancellor.

10. As appropriate, the DC and DPC shall include recommendations for recognition and reward of superior performance.

11. The Dean or Vice Chancellor shall consider the DPC and DC recommendations and, subsequent to an independent evaluation of the record, shall direct that appropriate measures be taken.
12. After completion of the evaluation process, the Dean or Vice Chancellor will notify the faculty member of its outcome and establish the date for the next evaluation, which shall be scheduled within the next five-year period.

13. If the faculty member believes that any action taken pursuant to this policy is unwarranted or inappropriate, he or she may appeal to the Chancellor or an official designated by the Chancellor to review the appeal, whose decision shall be final. Any allegation that such an action violates or denies a right granted under a collective bargaining agreement shall be considered in accordance with the grievance procedures contained in said agreement.

IV. Delegation of Authority

N/A

V. Contact Information

Office of Human Resources
Telephone: (808) 956-8458
OHR Website

Office of the Vice President for Administration
Telephone: (808) 956-6405
Email: vpadmin@hawaii.edu

VI. References

Superseded Executive Policies in old format

Link to Administrative Procedures in old format

VII. Exhibits and Appendices

No Exhibits and Appendices found

Approved

Signed

David Lassner
President

November 04, 2017

Date

Topics

No Topics found.
Board of Regents Policy 9.213

Title
Evaluation of Board of Regents' Appointees

Header
Regents Policy Chapter 9, Personnel
Regents Policy RP 9.213, Evaluation of Board of Regents' Appointees
Effective Date: Oct. 16, 1981
Prior Dates Amended: Oct. 31, 2014 (recodified)
Review Date: August 2019

I. Purpose
To set forth policy on evaluations of Board of Regents' appointees.

II. Definitions
No policy specific or unique definitions apply.

III. Board of Regents Policy
   A. Board appointees will be evaluated periodically in accordance with the guidelines below and the
      specific procedures developed by the appropriate administrative offices to implement this policy. These
      performance evaluations shall be conducted in order:

      1. To provide assurance to the university and its constituents that professional staff resources and
         particular areas of expertise are being used to the best advantage;

      2. To provide for the systematic recognition of excellence and develop incentives for superior
         performance; and

      3. To provide means for the improvement of performance in furtherance of the university's
         mission.

   B. In recognition of the special role of the faculty in the academic mission of the university, procedures
      for periodic review of faculty performance must provide safeguards for academic freedom and shall
      provide the opportunity for participation of faculty peers in the review process. Accordingly, each
      chancellor, in consultation with appropriate faculty governance organizations, shall develop
procedures for such review which incorporate these principles. The procedure shall include a requirement for evaluation of every faculty member at least once every five years, and may provide for exempting faculty who have undergone a review for reappointment, tenure, or promotion, or who have received a merit salary increase during this period. Faculty review procedures shall be submitted by the chancellor for approval by the president.

C. Administrative, professional, and technical (APT) employees shall be evaluated at least once every three years according to procedures approved by the president.

D. Employees in the executive and managerial classifications shall be evaluated annually as specified in RP 9.212.

E. For any campus which does not have an approved faculty review procedure development in accordance with paragraph b. above for implementation in academic year 1981-82, faculty shall be evaluated according to procedures approved by the president. These procedures shall remain in effect until procedures developed in accordance with section b. are approved and implemented.

IV. Delegation of Authority
There is no policy specific delegation of authority.

V. Contact Information
Office of the Vice President for Administration, 956-6405, jgouveia@hawaii.edu

VI. References
A. http://www.hawaii.edu/offices/bor/

VII. Exhibits and Appendices
No Exhibits and Appendices found

Approved
approved as to Form: October 31, 2014
Cynthia Quinn Date
Executive Administrator and Secretary of the Board of Regents

Topics
No Topics found.
I. Purpose and Authority

This Regents Policy RP 9.212 ("Policy") provides a framework for the terms and conditions of service applicable to individuals appointed to executive and managerial ("EM") positions at the University of Hawai‘i, ("University"), which are excluded from a bargaining unit as specified in Section 89-6(f)(2), Hawai‘i Revised Statutes ("HRS"), due to top-level executive, managerial, and administrative responsibilities. All employment actions taken pursuant to this Policy shall be in accordance with RP 1.205, Policy on Nondiscrimination and Affirmative Action.

This Policy is established pursuant to the authority granted to the Board of Regents ("Board") by Article X, Section 6 of the Constitution of the State of Hawai‘i, and by Section 304A-1001, HRS.

This Policy supersedes all prior policies and practices that may conflict with any provision contained herein.

II. Definitions

The term "EM" shall mean executive and managerial positions at the University.

III. Board Policy

A. Establishment and Classification

1. There shall be an EM class of positions established based on the needs of the University and in a manner consistent with the University’s organizational structure. Generally speaking, executive and managerial positions (1) have system-wide, campus-wide, or major campus program responsibilities and report directly to the Board, President, Vice Presidents, or Chancellors, (2) report directly to executives and head major organizational segments of the University, or (3) serve as high-level
executive assistants. The Board retains authority to establish, classify, and abolish positions reporting to the Board and to the President. The President retains authority, which shall not be further delegated, to establish, classify, and abolish all other positions.

2. Positions shall be classified according to the complexity, breadth, and depth of responsibility and the critical importance of the position to the operation of the University. Each position shall be analyzed and described in writing to ensure equity within the University organization while considering comparable university systems nationwide.

B. Salary Schedule

1. The University aspires to provide compensation for its EM personnel that is competitive with pay levels of individuals who have similar responsibilities, demonstrated competence, and breadth of demonstrated experience. The President shall establish a salary schedule for all EM positions ("Salary Schedule"), which sets forth minimum, midpoint, and maximum salary ranges based on relevant competitive markets, including higher education and local markets, as well as on the level of responsibility of the position, equity in relation to comparable University positions, and value of the hire in fulfilling the strategic mission of the University.

2. Annually, the President shall provide the Board a copy of the current Salary Schedule and a listing of all EM positions that indicates the placement within the Salary Schedule. For vacant positions, the listing should show the date the vacancy occurred and intentions regarding the filling or reassignment of the position. For filled positions, the listing should show the date of appointment to the position, current salary, and the reason for any change to compensation that occurred since the prior report.

C. Recruitment

1. Recruitment for any vacant position shall require prior written approval of the President.

2. The University of Hawai‘i seeks to attract the best-qualified candidates who support the mission of the University and who respect and promote excellence through diversity. In support of this goal, EM vacancies shall be advertised in locations which are considered appropriate sources for recruitment.
3. Waiver of recruitment for positions reporting directly to the President shall require approval of the Board. The President may waive recruitment for all other EM positions.

D. Appointment and Initial Salary

1. To attract and retain competent and experienced personnel, it is the aspiration of the University to offer compensation that is competitive with the market from which the personnel are recruited, including higher education and local markets. For comparison purposes, total compensation shall include salary and benefits.

2. Appointments should be at the minimum of the range unless a higher salary is justified based on:

- the candidate’s knowledge, skills, and experience;
- the candidate’s current salary; and
- budget and fiscal conditions of the unit.

3. There shall be an Appointing Authority for every EM position (“Appointing Authority”). The Board shall be the Appointing Authority for all EM positions reporting directly to the Board. The President shall be the Appointing Authority for all other EM positions at the University, however, positions reporting directly to the President shall be subject to Board approval. Except for positions reporting directly to the President, the President shall have the authority to further delegate Appointing Authority for all other EM positions. See Illustration 1 below.

4. There shall be an Approving Authority that is at least one level above the Appointing Authority in the organization (“Approving Authority”). The President shall serve as the Approving Authority for all appointments above the midpoint and up to and including the maximum of the range within the Salary Schedule. Except for positions reporting directly to the President, the President shall have the authority to further delegate Approving Authority for all other EM positions up to and including the midpoint of the range within the Salary Schedule.

All appointments for EM positions that report to a position that reports directly to the Board and/or for all EM appointments exceeding the maximum of the range set forth in the Salary Schedule shall require approval of the Board. See Illustration 1 below.
5. EM appointments are at will, and not contractual appointments to specific positions and EM appointees may be reassigned and/or receive an adjustment in pay based on changing assignments of responsibilities to meet the needs of the University. Unless otherwise approved by the Board, no offer of employment shall include a multi-year employment term.

Illustration 1:

<table>
<thead>
<tr>
<th>Authority</th>
<th>Appointing Authority</th>
<th>Approving Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board</td>
<td>All positions reporting directly to Board</td>
<td>• All positions that report to positions that directly report to the Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• All appointments exceeding the maximum of the range in the Salary Schedule</td>
</tr>
<tr>
<td>President</td>
<td>All other EMs (unless delegated)</td>
<td>All appointments above the midpoint and up to and including the maximum of the range in the Salary Schedule</td>
</tr>
<tr>
<td>Chancellor &amp; Below</td>
<td>As delegated by the President</td>
<td>President may delegate all appointments up to and including the midpoint of the range in the Salary Schedule</td>
</tr>
</tbody>
</table>

E. Evaluation

1. EM employees are expected to perform their duties and responsibilities in a manner that achieves the highest standards of quality and professionalism. To that end, evaluations are a critical component of the continued employment, professional development, and compensation of all EM employees.

2. The assigned responsibilities, performance, and accomplishments of each appointee to an EM position shall be evaluated annually. The evaluation shall be consistent with criteria and procedures established by the
President and the Appointing Authority, including specific metrics aligned to the University’s strategic goals. The review shall also include identification of specific goals to be accomplished in the coming year.

F. Salary Adjustments

1. Annual Salary Adjustments

   a. To ensure that EM salaries are competitive, salary adjustments as described herein may be granted annually for EM employees as a group, subject to the availability of Board-authorized funds for salary adjustments, and subject to performance evaluations.

   b. The Board shall approve any salary adjustments for positions reporting directly to the Board, i.e. the President, the Executive Administrator and Secretary of the Board of Regents, and the Director of the Office of Internal Audit. (See RP 2.203, Policy on Evaluation of the President and Other Persons Reporting Directly to the Board.)

   c. For all other EM positions, including EM positions reporting to the Executive Administrator and Secretary of the Board of Regents and the Director of the Office of Internal Audit, the President shall establish guidelines and approve an annual salary adjustment methodology not to exceed an increase of 5%, an authority which shall not be further delegated. Any annual salary adjustments that exceed a 5% increase shall require prior approval of the Board.

   d. The President shall report to the Board on the guidelines used for annual salary adjustments for positions under the President’s delegated authority.

   e. This “Annual Salary Adjustments” section only authorizes annual salary adjustments for EM employees as a group and shall not authorize adjustments for individual EM employees outside of the general methodology and guidelines set forth by the President for annual adjustments.

2. Other Salary Adjustments

   a. Outside of the annual adjustment guidelines set forth above, the
President may approve salary adjustments for individual EM employees for merit, equity, or retention below the maximum of the range set forth in the Salary Schedule; provided, however, that all adjustments for EM positions that report to a position that reports directly to the Board and/or for all EM appointments exceeding the maximum of the range set forth in the Salary Schedule shall require approval of the Board.

G. Term and Termination

1. Subject to the terms of this Policy, EM positions are at-will and serve at the pleasure of the Board. The Appointing Authority for an EM position, as set forth in Section III.D of this Policy, has the authority to terminate the EM’s employment with the University. Termination of EM personnel from employment, either with or without cause, is not appealable.

2. EM personnel without return rights to another position may be terminated from employment, without cause, at any time by being provided three (3) months prior written notice during the first two (2) years of employment and six (6) months prior written notice after the first two (2) years of employment.

3. EM personnel with return rights to another position may be terminated from their EM position, without cause, at any time by being provided thirty (30) days written notice. The salary at the time of return shall be that which the individual would have received had he/she not accepted the EM appointment; provided, however, the President may approve adjustments to the return-salary as deemed equitable and appropriate.

4. EM personnel may be terminated from employment for cause, effective immediately, with no obligation of prior notice on the part of the Board or University. In termination for cause, the employment relationship with the Board or University shall cease immediately with no further employment rights or obligations, and such decision shall be considered final.

H. Professional Improvement Leave

1. EM personnel may be granted leave with pay for professional improvement consistent with development in their profession and the needs of the University. Professional improvement leave is a privilege
for the purpose of advancing the University by (1) enhancing the performance of the employee and thereby, enriching the University’s programs or (2) enabling EM employees to prepare to assume or resume faculty or professional duties after significant administrative service to the University. The leave shall be used to enhance or gain professional expertise and engage in professional activities to serve the University in support of the University’s mission and goals.

2. Professional improvement leave may be granted after six (6) years of full-time continuous service, including creditable service in other Board classifications, for periods of up to six (6) months at full pay or twelve (12) months at half pay with total months earned at the rate of one (1) month for each year of service. Leaves of shorter duration and intermittent leaves may also be granted. However, the total duration of the intermittent leave taken with pay should not exceed the total leave provided for under this Policy. The President may grant exceptions to the minimum creditable service requirement when deemed in the best interests of the University.

3. The leave approved under this provision shall be taken at the salary applicable to the position the individual will occupy upon return from the professional improvement leave. For example, if the individual will return to an EM position, the leave may be taken at the current EM salary, however, if the individual will return to a faculty position, the leave shall be taken at the appropriate faculty salary for the faculty position.

4. An individual granted a leave with pay for professional improvement shall agree to return to service at the University. The return service obligation shall be equivalent to the duration of the leave. Upon the return of the individual from professional leave, the individual shall submit a written report to the appropriate supervisor on the activities during the leave.

I. Other Conditions of Service

1. EM personnel shall be granted all rights and benefits accorded other University employees as provided by statute, rule, or Board policy, except as may be specifically modified by this Policy or other policies of the Board. These rights and benefits shall be subject to adjustments and modifications as provided by HRS Chapter 89C, which provides for comparability with bargaining unit members. Any additional benefits
shall require prior approval of the Board.

IV. Delegation of Authority

Except as specified above, there is no policy-specific delegation of authority.

V. Contact Information

Office of Human Resources, 956-8988

VI. References

- RP 2.203
- http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-0115/HRS0089C.htm

VII. Exhibits and Appendices

No Exhibits or Appendices Found

VIII. Approved


/S/ __________________________  5/21/2020
Kendra Oishi                    Date
Executive Administrator and
Secretary of the Board of Regents
Looking For Job Training?
Hana Career Pathways offers tuition assistance for trainings leading to industry certifications and in-demand occupations in Healthcare, Technology and Skilled Trades. Go Now

Application Deadlines:
- Summer Session I: May 1, 2022
- Summer Session II: June 15, 2022
- Fall 2022: August 1, 2022
Apply Now!

You may be eligible for a debt-free degree with the Hawai'i Promise Scholarship
Learn More

Choose Your Path
I'm a... or My goal is...

Discover Your Passion
Let us show you program options based on your interest.
Take the Survey

Find a Career Path
Find a Career Pathway
Hawaiian Word of the Week: Lako
Tue, 05 Jul 2022
Lako—Well-supplied, well furnished, rich, prosperous.
The post Hawaiian Word of the Week: Lako first appeared on University of Hawai'i System News.

706-acre Pālamanui ‘living laboratory’ stokes reforestation
Sat, 02 Jul 2022
Hawai'i Community College–Pālamanui recently signed an agreement to protect the valuable Pālamanui Forest Preserve.
The post 706-acre Pālamanui ‘living laboratory’ stokes reforestation first appeared on University of Hawai'i System News.

July 2022 anniversaries
Fri, 01 Jul 2022
The University of Hawai'i celebrates July 2022 faculty and staff anniversaries.
The post July 2022 anniversaries first appeared on University of Hawai'i System News.

Agreements connect Indigenous students in Canada, UH Community Colleges
Fri, 01 Jul 2022
North Island College in Canada expands research, cultural exchange with UH.
The post Agreements connect Indigenous students in Canada, UH Community Colleges first appeared on University of Hawai'i System News.

Hawaiian Word of the Week: Kākoʻo
Tue, 28 Jun 2022
Kākoʻo—To uphold, support, favor, assist, prop up; to bind, as with a sash or belt; support, aid, recommendation, girdle.
The post Hawaiian Word of the Week: Kākoʻo first appeared on University of Hawai'i System News.
UH/UHCC Shared Governance Survey

Demographic Information
The following demographic information will only be collected and analyzed in the aggregate.

1) What is your primary function in the University of Hawai‘i Community Colleges System (UHCC)?
   - [ ] Full-time Faculty
   - [ ] Part-time Faculty
   - [ ] Lecturer
   - [ ] APT
   - [ ] Classified staff
   - [ ] Administrator
   - [ ] Other: ________________________________

2) At which campus or location are you primarily assigned?
   - [ ] Hawai‘i Community College
   - [ ] Honolulu Community College
   - [ ] Kapi‘olani Community College
   - [ ] Kaua‘i Community College
   - [ ] Leeward Community College
   - [ ] UH - Maui College
   - [ ] Windward Community College
   - [ ] UHCC System Office

3) How many years have you been employed in the UHCC System?
   - [ ] Less than a year
   - [ ] 1-5 years
   - [ ] 6-10 years
   - [ ] 11-15 years
   - [ ] 16-20 years
   - [ ] More than 20 years

4) Please indicate if you have served on a systemwide committee. Examples of a systemwide committee include, but are not limited to:
   - Community College Council of Faculty Senate Chairs
   - Community College Council of Native Hawaiian Chairs
   - Community College International Education Council
   - HAP Systemwide Board
   - Program Coordinating Council (specific to program)
   - UHCC Strategic Planning Council
- UH Systemwide Foundations Board
- UH Systemwide Sustainability Council

☐ I have served on a systemwide committee in the past 3 years.
☐ I have not served on a systemwide committee in the past 3 years.
**Communication**

5) Please indicate the extent to which you agree or disagree with the following statements about communication at the UH System level and UHCC System level.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication from the UH System is timely and accurate.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The UH System website is a reliable source of information.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I regularly use the UH System website to find information.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Communication from the UHCC System is timely and accurate.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The UHCC System website is a reliable source of information.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I regularly use the UHCC System website to find information.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
6) Please indicate the extent to which you agree or disagree with the following statements about shared governance at the UH System level and the UHCC System level.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The roles of the UH System, UHCC System, and the college are clear.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>UH System committees provide an effective forum for systemwide decision-making.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The UH System effectively assists the college in meeting educational goals for students' achievement and learning.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>UHCC System committees provide an effective forum for systemwide decision-making.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The UHCC System effectively assists the college in meeting educational goals for student achievement and learning.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
7) Is there anything additional you would like to share as it pertains to Communication, Shared Governance, and Decision-Making for the UH System or UHCC System?
1) What is your primary function in the University of Hawai‘i Community Colleges System (UHCC)?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty</td>
<td>168</td>
<td>52.83%</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>2</td>
<td>0.63%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>14</td>
<td>4.40%</td>
</tr>
<tr>
<td>APT</td>
<td>76</td>
<td>23.90%</td>
</tr>
<tr>
<td>Classified staff</td>
<td>33</td>
<td>10.38%</td>
</tr>
<tr>
<td>Administrator</td>
<td>13</td>
<td>4.09%</td>
</tr>
<tr>
<td>Other: [View]</td>
<td>12</td>
<td>3.77%</td>
</tr>
<tr>
<td>Total responses</td>
<td>318</td>
<td>99.38%</td>
</tr>
</tbody>
</table>

2) At which campus or location are you primarily assigned?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawai‘i Community College</td>
<td>38</td>
<td>11.95%</td>
</tr>
<tr>
<td>Honolulu Community College</td>
<td>51</td>
<td>16.04%</td>
</tr>
<tr>
<td>Kapi‘olani Community College</td>
<td>60</td>
<td>18.87%</td>
</tr>
<tr>
<td>Kaua‘i Community College</td>
<td>32</td>
<td>10.06%</td>
</tr>
<tr>
<td>Leeward Community College</td>
<td>48</td>
<td>15.09%</td>
</tr>
<tr>
<td>UH - Maui College</td>
<td>62</td>
<td>19.50%</td>
</tr>
<tr>
<td>Windward Community College</td>
<td>17</td>
<td>5.35%</td>
</tr>
<tr>
<td>UHCC System Office</td>
<td>10</td>
<td>3.14%</td>
</tr>
<tr>
<td>Total responses</td>
<td>318</td>
<td>99.38%</td>
</tr>
</tbody>
</table>

3) How many years have you been employed in the UHCC System?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>3</td>
<td>0.96%</td>
</tr>
<tr>
<td>1-5 years</td>
<td>72</td>
<td>22.93%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>56</td>
<td>17.83%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>72</td>
<td>22.93%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>42</td>
<td>13.38%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>69</td>
<td>21.97%</td>
</tr>
<tr>
<td>Total responses</td>
<td>314</td>
<td>98.13%</td>
</tr>
</tbody>
</table>

4) Please indicate if you have served on a systemwide committee. Examples of a systemwide committee include, but are not limited to:

- Community College Council of Faculty Senate Chairs
- Community College Council of Native Hawaiian Chairs
- Community College International Education Council
- HAP Systemwide Board
- Program Coordinating Council (specific to program)
- UHCC Strategic Planning Council
- UH Systemwide Foundations Board
- UH Systemwide Sustainability Council

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have served on a systemwide committee in the past 3 years.</td>
<td>91</td>
<td>28.98%</td>
</tr>
<tr>
<td>Total responses</td>
<td>314</td>
<td>98.13%</td>
</tr>
</tbody>
</table>
5) Please indicate the extent to which you agree or disagree with the following statements about communication at the UH System level and UHCC System level.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication from the UH System is timely and accurate.</td>
<td>23 (7.30%)</td>
<td>80 (25.40%)</td>
<td>73 (23.17%)</td>
<td>111 (35.24%)</td>
<td>27 (8.57%)</td>
<td>1 (0.32%)</td>
<td>315</td>
</tr>
<tr>
<td>The UH System website is a reliable source of information.</td>
<td>19 (6.03%)</td>
<td>36 (11.43%)</td>
<td>87 (27.62%)</td>
<td>130 (41.27%)</td>
<td>30 (9.52%)</td>
<td>13 (4.13%)</td>
<td>315</td>
</tr>
<tr>
<td>I regularly use the UH System website to find information.</td>
<td>33 (10.58%)</td>
<td>71 (22.76%)</td>
<td>58 (18.59%)</td>
<td>99 (31.73%)</td>
<td>44 (14.10%)</td>
<td>7 (2.24%)</td>
<td>312</td>
</tr>
<tr>
<td>Communication from the UHCC System is timely and accurate.</td>
<td>28 (8.97%)</td>
<td>81 (25.96%)</td>
<td>66 (21.15%)</td>
<td>102 (32.69%)</td>
<td>29 (9.29%)</td>
<td>6 (1.92%)</td>
<td>312</td>
</tr>
<tr>
<td>The UHCC System website is a reliable source of information.</td>
<td>25 (7.99%)</td>
<td>42 (13.42%)</td>
<td>112 (35.78%)</td>
<td>90 (28.75%)</td>
<td>24 (7.67%)</td>
<td>20 (6.39%)</td>
<td>313</td>
</tr>
<tr>
<td>I regularly use the UHCC System website to find information.</td>
<td>46 (14.65%)</td>
<td>76 (24.20%)</td>
<td>70 (22.29%)</td>
<td>83 (26.43%)</td>
<td>30 (9.55%)</td>
<td>9 (2.87%)</td>
<td>314</td>
</tr>
</tbody>
</table>

6) Please indicate the extent to which you agree or disagree with the following statements about shared governance at the UH System level and UHCC System level.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The roles of the UH System, UHCC System, and the college are clear.</td>
<td>33 (10.48%)</td>
<td>90 (28.57%)</td>
<td>67 (21.27%)</td>
<td>103 (32.70%)</td>
<td>19 (6.03%)</td>
<td>3 (0.95%)</td>
<td>315</td>
</tr>
<tr>
<td>UH System committees provide an effective forum for systemwide decision-making.</td>
<td>38 (12.10%)</td>
<td>66 (21.02%)</td>
<td>106 (33.76%)</td>
<td>77 (24.52%)</td>
<td>15 (4.78%)</td>
<td>12 (3.82%)</td>
<td>314</td>
</tr>
<tr>
<td>The UH System effectively assists the college in meeting educational goals for students achievement and learning.</td>
<td>30 (9.68%)</td>
<td>58 (18.71%)</td>
<td>107 (34.52%)</td>
<td>86 (27.74%)</td>
<td>19 (6.13%)</td>
<td>10 (3.23%)</td>
<td>310</td>
</tr>
<tr>
<td>UHCC System committees provide an effective forum for systemwide decision-making.</td>
<td>34 (10.83%)</td>
<td>67 (21.34%)</td>
<td>100 (31.85%)</td>
<td>88 (28.03%)</td>
<td>16 (5.10%)</td>
<td>9 (2.87%)</td>
<td>314</td>
</tr>
<tr>
<td>The UHCC System effectively assists the college in meeting educational goals for student achievement and learning.</td>
<td>28 (8.89%)</td>
<td>57 (18.10%)</td>
<td>99 (31.43%)</td>
<td>103 (32.70%)</td>
<td>19 (6.03%)</td>
<td>9 (2.86%)</td>
<td>315</td>
</tr>
</tbody>
</table>

7) Is there anything additional you would like to share as it pertains to Communication, Shared Governance, and Decision-Making for the UH System or UHCC System?

<table>
<thead>
<tr>
<th>Option</th>
<th># Responses</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responded</td>
<td>102</td>
<td>31.88%</td>
</tr>
<tr>
<td>Did not respond</td>
<td>218</td>
<td>68.13%</td>
</tr>
</tbody>
</table>

218 skipped this question
Course Designation Checklist

☐ Application form (with required signatures)

☐ Course Syllabus:
  a) Course syllabus. If multiple instructors teach the course, include representative syllabi from all current course instructors from the last time the course was taught.
  b) Course description in the syllabus should align with what’s listed in Kuali (curriculum management database).

☐ Assessment:
  a) Current Assessment Status memo signed by the Institutional Assessment Coordinator or designee. Courses are expected to maintain an active cycle of authentic assessment per HawCC 5.202 Assessment Policy.

☐ Application of Hallmarks: CLOs to Hallmarks alignment
  a) A completed Hallmarks Alignment Form (for the appropriate Diversifications classification-If submitting for Foundations, see section b) below) that demonstrates how the Diversification Hallmarks are aligned to your course learning outcomes. Note that all Hallmarks must align with at least one course learning outcome. You may include relevant objectives and/or topics and other justification that further supports the CLO alignment. This form must be signed by the Institutional Assessment Coordinator or designee.
  b) Required for Foundation applications only -Foundations Course Designation Proposal Application of Hallmarks Questions

OR Course Designation Renewal Checklist

☐ Application form (with required signatures)

☐ Course Syllabus -
  a) If multiple instructors teach the course, include representative syllabi from all current course instructors from the last time the course was taught. Course syllabi should include the appropriate hallmarks for the Diversification designation requested.
  b) Course description in the syllabus should align with what’s listed in Kuali (curriculum management database).

☐ Assessment
  a) Current Assessment Status memo signed by the Institutional Assessment Coordinator or designee. Courses are expected to maintain an active cycle of authentic assessment per HawCC 5.202 Assessment Policy.

☐ Application of Hallmarks: CLOs to Hallmarks alignment
  a) A completed Hallmarks Alignment Form (for the appropriate Diversifications classification-If submitting for Foundations, see section c) below) that demonstrates how the Diversification Hallmarks are aligned to your course learning outcomes. Note that all Hallmarks must align with at least one course learning outcome. You may include relevant objectives and/or topics and other justification that further supports the CLO alignment. This form must be signed by the Institutional Assessment Coordinator or designee.
  b) If no changes were made to this form from the original designation process, then just an initial and date on the original form from the Institutional Assessment Coordinator (or designee) is required.
c) Required for Foundation applications only - Foundations Course Designation Proposal Application of Hallmarks Questions. If no changes to this portion, copy and submit again with initial and date from the Division Chair.
Advisory Council Meeting Notes
(template)

Date
Time

Program Faculty:
Facilitator/Notetaker:
Zoom meeting link:
RSVP:

Members Present:

<table>
<thead>
<tr>
<th>AGENDA ITEM</th>
<th>DISCUSSION/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>A. Result of program and course assessment</td>
<td></td>
</tr>
<tr>
<td>B. Review Program Learning Outcomes (PLO's), Course Learning Outcomes (CLO's) -</td>
<td></td>
</tr>
<tr>
<td><strong>verify that achievement by a student will meet industry needs for entry-level employment.</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Review of current courses and curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>A. Program CIP Code (if changed in past year)</td>
<td></td>
</tr>
<tr>
<td>B. Updates made/new direction for the program this year</td>
<td></td>
</tr>
<tr>
<td><strong>Industry Report</strong></td>
<td></td>
</tr>
<tr>
<td>A. Industry needs and trends: Trends - What’s new in your industry? How will this affect our program? (new skills, procedures, technology changes, etc.) - Short &amp; long term</td>
<td></td>
</tr>
<tr>
<td>B. Employment forecast - Jobs available short &amp; long term</td>
<td></td>
</tr>
</tbody>
</table>
Feedback regarding curriculum in alignment with industry trends

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Is program meeting the current needs/trends</td>
</tr>
<tr>
<td>B.</td>
<td>How best to meet the needs and trends (currently not included in courses. I.e., modify course, internships, externships, etc.)</td>
</tr>
</tbody>
</table>
HAWAI'I CC COVID-19 INFORMATION

In response to the ongoing COVID-19 pandemic, personal safety practices are still in effect (https://www.hawaii.edu/covid19-guidelines/personal-safety-practices/). Find more information about what you need to do to stay safe, please visit hawaii.hawaii.edu/covid-19 (../../covid-19).

The I Ola Hāloa Center for Hawai‘i Life Styles is named for Hāloa, the Kalo ancestor of the Hawaiian people.
I Ola Hāloa office hours (including the Paepae ʻŌhua Native Hawaiian Student Success Center and Papaʻā Hale) are **Monday-Friday 8:00am-4:30pm** for UH students and personnel.

Staff are available to assist with mentoring, tutoring, Google, Laulima, Zoom, Microsoft, and additional support (including but not limited to Distance Education).

Our Paepae ʻŌhua Center provides access to desktops, laptops and study areas. Appointments are required if students need to use HLS equipment (i.e. sewing machines).

*Please note: All visitors to the I Ola Hāloa office are required to wear face masks.*

If you have any questions, please contact us at 808-934-2600 (phone) and ioh@hawaii.edu (email)

---

**Welina Mai!**

I Ola Hāloa Center for Hawai‘i Life Styles aims to provide Hawai‘i Community College, its students, families, and communities with Hawaiian cultural learning and teaching programs from which they can successfully foundation their intellectual, spiritual, and economic base.

I Ola Hāloa reaffirms the importance of Hawaiian cultural Values and practices in higher education.

Begun in 1999 through a grant sponsored by the Native Hawaiian-Serving Institutions Program of the U.S. Department of Education’s Title III office, the initial activities of the project were designed to improve access, retention and graduation of Native Hawai‘i students.

This Center was inspired by the vision and legacy of the late Edward Kanahele and Dr. Pualani Kanaka'ole Kanahele, Professors of History and Hawaiian Studies, at Hawai‘i Community College. They embedded the program with teaching and learning of their mother, the late Edith K. Kanaka'ole, an esteemed Kumu Hula and Hawaiian educator from Keaukaha, Hawai‘i.

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**Academic Offerings**
Hawaiian Studies Associate in Arts Degree (AA-HWST) (hawaiian-studies)

The Hawaiian Studies Associate in Arts Degree (AA) is a two-year Baccalaureate direct transfer Associate in Arts degree consisting of 62 semester credits at the 100 and 200 levels. The Associate in Arts in Hawaiian Studies is designed for students who are preparing to transfer to a four year college or university and who have an interest in achieving a qualification that would be beneficial in the workforce or other areas of study where a foundational knowledge of the Native Hawaiian host culture can complement their worldview.
Hawai‘i Life Styles Academic Subject Certificate (ASC-HWST-HLS) (hawaii-life-styles)

The Hawai‘i Life Styles Academic Subject Certificate supports students interested in exploring and experiencing Native Hawai‘i Life Styles. Learners may specialize in the Subject Certificate while fulfilling the program requirements for other majors at Hawai‘i CC. The curriculum provides a strong, functional Hawai‘i Life Styles foundation.

Paepae ‘Ōhua

PAEPAE ‘ŌHUA NATIVE HAWAIIAN STUDENT SUCCESS SERVICES is a gathering place for Hawai‘i Community College students to experience a safe, nurturing environment for learning. Our Center embraces Native Hawai‘i practices of ‘Ohana, family caring and nurturing, and Aloha, love and respect for each other. Our foundation is formed by the teaching and learning of Hawai‘i Life Styles philosophy and belief that all students can reach their potential. Learn more about Paepae ‘Ōhua (i-ola-haloa/paepae-ohua)

Ha‘akūmalae
Ha'akūmalae-Into the Center of Knowing...
is the official Hawai’i protocols program at Hawai‘i Community College. Delivered by the I Ola Hāloa Center for Hawai‘i Life Styles, Ha’akūmalae is sensational and engaging... a pulsing invitation to enter into the informed practices of Hawai‘i protocols as a way to keep us in balance with the natural, brilliant, and the very human world we live in today
Learn more about Ha’akūmalae (i-ola-haloa/haakumalae)
Kīpaepae as a ceremony is necessary for the introduction and transition into new spaces; it is a physical welcoming of an individual or individuals into a particular space as well as the nurturing of the spiritual transition into new environments and new understandings. The kīpaepae anchors the relationship of the spirit to its new environment.

Learn more about Kīpaepae (i-ola-haloa/kipaepae)

---

**Need to contact us?**

We are located on the Manono Campus in Building 380, Room 34.
I OLA HĀLOA CENTER FOR HAWAIʻI LIFE STYLES

Hawaiʻi Community College
Manono Campus, Bldg. 380, Room 34
Tel: (808) 934-2600
Fax: (808) 934-2601
COMPREHENSIVE
REPORT OF PROGRAM DATA
AY18-19 to AY20-21
July 1, 2018 through June 30, 2021
AY19-AY21 Hawai'i Community College Comprehensive Program/Unit Review

Program or Unit Name: AA HWST

Submit this Review document in WORD via the Hawaii CC - Program & Unit Review Submission portal

https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run

attachments and supporting documentation may be uploaded in WORD, PDF, or EXCEL

1. Program or Unit Description

A two-year Baccalaureate direct transfer Associate in Arts degree consisting of 62 semester credits at the 100-200 levels. The Associate in Arts in Hawaiian Studies is designed for students who are preparing to transfer to a four-year college or university and who have an interest in achieving a qualification that would be beneficial in the workforce or other areas of study where a foundational knowledge of the Native Hawaiian host culture can complement their worldview.

Upon successful completion, students are prepared to:

● Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.
● Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.
● Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.

The AA HWST is housed at the I Ola Hāloa Center for Hawaiʻi Life Styles program (HLS). While the AA HWST services majors and students enrolled in HAW/HWST classes, HLS services and resources are open to all students and UH personnel, especially Native Hawaiian students.

2. Analysis of the Program/Unit

UHCC Annual Report of Program Data (VARPD)

Overall Program Health: Cautionary

*The UH ARPD for 2020-2021 does not accurately reflect or match the HWST data that the program has collected for three years. Due to this, it is our belief that our overall program health is better than Cautionary.
Demand Indicator: Healthy

<table>
<thead>
<tr>
<th>#</th>
<th>Demand Indicators</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Demand Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of Majors</td>
<td>51</td>
<td>69</td>
<td>72</td>
<td>Healthy</td>
</tr>
<tr>
<td>1a</td>
<td>Number of Majors Native Hawaiian</td>
<td>26</td>
<td>38</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td>Fall Full-Time</td>
<td>45%</td>
<td>44%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>1c</td>
<td>Fall Part-Time</td>
<td>55%</td>
<td>56%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>1d</td>
<td>Fall Part-Time who are Full-Time in System</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>1e</td>
<td>Spring Full-Time</td>
<td>42%</td>
<td>34%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>1f</td>
<td>Spring Part-Time</td>
<td>58%</td>
<td>60%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>1g</td>
<td>Spring Part-Time who are Full-Time in System</td>
<td>2%</td>
<td>3%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Percent Change Majors from Prior Year</td>
<td>-14%</td>
<td>37%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SSH Program Majors in Program Classes</td>
<td>321</td>
<td>738</td>
<td>723</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SSH Non-Majors in Program Classes</td>
<td>1,355</td>
<td>3,316</td>
<td>3,024</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SSH in All Program Classes</td>
<td>1,676</td>
<td>4,054</td>
<td>3,747</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>FTE Enrollment in Program Classes</td>
<td>56</td>
<td>135</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Total Number of Classes Taught</td>
<td>30</td>
<td>74</td>
<td>71</td>
<td></td>
</tr>
</tbody>
</table>

In Spring 2020, our internal records reflected a final count of majors at 78. Therefore, the program is unsure why 69 majors continues to be reflected for AY19-20 (referenced in the 2020 AA HWST report).

Prior to the COVID-19 pandemic, the majority of the Demand Indicators demonstrated growth of our program. While there continues to be improvements in some areas, AY20-21 did experience some decreases. However, it is a testament to our exceptional faculty and staff that the numbers and percentages did not change drastically. The most significant changes are in the SSH but decreased SSH for majority of Hawai‘i CC programs (AA and AAS)

Efficiency Indicator: Progressing

<table>
<thead>
<tr>
<th>#</th>
<th>Efficiency Indicators</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>Efficiency Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Average Class Size</td>
<td>16</td>
<td>18</td>
<td>17</td>
<td>Progressing</td>
</tr>
<tr>
<td>9</td>
<td>Fill Rate</td>
<td>65.9%</td>
<td>75.4%</td>
<td>68.9%</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>FTE BOR Appointed Faculty</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Majors to FTE BOR Appointed Faculty</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Majors to Analytic FTE Faculty</td>
<td>12</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>12a</td>
<td>Analytic FTE Faculty</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Overall Program Expenditures</td>
<td>$547,657</td>
<td>$658,808</td>
<td>$596,976</td>
<td></td>
</tr>
<tr>
<td>13a</td>
<td>General Funded Budget Allocation</td>
<td>$543,707</td>
<td>$656,974</td>
<td>$696,835</td>
<td></td>
</tr>
<tr>
<td>13b</td>
<td>Special/Federal Budget Allocation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>13c</td>
<td>Tuition and Fees</td>
<td>$3,950</td>
<td>$1,834</td>
<td>$141</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Cost per SSH</td>
<td>$327</td>
<td>$163</td>
<td>$186</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Number of Low-Enrolled (&lt;10) Classes</td>
<td>9</td>
<td>10</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
FTE BOR Appointed Faculty continues to reflect inaccurate information. While the ARPD shows 7 there are only 6 faculty members who are BOR approved. While the AA HWST program does have 7 full-time faculty, one is funded by a USDOE Title III grant (Pos. #86796T). Therefore, the Majors to FTE BOR Appointed Faculty, Majors to Analytic FYE Faculty, and Analytic FYE Faculty are challenged.

Even with 6 BOR appointed faculty and 1 grant funded faculty position, the efficiency indicator does not reflect or take into account assigned time for HWST faculty and other duties. HWST faculty serve as Chairs, Co-chairs and leads for multiple and various campus and UH system committees.

- Pos. #82889: Since AY15-16 re-assigned to non-instructional duties to serve on UH System Hawai‘i Papa O Ke Ao (HPOKA) committee as the representative for Hawai‘iCC, Director of Hawaiian Culture and Protocols Engagement for UHH and Hawai‘iCC, and is listed as key personnel on some USDOE Title III Cooperative Grants with UH Hilo and UH Maui College.
- Pos #86986: Since AY15-16 assigned as the Assessment Liaison Officer for Hawai‘i CC.
- Pos #82780: Since AY20-21, has served as a Co-Chair for Curriculum Review Committee and part of Leeward Community College (LCC) Accelerated Class program. Due to assigned time and the accelerated classes, the number of actual Hawai‘i CC HAW and HWST classes have been limited. Prior to this, served as the Hawai‘i CC Ho‘olulu Native Hawaiian Council (Ho‘olulu Council) Chair from AY18-19 to AY19-20.
- Pos #74863 (NEW): Includes non-instructional duties for HWST and STEM incorporation and Ha‘akūmalae Hawaiian Protocols development and sustainability for Pālamanui campus.
- Pos #74861: Re-assigned to non-instructional duties including but not limited to extramural grant coordination and support, Co-Chair for Kīpaepae Committee for both Hawai‘i CC and UH Hilo (Kīpaepae committee).
- Pos #86796T: Since AY20-21 has served as the Hawai‘i CC Ho‘olulu Council Chair, UH System Pīko‘a Council representative for Hawai‘i CC, and has non-instructional duties for the USDOE grant (Ulu Kini) that funds the position. Since Summer 2019 has served on a core team to help Hawai‘i CC establish it’s First Year Experience program, the soft launch happened Fall 2021.
- Pos #74860: Since AY20-21 has served as the Vice Chair for the Hawai‘i CC Ho‘olulu Council and is the alternate representative for the UH System Pīko‘a Council. Since Summer 2019 has served on a core team to help Hawai‘i CC establish its First Year Experience program, the soft launch happened Fall 2021. Prior to this, served as the Chair and Co-chair for the Kīpaepae committee from AY17-18 to AY19-20 and continues to serve as an executive member.

Credit should also be given to our adjunct faculty who work closely with our full time faculty and staff to ensure our learners are supported. With the amount of assign time for other campus and UH system tasks, the adjunct faculty continue to uphold the HLS program standards. We are fortunate to have a dedicated and loyal group of adjunct faculty. Even though it is not required in their duties, adjunct faculty contribute to the well-being of Hawai‘i CC by serving on committees and going above and beyond their duty requirements.

Effectiveness Health: Progressing
There are a few discrepancies with information shown for the Effectiveness Indicators. The number of Associate Degrees Awarded and Academic Subject Certificates awarded do not match our internal records:

- Associate Degrees Awarded - AY20-21 ARPD: 6; HLS program: 7
- Academic Subject Certificates awarded - AY20-21 ARPD: 52; HLS program: 55

Overall persistence and degrees awarded decreased in 2020-2021, but that can be attributed to the pandemic. However, despite this we do have improvement in other areas like completion, certificates and transfer. The pandemic has caused setbacks and additional stress for both personnel and students but both groups have demonstrated continued commitment to academic excellence.

In March 2021, the Office of Kauhale Analytics and Intelligence (KAI) was able to pull data to provide the HLS program with a sense of how our program is doing. Included below is a comparison of the HLS program AA HWST degrees awarded compared to other UHCCs.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UHCCs</td>
<td>319</td>
<td>56</td>
<td>75</td>
<td>75</td>
<td>52</td>
<td>61</td>
</tr>
<tr>
<td>Hawaii Community College</td>
<td>56</td>
<td>11</td>
<td>11</td>
<td>15</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Honolulu Community College</td>
<td>15</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Kapiolani Community College</td>
<td>49</td>
<td>7</td>
<td>14</td>
<td>12</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Kauai Community College</td>
<td>15</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Leeward Community College</td>
<td>44</td>
<td>7</td>
<td>4</td>
<td>10</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>University of Hawaii - Maui College</td>
<td>56</td>
<td>9</td>
<td>12</td>
<td>11</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Windward Community College</td>
<td>84</td>
<td>17</td>
<td>25</td>
<td>22</td>
<td>7</td>
<td>13</td>
</tr>
</tbody>
</table>

Source: Banner Operational Data Store (GDS) IRO_DEGREE

Distance Health: Blank
Distance Education (DE) skyrocketed in Spring 2019 and remained high in response to the pandemic. The immediate and sudden transition to DE has highlighted other challenges and disparities including but not limited to internet connectivity, access to computer equipment, and other obstacles caused by the pandemic (i.e. DE for K-12, child care, loss of employment, care of family members, etc.).

**Performance Health: Blank**

<table>
<thead>
<tr>
<th>#</th>
<th>Performance Indicators</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>Number of Degrees and Certificates</td>
<td>11</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>28.</td>
<td>Number of Degrees and Certificates Native Hawaiian</td>
<td>7</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>29.</td>
<td>Number of Degrees and Certificates STEM</td>
<td>Not STEM</td>
<td>Not STEM</td>
<td>Not STEM</td>
</tr>
<tr>
<td>30.</td>
<td>Number of Pell Recipients²</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>31.</td>
<td>Number of Transfers to UH 4-yr</td>
<td>7</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

Indicator #27 only shows the number of degrees awarded. Effectiveness indicators revealed the following:

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated Degrees/Certificates Awarded Prior Fiscal Year</td>
<td>53</td>
<td>38</td>
<td>57</td>
</tr>
<tr>
<td>Associate Degrees Awarded</td>
<td>11</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Academic Subject Certificates Awarded</td>
<td>47</td>
<td>31</td>
<td>52</td>
</tr>
</tbody>
</table>

Since #27 had missing information, #28 and #30 performance indicators are questioned if that is the accurate information.
11-Month Program

Early College Courses

The HLS program continues to work closely with the Early College/Dual Credit coordinators and High Schools to meet the needs of learners and expand opportunities for High School students to earn our HWST-HLS Academic Subject Certificate (ASC) upon graduation. Our West Hawai‘i faculty continue to be leaders in ensuring more High Schools are aware of our ASC and have expanded discussions with the East Hawai‘i schools. Since 2019, more West and North Hawai‘i High Schools have had students who earn both their High School diploma and our HWST-HLS ASC.

For the comprehensive reporting period, our program has provided a total of 49 early college courses (AY18-19: 15; AY19-20: 16; AY20-21:19). In the AY19-20 Annual Report, it was mentioned that our program would continue to establish other partnerships for potential HWST-HLS ASC pathways. During last academic year, with the guidance of the West Hawai‘i Early College Coordinator, R. Kalei Haleamau-Kam, a Memorandum of Understanding was finalized with a local community group, Aloha MAPS, and two classes (HAW 101 & HWST 100) were offered to high school students in the greater Kona area. The feedback from students and Aloha MAPS has been positive, and the plan is to continue the partnership for Summer 2022.

Hawai‘i Department of Education (DOE) ‘Ōlelo Initiative

The Hawai‘i Department of Education ‘Ōlelo initiative aimed to increase ‘Ōlelo Hawai‘i access to K-12DOE instructors. The program ran from Spring 2020 - Spring 2021. Unfortunately, funding ran out for this initiative, but there was high participation and interest from K-12 DOE schools

- Spring 2020: HAW 101 (3 sections): Estimated $27,000 additional funding for Hawai‘iCC
- Summer 2020: HAW 101 (1 section) & HAW 102 (1 section). Estimated $18,000 additional funding for Hawai‘iCC
- Fall 2020: HAW 101(2 sections) & HAW 201 (1 section). Estimated $27,000 additional funding for Hawai‘iCC
- Spring 2021: HAW101 (1 section) and HAW102 (2 sections). Estimated $27,000 additional funding for Hawai‘iCC

*Due to this initiative, the HLS program generated an estimated $99,000.

Partnerships with Other Units and Programs

The HLS program continues to work and remain open for potential collaborations and partnerships with other units and programs. Below are some of the ongoing collaborations:

- In Fall 2019, our program started collaborating with Harold Fujii and Jeff Fujii to provide HWST courses for the ATE program. In Spring 2020, we were able to provide a HWST 105 to fit within ATE students schedule to fulfill the Cultural Environment Requirement for the AAS degree.
Beginning Summer 2019, HLS started collaborating with EDvance to reserve space for non-credit learners to participate in HWST courses. This agreement continues today but due to COVID, community/non-credit participation has been limited and there are some sections where there is no participation. However, in Spring 2020, the HLS program was able to generate some additional funding ($720) for both credit and non-credit.

Since AY18-19, the HLS program has been meeting with the Math and Natural Science department to create a HWST-STEM ASC. The proposal was submitted in May 2019 but was returned in 2020 to address concerns from the Curriculum Review Committee (CRC). This is an ongoing endeavor and the hope is that the revised proposal will be submitted in AY21-22.

Paepae ʻŌhua Native Hawaiian Student Success Services

The HLS program has a Student Services component, Paepae ʻŌhua Native Hawaiian Student Success Services (PPO) that provides services to UH students with peer mentoring, tutoring in our HAW and HWST classes, access to our Waihonua Media Lab (computer equipment including but not limited to desktops, laptops, limited printing, and other media support), and various academic and cultural workshops. Assistance is also provided to Hawai‘i CC staff and faculty when requested as well.

In Spring 2019, our services also transitioned to online to align with social distancing mandates but our office continues to remain open for students especially those who have challenges with remote learning. Included below is information relating to mentoring and tutoring, peer mentor facilitated workshops, access to student areas and spaces, and student survey on PPO services for the reporting period:

Mentoring and Tutoring Data

<table>
<thead>
<tr>
<th>Year</th>
<th>#sessions conducted</th>
<th>#unduplicated students</th>
</tr>
</thead>
<tbody>
<tr>
<td>F18</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>S19</td>
<td>38</td>
<td>21</td>
</tr>
<tr>
<td>F19</td>
<td>50</td>
<td>27</td>
</tr>
<tr>
<td>S20</td>
<td>36</td>
<td>20</td>
</tr>
<tr>
<td>F20</td>
<td>68</td>
<td>32</td>
</tr>
<tr>
<td>S21</td>
<td>40</td>
<td>23</td>
</tr>
</tbody>
</table>

#sessions conducted #unduplicated students
AY19-AY21 Hawai‘i Community College Comprehensive Program/Unit Review

Program or Unit Name: AA HWST

Chart showing the number of mentoring sessions conducted and amount of unduplicated students for the 3-year reporting period of Fall 18 to Spring 21.

In Fall 2018, the peer mentors mentored 13 students in 30 sessions and tutored 52 students in 150 sessions.

Of the 13 students mentored, 12 were identified as Hawai‘iCC students. By the end of Spring 2021, 8 of the 12 (67%) achieved a degree or certificate. Altogether, they obtained 15 degrees and certificates. Here is the semester-by-semester student persistence, including those who continued to further their education.

<table>
<thead>
<tr>
<th>mentoring</th>
<th>F18</th>
<th>S19</th>
<th>F19</th>
<th>S20</th>
<th>F20</th>
<th>S21</th>
</tr>
</thead>
<tbody>
<tr>
<td>#persisted</td>
<td>12</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>#continued</td>
<td>-</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>#awarded</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

Of the 52 students tutored, 48 were identified as Hawai‘iCC students. By the end of Spring 2021, 26 of the 48 (54%) achieved a degree or certificate. Altogether, they obtained 35 degrees and certificates. Here is the semester-by-semester persistence, including those who continued to further their education.
In Spring 2019, the peer mentors mentored 21 students in 38 sessions and tutored 35 students in 84 sessions.

Of the 21 students mentored, 20 were identified as Hawai‘iCC students. By the end of Spring 2021, 14 of the 20 (70%) achieved a degree or certificate. Altogether, they obtained 24 degrees and certificates. Here is the semester-by-semester student persistence, including those who continued to further their education.

<table>
<thead>
<tr>
<th>mentoring</th>
<th>S19</th>
<th>F19</th>
<th>S20</th>
<th>F20</th>
<th>S21</th>
</tr>
</thead>
<tbody>
<tr>
<td>#persisted</td>
<td>20</td>
<td>13</td>
<td>13</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>#continued</td>
<td>-</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>#awarded</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

*persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

Of the 35 students tutored, 33 were identified as Hawai‘iCC students. By the end of Spring 2021, 17 of the 33 (52%) achieved a degree or certificate. Altogether, they obtained 28 degrees and certificates. Here is the semester-by-semester persistence, including those who continued to further their education.

<table>
<thead>
<tr>
<th>tutoring</th>
<th>S19</th>
<th>F19</th>
<th>S20</th>
<th>F20</th>
<th>S21</th>
</tr>
</thead>
<tbody>
<tr>
<td>#persisted</td>
<td>13</td>
<td>28</td>
<td>21</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>#continued</td>
<td>-</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>#awarded</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

*persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

In Fall 2019, the peer mentors mentored 27 students in 50 sessions and tutored 61 students in 183 sessions.
Of the 27 students mentored, 24 were identified as Hawai‘iCC students. By the end of Spring 2021, 14 of the 24 (58%) achieved a degree or certificate. Altogether, they obtained 20 degrees and certificates. Here is the semester-by-semester student persistence, including those who continued to further their education.

<table>
<thead>
<tr>
<th>mentoring</th>
<th>F19</th>
<th>S20</th>
<th>F20</th>
<th>S21</th>
</tr>
</thead>
<tbody>
<tr>
<td>#persisted</td>
<td>24</td>
<td>20</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>#continued</td>
<td>-</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>#awarded</td>
<td>3</td>
<td>10</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

*persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

Of the 61 students tutored, 60 were identified as Hawai‘iCC students. By the end of Spring 2021, 29 of the 60 (48%) achieved a degree or certificate. Altogether, they obtained 37 degrees and certificates. Here is the semester-by-semester persistence, including those who continued to further their education.

<table>
<thead>
<tr>
<th>tutoring</th>
<th>F19</th>
<th>S20</th>
<th>F20</th>
<th>S21</th>
</tr>
</thead>
<tbody>
<tr>
<td>#persisted</td>
<td>60</td>
<td>45</td>
<td>28</td>
<td>23</td>
</tr>
<tr>
<td>#continued</td>
<td>-</td>
<td>6</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>#awarded</td>
<td>6</td>
<td>13</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

*persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

In Spring 2020, the peer mentors mentored 20 students in 36 sessions and tutored 35 students in 109 sessions. All 20 mentored students were identified as Hawai‘iCC students. By the end of Spring 2021, 16 of the 20 (80%) achieved a degree or certificate. Altogether, they obtained 19 degrees and certificates. Here is the semester-by-semester student persistence, including those who continued to further their education.

<table>
<thead>
<tr>
<th>mentoring</th>
<th>S20</th>
<th>F20</th>
<th>S21</th>
</tr>
</thead>
<tbody>
<tr>
<td>#persisted</td>
<td>20</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>#continued</td>
<td>-</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>#awarded</td>
<td>11</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

*persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.
All 35 tutored students were identified as HawaiʻiCC students. By the end of Spring 2021, 14 of the 35 (40%) achieved a degree or certificate. Altogether, they obtained 16 degrees and certificates. Here is the semester-by-semester persistence, including those who continued to further their education.

<table>
<thead>
<tr>
<th>tutoring</th>
<th>S20</th>
<th>F20</th>
<th>S21</th>
</tr>
</thead>
<tbody>
<tr>
<td>#persisted</td>
<td>35</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>#continued</td>
<td>-</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>#awarded</td>
<td>9</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

*persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

In Fall 2020, the peer mentors mentored 32 students in 68 sessions and tutored 40 students in 261 sessions. All 32 mentored students were identified as HawaiʻiCC students. By the end of Spring 2021, 11 of the 32 (34%) achieved a degree or certificate. Altogether, they obtained 12 degrees and certificates. Here is the semester-by-semester student persistence, including those who continued to further their education.

<table>
<thead>
<tr>
<th>mentoring</th>
<th>F20</th>
<th>S21</th>
</tr>
</thead>
<tbody>
<tr>
<td>#persisted</td>
<td>32</td>
<td>23</td>
</tr>
<tr>
<td>#continued</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>#awarded</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

*persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

All 40 tutored students were identified as HawaiʻiCC students. By the end of Spring 2021, 7 of the 40 (18%) achieved a degree or certificate. Altogether, they obtained 9 degrees and certificates. Here is the semester-by-semester persistence, including those who continued to further their education.

<table>
<thead>
<tr>
<th>tutoring</th>
<th>F20</th>
<th>S21</th>
</tr>
</thead>
<tbody>
<tr>
<td>#persisted</td>
<td>40</td>
<td>25</td>
</tr>
<tr>
<td>#continued</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>#awarded</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

*persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.
In **Spring 2021**, the peer mentors mentored 23 students in 40 sessions and tutored 37 students in 142 sessions.

**Peer Mentor Facilitated Workshops**

Workshops facilitated by our peer mentors covered topics relating to Student Services (Financial Aid, Scholarships, Navigating Laulima, Introduction to Zoom, Mental Health - Coping Strategies, etc.) and Hawaiian culture (Kīhei, the Kaʻao Model, Ola Kina - Wellness, Hawaiian Language, Hula, Protocols training, etc.).

<table>
<thead>
<tr>
<th></th>
<th>Workshops</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY 18-19</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F18</td>
<td>12</td>
<td>103</td>
</tr>
<tr>
<td>S19</td>
<td>16</td>
<td>63</td>
</tr>
<tr>
<td><strong>AY 19-20</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F19</td>
<td>17</td>
<td>184</td>
</tr>
<tr>
<td>S20</td>
<td>12</td>
<td>84</td>
</tr>
<tr>
<td><strong>AY 20-21</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F20</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>S21</td>
<td>7</td>
<td>24</td>
</tr>
</tbody>
</table>

**Awarded Degrees**

PPO also helps to track the progress of our HWST majors. The chart displays awarded degrees in the Hawaiian Studies Associate in Arts (A.A.) Hula, Kapuahi, and Mahiʻai tracks for the three-year reporting period. The chart also shows the number of graduates who transferred to a UH Hawai‘i four-year campus with a breakdown of who reported as Native Hawaiian.
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(#students can obtain multiple degrees with different tracks.)

44% of our A.A. graduates transferred to a four-year UH Hawai‘i campus. Most students (11) transferred to UH Hilo, with the remaining student transferring to UH West O'ahu. They enrolled in the following degrees: Hawaiian Studies (6), Communication (2), Psychology (1), Linguistics (1), Sociology (1), and Business Administration-Marketing (1).

This chart displays Hawai‘i Life Styles Academic Subject Certificates awarded for the three-year reporting period.

<table>
<thead>
<tr>
<th></th>
<th>AY 18-19</th>
<th>AY 19-20</th>
<th>AY 20-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F18 18</td>
<td>F19 13</td>
<td>F20 17</td>
</tr>
<tr>
<td></td>
<td>S19 29</td>
<td>S20 18</td>
<td>S21 35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Su21 3</td>
</tr>
<tr>
<td>AY Totals</td>
<td>47</td>
<td>31</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>133</td>
</tr>
</tbody>
</table>

US Department of Agriculture HI!AG: Fostering Vibrant Local AG grant (USDA)

Hawai‘i CC is part of a consortium USDA grant. The Agriculture and Forest Team programs serve as the lead for Hawai‘i CC and HLS is a partner that is included in the grant. Funding is provided for HWST majors for both Tuition Assistance and Internships.

<table>
<thead>
<tr>
<th>Tuition Assistance</th>
<th>F18</th>
<th>S19</th>
<th>F19</th>
<th>S20</th>
<th>F20</th>
<th>S21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total $ awarded</td>
<td>$1,500</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$0</td>
<td>$2,500</td>
<td>$1,500</td>
</tr>
<tr>
<td># of students awarded</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Internships

<table>
<thead>
<tr>
<th></th>
<th>F18</th>
<th>SP19</th>
<th>SU19</th>
<th>F19</th>
<th>S20</th>
<th>SU20</th>
<th>F20</th>
<th>S21</th>
<th>SU21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total $ awarded</td>
<td>$1,500</td>
<td>$3,000</td>
<td>$1,500</td>
<td>$3,000</td>
<td>$1,500</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$1,000</td>
</tr>
<tr>
<td># of students awarded</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**UH-OHA Ho‘ona‘auao Scholarship**

The UH-OHA Ho‘ona‘auao Scholarship is provided to Native Hawaiian students who demonstrate financial need. The Ho‘ona‘auao scholarship awards $2,000 to students for the academic year. Since AY19-20, HLS program has been assisting with tracking and providing support for the Hawai‘iCC Ho‘ona‘auao scholarship recipients.

<table>
<thead>
<tr>
<th></th>
<th>AY20-21</th>
<th>AY19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>Persisted</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Graduated</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Transferred</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Amt Funded</td>
<td>$ 26,000.00</td>
<td>$ 36,000.00</td>
</tr>
</tbody>
</table>

**UH Mānoa Kūlia Support Program (KSP)**

Collaboration with UH Mānoa Kūlia Support Program (KSP) for Educational Coaches provides services to Native Hawaiian students since January 2019. Normal check-ins with the Hawai‘i island KSP educational coach enables the program to see how our learners are doing. In collaboration with the Hawai‘i CC Learning Center, a faculty referral form was created, and we help to refer students to the KSP educational coach for soft skills and academic coaching support.

**Other PPO Highlights and Reporting**

To give a better idea of the support that PPO including peer mentors provide to the HLS program, here are a few of the many services provided:
• Assistance in the HLS program annual Hōʻike in Fall semester (cancelled Fall 2020 and 2021 due to COVID);
• Participation in various kīpaepae and other Haʻakūmalae Hawaiian Protocols activities (Māweke, Māmoe, Hawaiʻi CC Model Homes, etc.);
• Assist HLS instructors in classroom activities as needed;
• Creation of academic and student support videos;
• Provide ongoing support to extramural grant program activities and programming;
• Participate in ongoing professional development trainings;
• Assist in increasing the HLS program’s social media presence;
• Creation of PPO webpage.

Waihonua Media Lab (Waihonua)

Waihonua is our media lab that provides resources and support for both students and UH personnel. For staff and faculty, computers (desktop and laptop), limited instructional equipment (relating but not only limited to distance learning), and limited printing is available. For students computers (desktop and laptop), limited printing, assistance with computer programs (Microsoft Office, Excel, Hawaiian keyboard, etc.) and UH systems (Laulima, Google Drive, MyUH, etc)

Waihonua Data indicates the following for the reporting period:

• AY18-19
  ○ 166 Unduplicated students utilized Waihonua (1,433 duplicated)
    ■ 95 Native Hawaiian students unduplicated (801 duplicated)
  ○ Breakdown of Waihonua usage
    ■ 43% of students used Waihonua for HAW/HWST courses
    ■ 49% of students used Waihonua for other courses (including but not limited to ACC, AG, AJ, CHEM, ENG, GEOG, HIST, JPNS, MATH, MICR, PHIL, SSCI, SOC)
    ■ 8% of students used Waihonua for other college related functions (i.e. Registration, Financial Aid, Scholarships, Housing, Employment, etc)
  ○ AY19-20
    ■ 177 Unduplicated students utilized Waihonua (1,140 duplicated)
      • 89 Native Hawaiian students unduplicated (608 duplicated)
    ■ Breakdown of Waihonua usage
      • 52% of students used Waihonua for HAW/HWST courses
      • 41% of students used Waihonua for other courses (including but not limited to ART, AJ, BIOL, BOT, BUS, CULN, EIMT, ETRO, HIST, NURS, PSY, SPCOM)
      • 7% of students used Waihonua for other college related functions (i.e. Registration, Financial Aid, Scholarships, Housing, Employment, etc)
  ○ AY20-21
    ■ 23 Unduplicated students utilized Waihonua (109 duplicated)
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- 9 Native Hawaiian students unduplicated (63 duplicated)

Breakdown of Waihonua usage
- 70% of students used Waihonua for HAW/HWST courses
- 18% of students used Waihonua for other courses (i.e. AJ, ANTH, ART, BIOL, BUS, ENG and ITS)
- 12% of students used Waihonua for other college related functions (i.e. Registration, Financial Aid, Scholarships, Housing, Employment, etc)

Student Survey
Surveys were carried out every semester, except for Spring 20 due to the COVID interruption. The surveys asked students to rate our performance and services.

Here is a summary of the Fall 18 to Fall 20 survey results, with most respondents indicating they were satisfied or very satisfied with our services and activities.

(The questions used a rating scale from 1-5 with 1 as strongly disagree to 5 as strongly agree.)

<table>
<thead>
<tr>
<th></th>
<th>F18</th>
<th>S19</th>
<th>F19</th>
<th>F20</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPO contributed to my overall well-being</td>
<td>4.81</td>
<td>4.92</td>
<td>4.73</td>
<td>4.62</td>
</tr>
<tr>
<td>PPO services were valuable in supporting my academic success</td>
<td>4.94</td>
<td>4.92</td>
<td>4.62</td>
<td>4.75</td>
</tr>
<tr>
<td>PPO helped me cultivate and strengthen my cultural identity</td>
<td>4.56</td>
<td>4.67</td>
<td>4.46</td>
<td>4.56</td>
</tr>
</tbody>
</table>

Overall, how would you rate our

<table>
<thead>
<tr>
<th></th>
<th>F18</th>
<th>S19</th>
<th>F19</th>
<th>F20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>4.79</td>
<td>4.86</td>
<td>4.35</td>
<td>4.07</td>
</tr>
<tr>
<td>Tutoring</td>
<td>4.77</td>
<td>5</td>
<td>4.56</td>
<td>4.36</td>
</tr>
<tr>
<td>Computers</td>
<td>4.83</td>
<td>5</td>
<td>4.53</td>
<td>4.27</td>
</tr>
<tr>
<td>Mentoring</td>
<td>4.68</td>
<td>4.89</td>
<td>4.47</td>
<td>4.29</td>
</tr>
<tr>
<td>Study Space</td>
<td>4.83</td>
<td>4.89</td>
<td>4.61</td>
<td>4.44</td>
</tr>
<tr>
<td>Resources Information</td>
<td>4.75</td>
<td>4.71</td>
<td>4.43</td>
<td>4.64</td>
</tr>
<tr>
<td>Advising</td>
<td>4.74</td>
<td>4.89</td>
<td>4.47</td>
<td>4.5</td>
</tr>
</tbody>
</table>

We also asked students how we could improve our services, and while many said to keep doing what we are doing, others suggested over the various semesters to
- Do more promotion, advertising, and exposure of events,
- Provide afternoon and evening workshops,
- Keep the office and study space open later,
- Have more workshops at Pālamanui,
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- Improve and enhance technology.

We have incorporated these suggestions when we could.
- In June 2019, an event advertising checklist was created to support the awareness and promotion of Paepae ʻŌhua and I Ola Hāloa Center events. The events were promoted in the Ka ‘Io Student Newsletter, direct emails to HWST majors, students in our HWST and HAW courses, flyers, and posted to the Hawai‘iCC campus calendar posted to our social media sites.
- In August 2019, the Center extended its hours to be open until 5:00 pm.
- In September 2018, a peer mentor was hired at Pālamanui to support student activities.
- Computer upgrades and new laptops were available for students to use.
- Peer Mentors scheduled workshops at various hours including late afternoon and early evening hours.

In Spring 2021, we changed the questions on the survey. Here are the results of the survey.

<table>
<thead>
<tr>
<th>During the semester,</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I attended a workshop and really enjoyed it</td>
<td>29.4%</td>
</tr>
<tr>
<td>I attended a workshop and it was okay</td>
<td>5.9%</td>
</tr>
<tr>
<td>I attended a workshop and did not like it</td>
<td>5.9%</td>
</tr>
<tr>
<td>I knew about the workshops but did not attend them</td>
<td>35.3%</td>
</tr>
<tr>
<td>I was not aware of any workshops</td>
<td>23.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Desktop computers were available for students to use in the Waihonua Lab.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I came in to use a computer and was very satisfied with it.</td>
<td>29.4%</td>
</tr>
<tr>
<td>I came in to use a computer and it was okay.</td>
<td>0.0%</td>
</tr>
<tr>
<td>I came in to use a computer and did not like it.</td>
<td>0.0%</td>
</tr>
<tr>
<td>I knew there were computers available to use, but I did not need to use them.</td>
<td>52.9%</td>
</tr>
<tr>
<td>I did not know I could use a desktop computer.</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Laptops were available for students to borrow for the day.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I came in to borrow a laptop and was very satisfied with it.</td>
<td>11.8%</td>
</tr>
<tr>
<td>I came in to borrow a laptop and it was okay.</td>
<td>0.0%</td>
</tr>
<tr>
<td>I came in to borrow a laptop and did not like it.</td>
<td>0.0%</td>
</tr>
<tr>
<td>I knew there were laptops available to borrow, but I did not need to use them.</td>
<td>52.9%</td>
</tr>
<tr>
<td>I did not know I could borrow a laptop for the day.</td>
<td>35.3%</td>
</tr>
</tbody>
</table>
### Peer Mentors were available to talk to and help guide you during the semester.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I met with a peer mentor and it really helped me.</td>
<td>47.1%</td>
</tr>
<tr>
<td>I met with a peer mentor and it was okay.</td>
<td>0.0%</td>
</tr>
<tr>
<td>I met with a peer mentor and it did not help me.</td>
<td>0.0%</td>
</tr>
<tr>
<td>I knew mentoring was available, but I did not need to meet with them.</td>
<td>41.2%</td>
</tr>
<tr>
<td>I did not know mentoring was available.</td>
<td>11.8%</td>
</tr>
</tbody>
</table>

### The Peer Mentors provided tutoring in Hawaiian Language and Studies courses.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worked with a peer mentor for tutoring and it really helped me with my class(es).</td>
<td>47.1%</td>
</tr>
<tr>
<td>I worked with a peer mentor for tutoring and it was okay.</td>
<td>5.9%</td>
</tr>
<tr>
<td>I worked with a peer mentor for tutoring, but it did not help me with my class(es).</td>
<td>0.0%</td>
</tr>
<tr>
<td>I knew tutoring was available, but I did not use or need it.</td>
<td>29.4%</td>
</tr>
<tr>
<td>I did not know Hawaiian Language and Studies tutoring was available for my class(es).</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

### On Wednesday, Thursday, and Fridays from 11:00-1:00 pm, Virtual Study Hall with the Peer Mentors was available for students to hang out, study, do homework, or get help with HWST/HAW classes.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I attended Virtual Study Hall and really enjoyed it.</td>
<td>5.9%</td>
</tr>
<tr>
<td>I attended Virtual Study Hall and it was okay.</td>
<td>0.0%</td>
</tr>
<tr>
<td>I attended Virtual Study Hall and did not like it.</td>
<td>5.9%</td>
</tr>
<tr>
<td>I knew about Virtual Study Hall but did not use or need it.</td>
<td>52.9%</td>
</tr>
<tr>
<td>I did not know Virtual Study Hall was available.</td>
<td>35.3%</td>
</tr>
</tbody>
</table>

### Open Monday to Thursday from 8:30-3:00 pm during the semester, Papaʻā Hale on the Manono Campus is a comfortable and quiet lānai area for students.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I came to use Papaʻā Hale and it was a great place to study.</td>
<td>23.5%</td>
</tr>
<tr>
<td>I came to use Papaʻā Hale and it was okay.</td>
<td>0.0%</td>
</tr>
<tr>
<td>I came to use Papaʻā Hale and I did not like it.</td>
<td>0.0%</td>
</tr>
<tr>
<td>I knew about the lānai study area, but I did not need to use it.</td>
<td>47.1%</td>
</tr>
<tr>
<td>I did not know there was a lānai study area available for me to use.</td>
<td>29.4%</td>
</tr>
</tbody>
</table>
Paepae ‘Ōhua has a webpage with information about our services, including tutoring, workshops, scholarships, etc.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I used the Paepae ‘Ōhua resource webpage and it really helped me.</td>
<td>47.1%</td>
</tr>
<tr>
<td>I used the webpage and it was okay.</td>
<td>0.0%</td>
</tr>
<tr>
<td>I used the webpage and it did not help me.</td>
<td>0.0%</td>
</tr>
<tr>
<td>I knew about the webpage, but I did not need to use it.</td>
<td>11.8%</td>
</tr>
<tr>
<td>I did not know about the webpage.</td>
<td>41.2%</td>
</tr>
</tbody>
</table>

Overall, ratings and comments were very positive. We will persist in promoting our activities to increase awareness of services. Also, we will work on developing the use of technology to engage, connect, and communicate with students.

PPO will continue to survey students who utilize our services. The information provided will help us improve and grow.

Paepae ‘Ōhua is our powerhouse Student Services component of the HLS program. Student participation has been drastically affected by the COVID-19 pandemic but we continue to explore ways to enhance our services to not only HWST majors, students in HAW/HWST classes but all students.

**Haʻakūmalae Protocols**

UH Hawaiʻi Papa O Ke Ao (HPOKA) indigenizing efforts were happening at Hawaiʻi CC before the creation of HPOKA. Our Haʻakūmalae Protocols program also pre-dates HPOKA. Under Haʻakūmalae, kīpaepae and other Hawaiʻi protocols and training were provided to Hawaiʻi CC and UHH students and personnel. In 2015, HWST senior faculty member, Dr. Taupōuri Tangarō was assigned Director for Native Hawaiian Culture and Protocols for Hawaiʻi CC and UHH. With this appointment, kīpaepae expanded to UHH including the Kīpaepae Committee. Since 2015, the HLS faculty members have held positions of leadership as Chair and Co-Chairs for Kīpaepae. Included below is the number of kīpaepae for the reporting period with majority including HLS program support.

- **AY18-19:** 42 kīpaepae
  - Number of unduplicated students: 135 (Native Hawaiian students: 47)
  - Number of unduplicated UH personnel: 140 (Native Hawaiian personnel: 65)
  - Number of unduplicated community members: 45 (Native Hawaiian: 12)
- **AY19-20:** 26 kīpaepae
  - Number of unduplicated students: 42 (Native Hawaiian students: 21)
  - Number of unduplicated UH personnel: 72 (Native Hawaiian personnel: 34)
  - Number of unduplicated community members: 11 (Native Hawaiian: 9)
- **AY20-21:** 18 kīpaepae
  - Number of unduplicated students: 151 (Native Hawaiian students: 63)
Other Ha‘akūmalae activities include Wahi Pana (Celebrated Places), Pāmaomao (Indigenous exchange for faculty and staff), Māweke/Māmoe (Rite of Passage/Honoring Graduation or Task Completion), various workshops and collaboration with other campus programs (i.e. Model Homes House Dedication). Due to the pandemic, our activities have shifted to online delivery with the potential to service a larger number of individuals and communities. However, once in person travel and activities are once again approved, there will be a mixture of both to compliment the new and remaining needs of student, staff, and faculty. Until then services, workshops and activities continue to be offered online or via a hybrid (limited in person and online mixture). Ha‘akūmalae activities and programming are also included in USDOE Title III grants for continued support of our protocols program and increased efforts to indigenize UH campuses. In fact some of our current Title III grants include partnerships to Hawai‘i CC can provide Ha‘akūmalae resources and training to other UH campuses.

Extramural Funding

USDOE Title III funding for Hawai‘i CC originated with the HLS program and for the past 20+ years, Hawai‘i CC has continued to receive Title III funding because of the HLS program. Therefore, it is only fitting that HLS continues in its legacy of procuring and facilitating extramural funding for the college. Currently the HLS program is tied to seven Title III awards: Mōkaulele (5-Year Cooperative grant with UH Hilo), Nāʻū (2-Year Renovation grant), Ulu Kini (5-Year Development grant), Mānai a Maui (5-Year Cooperative grant with UH Hilo and UH Maui College), Nāʻū II (5-Year Renovation Grant), Nauane (5-Year Renovation Grant), and Pāʻieʻie (5-Year Renovation Grant with UH Hilo).

Mōkaulele (5-Year Cooperative grant with UH Hilo): 2015-2021
  a. Funding awarded: $3.9 million (shared between two campuses)
  b. UH Hilo is lead campus with Hawai‘i CC serving as a partner
  c. Hawai‘i CC is the lead campus for Activity II (Strengthening Campus and Community Engagement) and Activity III (Facilitating Hawaiian Language, Culture and Knowledge Learning)
  d. Currently completing a No Cost Extension
  e. Number of Mōkaulele grant personnel housed at HLS: 3 APTs and 3 peer mentors (student workers)

Nāʻū (2-Year Renovation grant): 2019-2021
  a. Funding awarded: $800,000
  b. Activities include (1) Enhancing the Piko and Bridging Academia and (2) Hawai‘i Protocols primarily for the Pālamanui (Kona) campus
  c. The grant is scheduled to end September 30, 2021. A No Cost Extension was submitted and awaiting approval from the sponsor (USDOE).
  d. Number of Nāʻū grant personnel: 1 APT and 2 peer mentors (student workers)
Ulu Kini (5-Year Development grant): 2019-2024
   a. Funding awarded: $795,920.00
   b. Activities include (1) Expanding Kahale Distance Education, (2) Ha‘akūmalae Indigenizing Curriculum Model, and (3) Improving Distance Education Infrastructure
   c. Currently in its second year
   d. Number of Ulu Kini grant personnel housed at HLS: 1 HWST Distance Education faculty, 1 APT and 3 peer mentors (student workers)

Mānai a Maui (5-Year Cooperative grant with UH Hilo and UH Maui College): 2019-2024
   a. Funding awarded: $900,000 shared between three campuses
   b. Hawai‘iCC is the lead campus with partners UH Hilo (UHH) and UH Maui College (UHMC)
   c. Activities include (1) Ka‘ao Student Development Model, (2) Pāmaomao Indigenous Exchange, and (3) Kīpaepae Hawaiian Protocols
   d. Hawai‘iCC is the lead for Activity 2, UHH is the lead for Activity 3, and UHMC is the lead for Activity 1
   e. Currently in its second year
   f. Number of Mānai a Maui grant personnel housed at HLS: 3 peer mentors (student workers), pending hire

Nā‘ū II (5-Year Renovation grant): 2020-2025
   a. Funding awarded: $2,750,000.00
   b. Continued renovation to enhance Pālamanui campus
   c. Incorporation of Hawaiian culture and protocols into academia.
   d. Currently in it’s 1st year.
   e. Number of Nā‘ū grant personnel: 1 Program Coordinator (APT), 1 Professional Development Specialist (Faculty, C-2), peer mentors (pending hire)

Nauane (5-Year Renovation grant): 2020-2025
   f. Funding awarded: $2,750,000.00
   g. Renovation of Student Services space for a one-stop center addressing Basic Needs of students.
   h. Incorporation of the Ka‘ao Model and other indigenous work on academia.
   i. Currently in it’s 1st year.
   j. Number of Nauane grant personnel: 1 Program Coordinator (APT), 1 Ka‘ao Model Specialist (Faculty, C-2), peer mentors (pending hire)
Another task that the HLS program coordinates is the submission of the annual application for USDOE Title III eligibility for Hawai‘i CC. Every year that our program has applied for eligibility, it has been granted. In fact, when USDOE stimulus funding was available due to the pandemic, Hawai‘i CC was eligible to receive the funding since our campus was designated an Alaska Native/Native Hawaiian Serving institution under the broader Minority Serving Institution (MSI) classification. Over the past two years, Hawai‘i CC has received millions of dollars (CARES, CRRSSA, & HEERF) due to the steadfast and dedicated work that HLS continues to provide in ensuring the continued Title III eligibility designation.

**2018 CERC Feedback**

In November 2019, the College Effectiveness Review Committee (CERC) reported the following for the AY2016-AY2018 AA Hawaiian Studies Comprehensive Program Review:

- Acknowledgement that the available ARPD data was flawed.
- The HLS program has effective leadership.
- Recommended the following:
  - Aligning HWST PLOs with as many ILOs as is reasonable
  - Research into having separate AA Hawaiian Studies (program) and I Ola Hāloa (unit) reviews.
  - Commend the program for bringing in extramural funding but since it is not always guaranteed, to institutionalize critical components with College funds to anchor the program and help bring stability.

**Response to 2018 CERC Feedback**

While it is appreciated that ARPD data is not always accurate, it continues to be an issue affecting the AA HWST program and assuming other programs as well. It is our hope that improvements will be made that reflect accurate information and if there are still errors that enough time is allotted for programs to review and notify the responsible parties.

In response to CERC’s recommendations, the HLS program has had numerous discussions:

- Aligning HWST PLOs with as many ILOs as is reasonable

Discussions were ongoing about PLO alignment with other ILOs (instead of only #3) before the pandemic. Due to the switch transition to remote learning and the ongoing changes, new COVID-19 variants, and other issues caused by the pandemic, our work in this area has been interrupted. However, as social distancing guidelines begin to relax and more face to face opportunities are available, we will once again address this
area. Prior to the pandemic, the HLS program wanted to have a clear picture and action plan in place on how PLO to ILO alignment would affect assessment and what changes would need to be made.

- Research into having separate AA Hawaiian Studies (program) and I Ola Hāloa (unit) reviews.

This was an ongoing discussion with the former Vice Chancellor of Academic Affairs, Joni Onishi and continues with interim VCAA Melanie Wilson. Currently there is no information available on how to split the AA Hawaiian Studies and I Ola Hāloa program.

The last time this subject was brought up at an HLS meeting, some faculty members expressed how the two should not be separated because they intersect and support each other. Past Pāmaomao (exchange between Hawaiʻi CC personnel and students with other indigenous communities) inspired the creation of PPO and Haʻakūmalae to support and enhance the student experience by providing indigenous professional development for faculty, staff, and admin and personal development for students during their academic journey. While the HLS program/I Ola Hāloa unit can understand the relevancy of splitting the two, the contributions of the HLS program overall (academic, student services, and Hawaiʻi protocols) has made Hawaiʻi CC a leader indigenizing the UH system and other UH campuses are interested or have adopted some of our practices to a certain degree. The HLS program is stronger as a whole instead of split into two entities that could cause or promote silos.

- Commend the program for bringing in extramural funding but since it is not always guaranteed, to institutionalize critical components with College funds to anchor the program and help bring stability.

Institutionalization is always an important issue when the HLS program applies for extramural funding. In fact, prior to the close of the last round of USDOE Title III grants, the former HLS coordinator and other HLS faculty members did advocate for institutionalization of grant positions which only one (Pathways Coordinator) was out of the three grants awarded to Hawaiʻi CC (Kulukuluua, Hālaulani and Waionu). The Haʻakūmalae APT position (Kulukuluua) was supposed to be institutionalized but was frozen and then reassigned to another campus unit. Yet, despite this our program continues to push and promote institutionalization of positions and services/programming for the benefit of our kauhale.

While Hawaiʻi CC has institutionalized certain components from extramural funding, the workload still rests primarily on the HLS program with no or very limited additional funding or support. This can often lead to burnout or HLS personnel being stretched thin. However, we as the HLS program see the relevancy of the programming and services we provide, which is why we still offer them even if at a diminished capacity AND continue to advocate for institutionalized positions and resources for our services outside of the extramural funding our program is pivotal in helping to secure for Hawaiʻi CC.

3. Program Learning Outcomes or Unit/Service Outcomes

The AA HWST Program Learning Outcomes are:
AY19-AY21 Hawai‘i Community College Comprehensive Program/Unit Review

Program or Unit Name: AA HWST

- Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts. (PLO1)
  - Aligned to ILO #3
- Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts and social sciences in academics and in other professional endeavors. (PLO2)
  - Aligned to ILO #3
- Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods. (PLO3)
  - Aligned to ILO #3

For AY20-21 due to the COVID-19 pandemic and the HLS programs aggressive assessment schedule of HAW and HWST courses, it was determined that a break was needed from assessment.

For AY19-20, the following courses were assessed in Fall 2019. Due to the COVID-19 pandemic, assessment was deferred. The minimum goal for all courses was to have at least 75% of the submitted artifacts satisfy the “Met Standard” or “Exceeding Standard” range.

- HWST 100: Piko Hawai‘i: Connecting to Hawai‘i Island
  - CLO1: 43% Met or exceeded expectations.
    - Aligned to PLO #1
  - CLO2: 51% Met or exceeded expectations.
    - Aligned to PLO #1
  - The minimum goal for both CLOs were not met. The HLS program will meet to discuss and formulate an action plan to address this issue.

- HWST 130: Hula I: ‘Aiha‘a
  - CLO1: 95% Met or exceeded expectations.
    - Aligned to PLO #1
  - CLO2: 100% Met or exceeded expectations.
    - Aligned to PLO #1
  - CLO3: 100% Met or exceeded expectations.
    - Aligned to PLO #1
  - A course modification for HWST 130 was submitted to update the course according to current programmatic and student needs.

- HWST 219: Piko Hawai‘i II: Experiencing Hawai‘i Island
  - CLO1: 100% Met or exceeded expectations.
    - Aligned to PLO #1
  - CLO2: 100% Met or exceeded expectations.
    - Aligned to PLO #1
  - The HLS program is working on revising the project assessment for better alignment with the CLOs. A “closing the loop” assessment is planned for Fall 2021.

- HWST 230: Hula III: ‘Auana
  - CLO1: 100% Met or exceeded expectations.
    - Aligned to PLO #2
  - CLO2: 100% Met or exceeded expectations.
AY19-AY21 Hawai‘i Community College Comprehensive Program/Unit Review

Program or Unit Name: AA HWST

- Aligned to PLO #2
  - CLO3: 100% Met or exceeded expectations.
  - Aligned to PLO #2

- A course modification for HWST 230 was submitted to update the course according to current programmatic and student needs. HWST 230 will no longer be a requirement for the AA HWST - Hula concentration but will continue to be offered to fulfill the general AA HWST requirements.

Based upon the AY19-20 course assessments, the results for the Program Learning Outcomes are:

- PLO1: 75% Met or exceeded expectations.
- PLO2: 100% Met or exceeded expectations.
- PLO3: No courses were assessed that align to this PLO.

In AY18-19 the following courses were assessed. The minimum goal for all courses was to have at least 75% of the submitted artifacts satisfy the “Met Standard” or “Exceeding Standard” range.

- HAW 101: Elementary Hawai‘i Language I
  - CLO 1: 95.83% Met or exceeded expectations.
    - Aligned to PLO #1 & 2
  - CLO 2: 66.67% Met or exceeded expectations.
    - Aligned to PLO #1 & 2

- HAW 201: Intermediate Hawai‘i Language I
  - CLO 1: 70% Met or exceeded expectations.
    - Aligned to PLO #1 & 2
  - CLO 2: 70% Met or exceeded expectations.
    - Aligned to PLO #1 & 2
  - CLO 3: 80% Met or exceeded expectations.
    - Aligned to PLO #1 & 2

- HWST 101: ‘Aikapu: Hawai‘i Culture I
  - CLO 1: 55.55% Met or exceeded expectations.
    - Aligned to PLO #1
  - CLO 2: 72.23% Met or exceeded expectations.
    - Aligned to PLO #1
  - CLO 3: 66.66% Met or exceeded expectations.
    - Aligned to PLO #1

- HWST 105: Mea Kanu Hawai‘i: Hawaiian Plant Culture
  - CLO 1: 66.67% Met or exceeded expectations
    - Aligned to PLO #1
  - CLO 2: 51.85% Met or exceeded expectations
    - Aligned to PLO #1

- HWST 107: Hawai‘i: Center of the Pacific
  - CLO 1: 100% Met or exceeded expectations
    - Aligned to PLO #2 & 3
Program or Unit Name: AA HWST

- CLO 2: 78.57% Met or exceeded expectations
  - Aligned to PLO #2 & 3
- CLO 3: 71.42% Met or exceeded expectations
  - Aligned to PLO #2 & 3
- HWST 201: ‘Ai Noa: Hawai‘i Culture II
  - CLO 1: 66.67% Met or exceeded expectations
    - Aligned to PLO #1
  - CLO 2: 72.23% Met or exceeded expectations
    - Aligned to PLO #1 & 3
  - CLO 3: 72.23% Met or exceeded expectations
    - Aligned to PLO #1 & 2

Based upon the AY18-9 course assessments, the results for the Program Learning Outcomes are:

- PLO1: 69% Met or exceeded expectations.
- PLO2: 78% Met or exceeded expectations.
- PLO3: 80% Met or exceeded expectations.

AY18-19 has demonstrated that there are still inconsistencies and further discussion is needed. Throughout this reporting period, a number of changes have been implemented based on the assessment results. Actions include updating rubrics, scoring guides, changing lead writers, clarification on collection of artifacts, updating CLOs, standardized verbiage, etc. In May 2021, the HLS program met for a summer residency where assessment and course information was reviewed and other adjustments were made to improve our courses to improve learner success.

The goal for this reporting period was to finish the current assessment cycle. However, due to the COVID-19 pandemic, assessments for the Spring 2020, Fall 2020 and Spring 2021 semesters were deferred. Assessment will resume in AY21-22, but continued discussion on a new assessment schedule and plan of action will happen.

4. Action Plan

Our current three-year plan includes the following:

1. Creation of a new assessment plan of action and scheduling
   For the past six years, the HLS program has had an aggressive assessment schedule to evaluate our courses. The new assessment plan will include what we've learned over the years for a more streamlined and manageable process.

   This aligns to the following:
   - Hawai‘i Graduation Initiative (HGI) Action Strategy 1-4
   - Hawai‘i Innovation Initiative (HI2) Action Strategy 2 & 3
2. **Review of the overall HLS program**
The most data available for the HLS program is for our AA HWST via the ARPD even though the information is not always accurate. In order to ensure all of our services are up to date and reflective of the needs of our students and community, more data is needed for our other programming. Paepae ʻŌhua has increased its data collection on our student services component. However, more data and evaluation of all our services are needed for a clearer understanding of the actual health of HLS and the direction we should be headed.

This aligns to the following:
- HGI Action Strategy 1-4
- HI2 Action Strategy 3
- HPMS Action strategy 2-4

3. **Transition the AA HWST - Kapuahi track to a fully online degree**
During AY20-21, our program has been in discussion about offering the AA HWST-Kapuahi as a fully online degree. Various meetings have been held with the Hawai‘i CC ITSO Coordinator on requirements that programs have to meet for fully online instruction as well as talk-story sessions with other programs from Hawai‘i CC and other UHCC campuses on things to keep in mind.

This is also part of our USDOE Title III grant, but since an online degree involves working with other programs outside of HWST, we know discussion as a campus and within units needs to happen. At our Summer 2021 HLS Program Residency, we decided to start with our HWST-HLS ASC while program and unit discussion continue.

This aligns to the following:
- HGI Action Strategy 2-4
- HI2 Action Strategy 2 & 3
- HPMS Action Strategy 2 & 3

4. **Continue collaborating with other Hawai‘i CC programs/unit and Hawai‘i community organizations**
Continued collaborations are essential to understanding the needs of our students and the community they come from. Due to the pandemic, enrollment and access to resources (including funding) is low. Therefore, collaborations will help to decrease burnout by working with community partners for services and/or resources. Social distancing including large gatherings has been restricted since March 2019, and this has had an impact on community engagement and involvement. This specific goal will re-establish ties with our Hawai‘i community for both the HLS program and Hawai‘i CC. Since Hawai‘i island has a large number of rural areas, those populations have been isolated from the services that Hawai‘i CC and our program can provide.
5. **Continue to seek extramural funding to support, expand and innovate HLS program services.**

Since funding and other resources is limited, there is an ongoing need for extramural funding to support the services that HLS provides. While the program could discontinue our programming outside of the AA HWST we know that our students will suffer and both Hawai‘i CC and the UH system will be weakened in meeting its strategic initiative in transforming into an indigenous serving institution. All extramural funding that HLS has acquired or contributed is a benefit to all, not just Native Hawaiian students and personnel. Our services are open to any and all.

This aligns to the following:
- HGI Action Strategy 1-4
- HI2 Action Strategy 2 & 3
- HPMS Action Strategy 2-4
- 21st Century Facilities (21CF) Action Strategy 1-3

5. **Resource Implications -
   * ONE-TIME BUDGET REQUESTS ONLY *

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating “B” budget, including reallocation of existing resources (physical, human, financial).

*Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

☐ I am NOT requesting additional ONE-TIME resources for my program/unit.

X I AM requesting additional ONE-TIME resource(s) for my program/unit.

Total number of items being requested: __________ (4 items max.)

The HLS program has a long list of requests. We have 4 with an estimated budget and 4 without estimated costs because they have been ongoing issues from months or years prior. A request for the 4 requests without estimated costs were not included in prior comprehensives or annual reports because they program in good faith thought the issues would be resolved. However, since they have not been addressed or solved, we are including them below.
AY19-AY21 Hawai'i Community College Comprehensive Program/Unit Review
Program or Unit Name: AA HWST

*Budget breakdown and supporting documents have been attached in the Kuali Comprehensive submission.

**Resource Request with estimated costs: $18,015.15**

<table>
<thead>
<tr>
<th>Item(s)</th>
<th>Vendor</th>
<th>Cost</th>
<th>Qty</th>
<th>Shipping</th>
<th>Taxes</th>
<th>Total Costs</th>
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</thead>
<tbody>
<tr>
<td><strong>Request #1</strong></td>
<td>iMac Desktop Purchase for HWST Full Time Faculty &amp; HWST classroom space</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>27-inch iMac with Retina 5K display</td>
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<td><strong>Request #2</strong></td>
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<td><strong>Request #4</strong></td>
<td>Replacement of chairs for HWST designated classes</td>
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<tr>
<td>Classroom Chairs</td>
<td><a href="https://www.worthingtondirect.com">https://www.worthingtondirect.com</a></td>
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<td>40.00</td>
<td>2775.3</td>
<td>0</td>
<td>$4893.30</td>
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</table>

**Request #1**

Addresses the following priority criteria:

- Address aging infrastructure.
- Continue efforts to promote integrated student support in closing educational gaps.
- Promote professional development

Per ACU, desktops will be obsolete November 2022. This poses a huge risk for hacking and malware for faculty.

HAW108-148 (Erik Flores);
AY19-AY21 Hawai'i Community College Comprehensive Program/Unit Review

Program or Unit Name: AA HWST

HAW108-149 (Yuki Lyons);
HAW22-97 (Tracy Kanahele);
HAW23-238 (Pele Kaio);
HAW23-237 (Taupouri Tangaro);
HAW23-235 (Classroom Desktop for Manono Bldg 388-103)

Full time faculty are BOR appointed. Therefore, institutionalized and USDOE Title III grants can not provide funding. In addition, since HWST faculty provide additional support (instructional, non-instructional and professional development opportunities for Hawai‘i CC), it would be a continued investment in not only the HLS program but the kauhale. The desktop request for 388-103, the classroom desktop used in Manono Bldg 388-103, benefits any and all programs, units, and departments that utilize that space for classes, meetings and workshops; hence it is campus infrastructure and can not be funded by Title III grants.

Request #2

Addresses the following priority criteria:

- Address aging infrastructure.
- Continue efforts to promote integrated student support in closing educational gaps.
- Promote professional development

While ACU has not provided an obsolete date for the Dell Desktop, the date of installation was 5/7/2013. Which means the desktop is at least 8 years old. This request is for full time APT, Monica Burnett.

HAW21-205 (Monica Burnett)

This is a full time staff position. Therefore, institutionalized and considered campus infrastructure and USDOE Title III grants can not provide funding. Duties for this position includes Coordination of the Paepae ‘Ōhua Student Success Services and investment by funding a new desktop will enhance and maintain support of the services that are provided to not only HWST majors and students taking HAW and HWST classes but all students.

Request #3

Addresses the following priority criteria:

- Address aging infrastructure.
- Continue efforts to promote integrated student support in closing educational gaps.
- Promote professional development

This request is directly tied to requests 1&2. Microsoft Office subscriptions are essential to continue to provide services to the kauhale.

Request #4
Addresses the following priority criteria:

- Address aging infrastructure.
- Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.

The request for new chairs are for HLS program classrooms: 388-103 & Hoʻolulu (381-17). The current chairs are old including inheritance from other programs. Replacement of chairs will ensure safety for those who utilize the classroom spaces for instructional and non-instructional purposes. Chairs are part of campus infrastructure and an unallowable expense (USDOE) and can not be funded by Title III grants. Also, chairs are classified as furniture (per USDOE) and not allowable.

Resource Request without estimated costs:

- Broken and beeping lock on HLS office double doors

Addresses the following priority criteria:

- Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.

Electronic locks with FOB card access was installed on the HLS office double doors, but shortly afterward the lock malfunctioned and has not been repaired since. Since September 2021, there has been a consistent ringing from the installed equipment and has only gotten louder (work order #413763-19HA). This additional issue has not been resolved and is affecting HLS personnel who are housed in the office. Many have reported leaving the office and still hearing ringing even when at home.

- Maintenance of HLS AC units

Addresses the following priority criteria:

- Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
- Leverage resources, investments with returns, or scaling opportunities.
- Address aging infrastructure.

To ensure proper air flow, it is crucial that AC units are maintained for health and safety of personnel and lessen potential of damage to space and proper care of HLS protocol items. Piopiʻo Hale: freezing temperatures and AC leaking, work order #213920. HLS office AC unit: Does not turn on and is growing mold, work order #203232. This request is included for the safety of HLS personnel, care of HLS program spaces, visitors to Piʻopiʻo and the HLS Office, and longevity and care of our Haʻakūmalae protocol items. AC units are part of campus infrastructure and can not be funded by the grants.

- Waionua Media Lab leak during heavy rains

Addresses the following priority criteria:
Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.

Address aging infrastructure.

Since the Waihonua Media Lab renovation in 2015, whenever there is heavy rain the ceiling will leak. This has damaged floor and ceiling tiles and threatens to damage HLS equipment that are used by students and Hawaiʻi CC personnel. (Reference: work order #214262).

- **Broken Lock on Papaʻā Hale Sliding Door**

Addresses the following priority criteria:

- Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
- Address aging infrastructure.

This is one of the longest ongoing issues. The sliding door for Papaʻā Hale is broken and still has not been fixed even though we have requested for years to have this addressed. Papaʻā Hale is a multi-functional space yet this issue continues.

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

**X** I am NOT requesting changes to the SOC codes/occupations listed for my program.

☐ I am requesting changes to the SOC codes/occupations listed for my program.

*O*Net CIP-SOC Code Look-up

*in the Crosswalks box, choose “Education,” then enter CIP number to see related SOC codes

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.*
AA HWST Information Data Report (V1.0)

March 4, 2021

Project Due Date: February 4, 2021
Owner: No’el Tagab-Cruz, Hawaiian Studies
<table>
<thead>
<tr>
<th>TABLE #</th>
<th>Table of Contents: -- AA HWST Information Data Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Breakdown of AA HWST degrees (Hula &amp; Kapuahi) and ASCs from 3-5 years ago</td>
</tr>
<tr>
<td>2</td>
<td>Breakdown of ASCs awarded to Early College High Schools (by the schools)</td>
</tr>
<tr>
<td>3</td>
<td>Is there a way to see a comparison of AA HWST degrees awarded to other campuses compared to Hawai‘i CC</td>
</tr>
<tr>
<td>4</td>
<td>Can we see a list of our AA HWST majors who transferred to another UH Institution and see what major?</td>
</tr>
</tbody>
</table>
Table 1: Breakdown of AA HWST degrees (Hula & Kapuahi) ACYR 2015-2021

<table>
<thead>
<tr>
<th>ACYR</th>
<th>SEMESTER</th>
<th>MAJOR</th>
<th>MAJOR/SPECIALIZATION</th>
<th>DEGREE</th>
<th>COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Fall 2014</td>
<td>HWST</td>
<td></td>
<td>AA</td>
<td>1</td>
</tr>
<tr>
<td>2015</td>
<td>Spring 2015</td>
<td>HWST</td>
<td>Hula</td>
<td>AA</td>
<td>1</td>
</tr>
<tr>
<td>2015</td>
<td>Spring 2015</td>
<td>HWST</td>
<td>Lawai’a (Fishing)</td>
<td>AA</td>
<td>1</td>
</tr>
<tr>
<td>2015</td>
<td>Spring 2015</td>
<td>HWST</td>
<td></td>
<td>AA</td>
<td>6</td>
</tr>
<tr>
<td>2016</td>
<td>Fall 2015</td>
<td>HWST</td>
<td>Hula</td>
<td>AA</td>
<td>2</td>
</tr>
<tr>
<td>2016</td>
<td>Fall 2015</td>
<td>HWST</td>
<td>Lawai’a (Fishing)</td>
<td>AA</td>
<td>1</td>
</tr>
<tr>
<td>2016</td>
<td>Spring 2016</td>
<td>HWST</td>
<td>Hula</td>
<td>AA</td>
<td>4</td>
</tr>
<tr>
<td>2016</td>
<td>Spring 2016</td>
<td>HWST</td>
<td>Kapuahi</td>
<td>AA</td>
<td>2</td>
</tr>
<tr>
<td>2016</td>
<td>Spring 2016</td>
<td>HWST</td>
<td>Mahi’ai (Farming)</td>
<td>AA</td>
<td>1</td>
</tr>
<tr>
<td>2017</td>
<td>Fall 2016</td>
<td>HWST</td>
<td>Hula</td>
<td>AA</td>
<td>1</td>
</tr>
<tr>
<td>2017</td>
<td>Fall 2016</td>
<td>HWST</td>
<td>Kapuahi</td>
<td>AA</td>
<td>1</td>
</tr>
<tr>
<td>2017</td>
<td>Spring 2017</td>
<td>HWST</td>
<td>Hula</td>
<td>AA</td>
<td>4</td>
</tr>
<tr>
<td>2017</td>
<td>Spring 2017</td>
<td>HWST</td>
<td>Kapuahi</td>
<td>AA</td>
<td>2</td>
</tr>
<tr>
<td>2017</td>
<td>Spring 2017</td>
<td>HWST</td>
<td></td>
<td>AA</td>
<td>1</td>
</tr>
<tr>
<td>2018</td>
<td>Fall 2017</td>
<td>HWST</td>
<td>Hula</td>
<td>AA</td>
<td>3</td>
</tr>
<tr>
<td>2018</td>
<td>Fall 2017</td>
<td>HWST</td>
<td>Kapuahi</td>
<td>AA</td>
<td>1</td>
</tr>
<tr>
<td>2018</td>
<td>Spring 2018</td>
<td>HWST</td>
<td>Hula</td>
<td>AA</td>
<td>5</td>
</tr>
<tr>
<td>2018</td>
<td>Spring 2018</td>
<td>HWST</td>
<td>Kapuahi</td>
<td>AA</td>
<td>6</td>
</tr>
<tr>
<td>2019</td>
<td>Fall 2018</td>
<td>HWST</td>
<td>Hula</td>
<td>AA</td>
<td>3</td>
</tr>
<tr>
<td>2019</td>
<td>Fall 2018</td>
<td>HWST</td>
<td>Kapuahi</td>
<td>AA</td>
<td>1</td>
</tr>
<tr>
<td>2019</td>
<td>Spring 2019</td>
<td>HWST</td>
<td>Hula</td>
<td>AA</td>
<td>1</td>
</tr>
<tr>
<td>2019</td>
<td>Spring 2019</td>
<td>HWST</td>
<td>Kapuahi</td>
<td>AA</td>
<td>5</td>
</tr>
<tr>
<td>2019</td>
<td>Spring 2019</td>
<td>HWST</td>
<td>Mahi’ai (Farming)</td>
<td>AA</td>
<td>1</td>
</tr>
<tr>
<td>2020</td>
<td>Fall 2019</td>
<td>HWST</td>
<td>Hula</td>
<td>AA</td>
<td>1</td>
</tr>
<tr>
<td>2020</td>
<td>Spring 2020</td>
<td>HWST</td>
<td>Hula</td>
<td>AA</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 1 (Cont’d) Breakdown of ASCs from ACYR 2015-2021

<table>
<thead>
<tr>
<th>ACYR</th>
<th>SEMESTER</th>
<th>MAJOR</th>
<th>DEGREE</th>
<th>COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Spring 2018</td>
<td>HWST</td>
<td>ASC</td>
<td>20</td>
</tr>
<tr>
<td>2019</td>
<td>Fall 2018</td>
<td>HWST</td>
<td>ASC</td>
<td>18</td>
</tr>
<tr>
<td>2019</td>
<td>Spring 2019</td>
<td>HWST</td>
<td>ASC</td>
<td>29</td>
</tr>
<tr>
<td>2020</td>
<td>Fall 2019</td>
<td>HWST</td>
<td>ASC</td>
<td>13</td>
</tr>
<tr>
<td>2020</td>
<td>Spring 2020</td>
<td>HWST</td>
<td>ASC</td>
<td>18</td>
</tr>
<tr>
<td>2021</td>
<td>Fall 2020</td>
<td>HWST</td>
<td>ASC</td>
<td>17</td>
</tr>
</tbody>
</table>

Table 2: Breakdown of ASCs awarded to Early College High Schools (by the schools) – ACY 2018-2020

<table>
<thead>
<tr>
<th>ACYR</th>
<th>SEMESTER</th>
<th>COUNT</th>
<th>MAJOR</th>
<th>HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Spring 2018</td>
<td>3</td>
<td>SPEA</td>
<td>Kanu O Ka Aina Charter</td>
</tr>
<tr>
<td>2018</td>
<td>Spring 2018</td>
<td>4</td>
<td>SPEA</td>
<td>Ke Kula O Ehunuikaimalino</td>
</tr>
<tr>
<td>2018</td>
<td>Spring 2018</td>
<td>1</td>
<td>SPEA</td>
<td>Kealakehe High School</td>
</tr>
<tr>
<td>2018</td>
<td>Spring 2018</td>
<td>2</td>
<td>SPEA</td>
<td>Kohala High School</td>
</tr>
<tr>
<td>2019</td>
<td>Fall 2018</td>
<td>1</td>
<td>SPEA</td>
<td>Ke Kula O Ehunuikaimalino</td>
</tr>
<tr>
<td>2019</td>
<td>Fall 2018</td>
<td>1</td>
<td>SPEA</td>
<td>Waiakea High School</td>
</tr>
<tr>
<td>2019</td>
<td>Spring 2019</td>
<td>4</td>
<td>SPEA</td>
<td>Kanu O Ka Aina Charter</td>
</tr>
<tr>
<td>2019</td>
<td>Spring 2019</td>
<td>4</td>
<td>SPEA</td>
<td>Ke Kula O Ehunuikaimalino</td>
</tr>
<tr>
<td>2019</td>
<td>Spring 2019</td>
<td>3</td>
<td>SPEA</td>
<td>Konawaena High School</td>
</tr>
<tr>
<td>2019</td>
<td>Spring 2019</td>
<td>1</td>
<td>SPEA</td>
<td>West Hawaii Explorations Acade</td>
</tr>
<tr>
<td>2020</td>
<td>Spring 2020</td>
<td>5</td>
<td>SPEA</td>
<td>Ke Kula O Ehunuikaimalino</td>
</tr>
<tr>
<td>2020</td>
<td>Spring 2020</td>
<td>1</td>
<td>SPEA</td>
<td>Kealakehe High School</td>
</tr>
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</table>
Table 3: Is there a way to see a comparison of AA HWST degrees awarded to other campuses compared to Hawaiʻi CC

<table>
<thead>
<tr>
<th>Hawaiian Studies</th>
<th>TOTAL AWARDED</th>
<th>Associate Degrees</th>
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</thead>
<tbody>
<tr>
<td>UHCCs</td>
<td>319</td>
<td>56</td>
</tr>
<tr>
<td><strong>Hawaii Community College</strong></td>
<td><strong>56</strong></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td>Honolulu Community College</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Kapiolani Community College</td>
<td>49</td>
<td>7</td>
</tr>
<tr>
<td>Kauai Community College</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Leeward Community College</td>
<td>44</td>
<td>7</td>
</tr>
<tr>
<td>University of Hawaii - Maui College</td>
<td>56</td>
<td>9</td>
</tr>
<tr>
<td><strong>Windward Community College</strong></td>
<td><strong>84</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

Source: Banner Operational Data Store (ODS) IRO_DEGREE

Footnotes:
1/ Programs in following degrees and certificates were approved by the BOR: all Associates, Certificate of Achievement (CA)
2/ AS in Natural Sciences at Hawaiʻi CC, Honolulu CC, Kauaʻi CC and Windward CC approved by the UH Board of Regents in May 2013, effective Fall 2013.
3/ CA in Hotel Operations at Kauaʻi CC renamed Hospitality and Tourism by the Chancellor in March 2015.
4/ AS in Business approved by the UH Board of Regents in May 2014, effective Fall 2014.
5/ CA in Medical Assisting approved at Kauaʻi CC by the UH Board of Regents in May 2014, effective Fall 2015.
6/ AS in Plant Biology and Tropical Agriculture approved by the UH Board of Regents in May 2014, effective Fall 2014.
Can we see a list of our AA HWST majors who transferred to another UH Institution and see what major?

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>VPDI</th>
<th>COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>MAU</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>KAU</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>HIL</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>KAP</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>KAU</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>MAU</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>MAN</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>HIL</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>HIL</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>MAU</td>
<td>1</td>
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<tr>
<td>Spring 2017</td>
<td>WIN</td>
<td>1</td>
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<tr>
<td>Fall 2017</td>
<td>HIL</td>
<td>1</td>
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<tr>
<td>Spring 2018</td>
<td>MAU</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>HIL</td>
<td>1</td>
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</table>

Source: ODS: IRO_Tracking_Trans_Out
<table>
<thead>
<tr>
<th>Item(s)</th>
<th>Vendor</th>
<th>Cost</th>
<th>Qty</th>
<th>Shipping</th>
<th>Taxes</th>
<th>Total Costs</th>
<th>Priority Criteria</th>
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<tbody>
<tr>
<td><strong>Request #1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27-inch iMac with Retina 5K display</td>
<td><a href="http://www.apple.com">www.apple.com</a></td>
<td>$1,858.00</td>
<td>6.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$11,148.00</td>
<td>Address aging infrastructure.&lt;br&gt;Continue efforts to promote integrated student support in closing educational gaps.&lt;br&gt;Promote professional development.</td>
</tr>
<tr>
<td><strong>Request #2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dell Desktop for Full Time Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 2021 HWST Resource Request

<table>
<thead>
<tr>
<th>Request #3</th>
<th>Microsoft Office Subscriptions</th>
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<tbody>
<tr>
<td>2021 Microsoft Office Subscription</td>
<td>Hawai‘i CC ACU</td>
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<tr>
<td>$57.00</td>
<td>7.00</td>
</tr>
<tr>
<td>$0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>$399.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Request #4</th>
<th>Replacement of chairs for HWST designated classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairs for HLS program classrooms</td>
<td><a href="https://www.worthingtondirect.com">https://www.worthingtondirect.com</a></td>
</tr>
<tr>
<td>52.95</td>
<td>40.00</td>
</tr>
<tr>
<td>2775.3</td>
<td>0.00</td>
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<tr>
<td>$4,893.30</td>
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### Total Estimated Costs

$18,015.15
<table>
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<tr>
<th>Additional Funding Requests with no available budget or estimated expense</th>
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<tbody>
<tr>
<td>Broke and beeping lock on HLS office double doors</td>
</tr>
<tr>
<td>Maintainence of HLS AC units</td>
</tr>
<tr>
<td>Waihonua Media Lab leak during heavy rains</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Broken Lock on Papaʻā Hale Sliding Door</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
</tbody>
</table>

Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.

Address aging infrastructure.
**Notes**

| HAW108-148 (Erik Flores);  
| HAW108-149 (Yuki Lyons);  
| HAW22-97 (Tracy Kanahele);  
| HAW23-238 (Pele Kaio);  
| HAW23-237 (Taupouri Tangaro);  
| HAW23-235 (Classroom Desktop for Manono Bldg 388-103) |

Includes Apple Care costs ($159/ea)

Per ACU, desktops will be obsolete November 2022. This poses a huge risk for hacking and malware for faculty.

Full time faculty are BOR appointment faculty and therefore, institutionalized and USDOE Title III grants can not fund. The classroom desktop used in Manono Bldg 388-103 is used by HWST, other academic programs, and campus units that utilize the space. This desktop is part of campus infrastructure and can not be funded by grants.
While ACU has not provided an obsolete date for the Dell Desktop, the date of installation was 5/7/2013. Which means the desktop is at least 8 years old.

This is a full time staff position. Therefore, institutionalized and USDOE Title III grants can not fund. This desktop is part of campus infrastructure and can not be funded by grants.

Reference Request #1&2

Note: If Request #3 is not approved, then still requesting 2021 Microsoft Office subscription for M. Burnett since her current desktop is has an older version.

HWST classrooms: 388-103 & Hoʻolulu (381-17)

Chairs are part of campus infrastructure and can not be funded by the grants. Also, chairs are classified as furniture (per USDOE) and not allowable.
Electronic locks with FOB card access was installed on the HLS office double doors but shortly afterward the lock malfunctioned and has not been repaired since. Since September 2021, there has been a consistent ringing from the installed equipment and has only gotten louder (work order #413763-19HA). This additional issue has not been resolved and is affecting HLS personnel who are housed in the office. Many have reported leaving the office and still hearing ringing even when at home.

To ensure proper air flow, it is crucial that AC units are maintained for health and safety of personnel, lessen potential of damage to space and proper care of HLS protocol items. Piopiʻo Hale: freezing temperatures and AC leaking, work order #213920. HLS office AC unit: Does not turn on and is growing mold, work order #203232. This request is included for the safety of HLS personnel, care of HLS program spaces, visitors to Piʻopiʻo and the HLS Office, and longevity and care of our Haʻakūmalae protocol items. AC units are part of campus infrastructure and can not be funded by the grants.

Since the Waihonua Media Lab renovation, when there is heavy rain the ceiling will leak. This has damaged floor and ceiling tiles and could damage HLS equipment that are used by students and Hawaiʻi CC personnel. Work Order #214262
This is one of the longest ongoing issues. The sliding door for Papaʻā Hale is broken and still has not been fixed even though we have requested for years to have this addressed. Papaʻā Hale is a multi-functional space yet this issue continues.
Memorandum

Date: February 2, 2022
To: Noʻel Tagab-Cruz, Program Coordinator; Meidor Hu, Department Chair
To: Melanie Wilson, College Effectiveness Review Committee (CERC)
From: College Council’s Assessment Committee
Subject: Hawaiian Studies Comprehensive Program Review AY18 to AY20

The process of Program/Unit Review assures quality in all facets of our operations at Hawaiʻi Community College. It encompasses planning, assessment, and evaluation. Thank you for conducting and submitting the Comprehensive Program-Unit Review for the Hawaiian Studies program (HWST) for the AY18 to AY20 review period.

In collaboration with the College Effectiveness Review Committee (CERC), the College Council’s Assessment Committee, which is composed of Kauhale members from our three campuses, reviews the assessment portions of all Comprehensive Reviews to provide evaluation and recommendations for improvements. Our intention is to give collegial support to our colleagues. We encourage your program to consider our suggestions below in planning and conducting ongoing and future HWST assessment projects and program improvements to support student success.

The Committee’s Commendations & Recommendations:

Commendations:
● The Committee commends the Program for this very comprehensive report that demonstrates the benefits of assessment and the strength and growth of the program.
● The Committee commends the Program for improvements in both PLO1 and PLO2 within one academic year.
● This report demonstrates a keen attention and commitment to the work of assessment, focusing on the many courses offered in this program.
● The Program held a retreat in May 2021 to review assessment results and made clear adjustments to improve student success.
● The Program expressed commitment to future work on assessment.

Recommendations:
● As part of your new assessment planning, please continue to consider realigning PLOs to ILOs.
● Please consider including links to Campus Labs data to augment a more in-depth, explanatory discussion of assessment results and plans for future improvement. Links to Campus Labs would clarify how thoughtful programmatic changes have emerged.
Please consider creating a shared Google Drive for the program to provide the Hawaiian Studies teaching community with easier access to the full range of assessment information that the program is already reporting.

Consider developing Unit Outcomes for I Ola Hāloa and possibly modeling UOs from other support units.

General Comment to all program and units:

AC requests that all writers adhere to the most current template format and address all prompts provided in the template.

Your colleagues on the Assessment Committee thank the Hawaiian Studies program for this chance to provide feedback and recommendations to help improve the Program/Unit’s assessment projects and student success.

All Programs are required to be at the sustainable continuous quality improvement level for Program/Unit Review and Planning, and the proficiency level for Student Learning Outcomes. To be effective, student learning/unit outcomes assessment must contribute directly or indirectly to student success. Moreover, assessment for improvement is most effective when it is embedded within the program/unit and the teaching and/or support services it provides. It is through the process of ongoing assessment of program/unit outcomes that you can improve the quality of the program and demonstrate that level of quality to others. The Assessment Committee recommends that this feedback is shared with all members of the program.

For questions or concerns, please contact Assessment Committee Chair Luria Namba (namba8@hawaii.edu)
Figure 5: HLS program’s aggregated Program Learning Outcomes for AY 2019.
Figure 6: HLS program’s aggregated Program Learning Outcomes for AY 2020 (fall 2019 only).
Memorandum

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● Please consider creating a shared Google Drive for the program to provide the Hawaiian Studies teaching community with easier access to the full range of assessment information that the program is already reporting.
● Consider developing Unit Outcomes for I Ola Hāloa and possibly modeling UOs from other support units.

**General Comment to all program and units:**

*AC requests that all writers adhere to the most current template format and address all prompts provided in the template.*

*Your colleagues on the Assessment Committee thank the Hawaiian Studies program for this chance to provide feedback and recommendations to help improve the Program/Unit’s assessment projects and student success.*

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For questions or concerns, please contact Assessment Committee Chair Luria Namba (namba8@hawaii.edu)
Admissions & Records

COMPREHENSIVE
REPORT OF PROGRAM DATA
AY18-19 to AY20-21
July 1, 2018 through June 30, 2021

UNIVERSITY OF HAWAIʻI
HAWAIʻI COMMUNITY COLLEGE
Submit this Review document in WORD via the
Hawaii CC - Program & Unit Review Submission portal
https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run

attachments and supporting documentation may be uploaded in WORD, PDF, or EXCEL

1. Program or Unit Description

Admissions and Records Office (ARO): The ARO is responsible for all admissions, registration, records maintenance, and veterans’ administration benefits functions and services. It provides services to the entire Hawaii Community College Kauhale – students, faculty, staff, administrators and the community. The mission of the ARO is to support student success through practices and policies that are fair, accurate, service-oriented, and timely.

The overall functions of the unit include but are not limited to the following:

- Outreach and recruitment assistance
- Application assistance and processing
- Registration inquiries and processing
- Transcript evaluation and request
- Enrollment Verifications
- Grades and end of term processing
- Graduation: Diploma and certificate conferrals and orders
- Compliance with federal, state, and institutional requirements
- Residency review and determinations
- Medical document review and processing
- Veteran certifications and Department of Defense compliance
- Processing various Admissions & Records Forms
- Customer inquiry (in-person, phone, email, zoom)
- FERPA
- Participation Verification Communication and Processing
- Kuali form building and web information
- Full Measure – Text message platform set up and maintenance
- Acceptance email development, set up, and maintenance
- Record keeping and file maintenance

2. Analysis of the Program/Unit

UHCC Annual Report of Program Data (VARPD)
The data provided in the ARPD report for Student Services – Demand Indicator are reflective of the institution, rather than specifically ARO. However, the unit supports demand indicators through the processing of applications.

Demand Indicators that ARO supports are enrollment. In the ARPD comparative data from AY 18-19, 19-20, and 20-21. Throughout the three-year reporting period, enrollment has seen a decline regarding demand indicator annual headcount ALL Students. A full analysis of the institution’s enrollment decrease has not yet been determined. However, there are internal and external factors that may have contributed to the decline.

Internal: During the reporting period of AY 2019-2020 the UH system application transitioned to a new vendor which incorporated a different look and content. The new application took more time for applicants to complete, as additional questions were included in comparison the brown pages application. Additionally, like any new program, the learning curve for the staff, students, and the institutions partners took some time to navigate.

External: During the reporting period of AY 2019-2020 and 2020-2021 the college transitioned many services and classes to a virtual format due to the COVI-19 pandemic. Many community members were in survival mode as the loss of jobs and caretaker roles became more prevalent due to the sudden change of normal day-to-day practices.

Despite the enrollment decline, several areas had slight changes and others seen an increase. In the AY 2019-2020 there were increases in the following areas: Annual Headcount of Recent Hawaii High School Graduates. Annual Headcount of Students 25-49 Years Old. Fall Semester Registration Status – Transfer Students, Spring Semester Registration Status – Continuing Students. In the AY 2020-2021, the following areas have increased Annual Headcount of Students 25-49 Years Old, Spring Semester Registration Status – New Students, Spring Semester Registration Status – Returning, and Spring Semester Registration Status – Home Campus Other. Although an analysis of what factors caused the increase in these areas have not been determined. The speculation that onboarding services, student’s preference to stay close the home during a pandemic, and more online courses being available for other UH system students became more abundant which may have contributed to an increase in these areas.

<table>
<thead>
<tr>
<th>Demand Indicators</th>
<th>2018 - 19</th>
<th>2019 - 20</th>
<th>2020 - 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Annual Headcount ALL Students</td>
<td>3,209</td>
<td>3,197</td>
<td>3,107</td>
</tr>
<tr>
<td>2. Annual Headcount NH Students</td>
<td>1,385</td>
<td>1,371</td>
<td>1,310</td>
</tr>
<tr>
<td>3. Actual Percent Change from Prior Year ALL</td>
<td>-9%</td>
<td>0%</td>
<td>-3%</td>
</tr>
<tr>
<td>4. Actual Percent Change from Prior Year NH</td>
<td>-9%</td>
<td>-1%</td>
<td>-4%</td>
</tr>
<tr>
<td>5. Annual Headcount of Recent Hawaii High School Graduates</td>
<td>316</td>
<td>357</td>
<td>311</td>
</tr>
<tr>
<td>6. Percent of Service Area's Recent High School Graduates</td>
<td>16%</td>
<td>18%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Effective Indicators for ARO include the number of students that applied, accepted, and registered. Also, understanding the percentage of students that are accepted and registered. The differentiation between applied and accepted numbers in most cases are due to other system campus accepting the student, canceled applications, and pseudo-applications. Overall, the yield rate (Accepted to Registered) over the duration of Fall 2018 through Spring 2021 averaged 48.5%.

The yield rate percentage has been a constant area for improvement throughout the years. Although, ARO is not solely responsible for the actions that reflect a student’s decision to transition from the Accepted to Registered status the department works closely with several units within the Onboarding Committee to strategize ways to improve the yield rate outcome through collaborative communication methods and identifying potential enrollment hurdles. However, the lack of data and resources inhibits identifying a more concrete reason why accepted students are not registering for courses.
# AY19-AY21 Hawai'i Community College Comprehensive Program/Unit Review

## Program or Unit Name:

### AY 18-19 Admissions Data

<table>
<thead>
<tr>
<th>Semester</th>
<th>Applied</th>
<th>Accepted</th>
<th>Registered</th>
<th>% Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 18</td>
<td>2,761</td>
<td>2,582</td>
<td>1,301</td>
<td>50</td>
</tr>
<tr>
<td>Spring 19</td>
<td>1,134</td>
<td>1,001</td>
<td>449</td>
<td>45</td>
</tr>
</tbody>
</table>

### AY 19-20 Admissions Data

<table>
<thead>
<tr>
<th>Semester</th>
<th>Applied</th>
<th>Accepted</th>
<th>Registered</th>
<th>% Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 19</td>
<td>3,200</td>
<td>3,090</td>
<td>1,396</td>
<td>45</td>
</tr>
<tr>
<td>Spring 20</td>
<td>1,089</td>
<td>1,055</td>
<td>477</td>
<td>45</td>
</tr>
</tbody>
</table>

### AY 20-21 Admissions Data

<table>
<thead>
<tr>
<th>Semester</th>
<th>Applied</th>
<th>Accepted</th>
<th>Registered</th>
<th>% Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 20</td>
<td>2,565</td>
<td>2,284</td>
<td>1,104</td>
<td>48</td>
</tr>
<tr>
<td>Spring 21</td>
<td>1,539</td>
<td>1,434</td>
<td>770</td>
<td>53</td>
</tr>
</tbody>
</table>

Efficiency Indicators: The unit tries to adhere to processing goals of three business days and re-strategize how we process applications. The unit in AY 18-19 and 19-20 continued a portion of its practice with wildly important goals (WIGs) until March 2020. The mass acceptance process was developed and implemented at the latter of AY 2019-2020. In 20-21, the mass accept process and pre-programmed feed from the online application into banner provided a shorter timeline for reviewing and processing acceptance.

### 3. Program Learning Outcomes or Unit/Service Outcomes

a) List all Program Learning Outcomes (PLOs) or Unit/Service Outcomes (UOs) and their alignment to the College’s Institutional Learning Outcomes (ILOs).

b) List the PLOs or UOs that have been assessed in the period of this Review. Instructional programs must list the courses that have been assessed in the period of this Review and identify the alignment(s) of Course Learning Outcomes (CLOs) to the PLOs. If no assessment was conducted in the period of this Review, provide an explanation and the schedule of upcoming planned assessments.

c) Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the period of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes.

d) Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must
provide a discussion of changes made as a result of the analysis of assessment results, e.g.,
to services, operations, personnel training, assessment strategies, etc.

<table>
<thead>
<tr>
<th>UNIT OUTCOMES #</th>
<th>UNIT OUTCOMES</th>
<th>Aligned to ILO #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Admissions &amp; Records Office will process admission applications in a timely manner</td>
<td>1,2,3</td>
</tr>
<tr>
<td>2</td>
<td>The Admissions &amp; Records Office will deliver excellent and efficient customer service.</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>3</td>
<td>The Admissions &amp; Records Office will provide clear pertinent and accurate policy and procedural information through a variety of media.</td>
<td>1,2,3,4,5</td>
</tr>
</tbody>
</table>

During this reporting period, the unit has faced many changes through the development of new strategies, a reduction in staffing, and learning and adapting to new technology. The success of the unit throughout this reporting period is the unit’s ability to adapt to a constant changing environment of system initiatives and the needs of the students, institution, and community.

**UO 1 Outcomes**

The Admissions & Records Office will process admission applications in a timely manner.

**Assessment Strategies**

The unit in AY 18-19 and 19-20 continued a portion of its strategic efficiency practice with wildly important goals (WIGs) until March 2020. This allowed staff and student assistants to a projection of daily and weekly goals to keep a manageable pace of reviewing and accepting applications. However, due to budget constraints, the unit could not maintain this practice as the APT-A casual hire appointment was not continued. Therefore, the unit proceeded with processing efforts based on the number of staffing remaining in Admissions & Records. In the latter of 2020, the new application and mass acceptance process had brought forth a more efficient way of processing, which could reduce the amount of staff review and processing applications. However, learning the new system took some time to acclimate.
**Assessment Results**

Application Processing Time Table Results

<table>
<thead>
<tr>
<th>Term</th>
<th>Processed Dates</th>
<th>Avg. Days to Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>Jan 2020- Aug 2020</td>
<td>14</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>Aug 2020 - Jan 2021</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>Jan 2021 - Aug 2021</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Processed Dates</th>
<th>Avg. Days to Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019</td>
<td>Jan 2019 - Aug 2019</td>
<td>5</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>Aug 2019 - Jan 2020</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Jan 2020 - Aug 2020</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Processed Dates</th>
<th>Avg. Days to Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>Jan 2018 - Aug 2018</td>
<td>7</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>Aug 2018 - Jan 2019</td>
<td>8</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Jan 2019 - Aug 2019</td>
<td>5</td>
</tr>
</tbody>
</table>

**Transcript Evaluations**

<table>
<thead>
<tr>
<th>Month</th>
<th>Days to Evaluate</th>
<th>Average Credits Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-20</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>Aug-20</td>
<td>35</td>
<td>18</td>
</tr>
<tr>
<td>Sep-20</td>
<td>24</td>
<td>41</td>
</tr>
</tbody>
</table>
### Transcript Evaluation Time Table

<table>
<thead>
<tr>
<th>Month</th>
<th>Days to Evaluate</th>
<th>Average Credits Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-19</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>Aug-19</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>Sep-19</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>Oct-19</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Nov-19</td>
<td>6</td>
<td>34</td>
</tr>
<tr>
<td>Dec-19</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td>Jan-20</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>Feb-20</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Mar-20</td>
<td>19</td>
<td>43</td>
</tr>
<tr>
<td>Apr-20</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>May-20</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>Jun-20</td>
<td>17</td>
<td>26</td>
</tr>
</tbody>
</table>

### Transcript Evaluation Time Table AY 18-19

<table>
<thead>
<tr>
<th>Month</th>
<th>Days to Evaluate</th>
<th>Average Credits Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-18</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Aug-18</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>Sep-18</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Oct-18</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>Nov-18</td>
<td>7</td>
<td>28</td>
</tr>
</tbody>
</table>
Overall, the ARO unit did not meet the processing goal of three business days regarding the average days to process applications and transcripts. In comparison to AY 18-19, 19-20, 20-21 in the previous years of 18-19 and 19-20 had shown promising results towards the goal of three business days processing time. However, in AY 20-21 due to a reduction in staff and a new online application system, which encompassed learning a new review and acceptance process created a delay in processing time. Additionally, the unit waited to process applications due to a new hold code creation by system to accommodate the shift to online courses resulting from COVID-19 pandemic.

Regarding the transcript evaluation processing it is important to note the days to evaluate calculation is compiled by the “date received” request against the “date evaluated.” In some cases when ARO receives a transcript to be evaluated, the student has not applied; therefore, we are unable to proceed until an application has been received. During the reporting periods we had (1) OA III (1) APT A casual hire (until April 2020) processes transcript evaluations aside from their additional unit duties. The latter of 2020 (1) APT A in Pālamanui started the evaluation of transcripts. The unit will need to reevaluate the processing timeline of three business days due to the nature of evaluation procedures.

UO 2

Outcome

The Admissions & Records Office will deliver excellent and efficient customer service.

Assessment Strategies

During the reporting period of AY, 18-19 and 19-20 the unit continued the faculty and student partnership through the mystery shopper program. The mystery shopper guidelines created by ARO were provided to the faculty and students. The student conducted their evaluations via in-person, over-the-phone, and email transactions. As the shopper or evaluation period concluded, the students gathered their information and developed a presentation for ARO. The presentation would include their feedback and recommendations. The customer feedback form is an added feature to
provide a platform where students can make comments or suggestion for improvement the result of a recommendation made by a previous mystery shopper presentation to ARO.

18-19 Mystery Shopper Results

<table>
<thead>
<tr>
<th>Overall Analysis of Mystery Shopper Experience for ARO (November 2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good Practice</strong></td>
</tr>
<tr>
<td>Attire</td>
</tr>
<tr>
<td>Cleanliness</td>
</tr>
<tr>
<td>Brochure table</td>
</tr>
<tr>
<td>Making sure you get your answer</td>
</tr>
<tr>
<td>Timely manner</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

19-20 Mystery Shopper Results

<table>
<thead>
<tr>
<th>Customer Service Overall Rating</th>
<th>Strengths</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied - Satisfied</td>
<td>Greeting Customer</td>
<td>Tone</td>
</tr>
<tr>
<td></td>
<td>Professional</td>
<td>Eye Contact</td>
</tr>
<tr>
<td></td>
<td>Informative</td>
<td>Customer Engagement</td>
</tr>
<tr>
<td></td>
<td>Pleasant</td>
<td></td>
</tr>
</tbody>
</table>

There were no Mystery Shopper Results for 20-21 as the COVID-19 pandemic shifted focus to other priorities. The latter part of 2021, the unit developed a customer satisfaction survey with Paepae Haumana, which includes Admissions & Records, Financial Aid, and Information Center. The results will be included in the next reporting period.

**Evaluation**
Although the results are not measured in a numerical scale. The overall mystery shopper experience has created a partnership with students and it has provided the unit with useful customer service information. During the reporting period of 18-19, there are identifiers of good practice and areas for improvement. In 19-20, the customer service overall rating was “very satisfied to satisfied” with information of the unit’s strengths and weaknesses relating to customer service interactions of our services. The unit used the presentations provided by mystery shopper students and their assessment results as a platform to celebrate things that are working well and offer training with the areas that need improvement.

**Customer Service and Efficiency Training**

Continuous efforts throughout the three-year reporting period have been made to cross-train individuals to assist students, faculty, and staff. We have conducted many trainings throughout this reporting period to highlight customer service methods, help with processing efficiencies, and increase communication efforts.

**UO 3**

**Outcome**

The Admissions & Records Office will provide clear, pertinent and accurate policy and procedural information through a variety of media.

The ARO unit for the three-year reporting period updated webpages to provide clear and accurate information, as policies and procedures changed, various webpages and forms were updated.

**Assessment Strategies**

The ARO unit has reviewed webpages and onboarding information every semester and yearly or as needed based on policy and procedure changes. The unit looked at other outsourced tools to increase the student’s multimedia experience.

18-19

During 18-19, the unit updated over eight forms on their webpage. Additionally, the unit updated the ARO main home page with important dates and deadlines.

19-20

During 19-20, the unit researched Full Measure tool for a more relatable and creative way to capture the accepted experience and information delivered to students. The unit worked on the research and procurement process during this reporting period. The unit continued to update the pages identified in 18-19.
AY19-AY21 Hawai‘i Community College Comprehensive Program/Unit Review

Program or Unit Name:

20-21

Implementation of Full Measure for Spring and Fall 2021. The results from launch

<table>
<thead>
<tr>
<th>Content Block Area</th>
<th>SP 21 # of Students</th>
<th>FA 21 # of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Messages Delivered</td>
<td>1,212</td>
<td>715</td>
</tr>
<tr>
<td>Letters Opened</td>
<td>79</td>
<td>179</td>
</tr>
<tr>
<td>Response requested about Financial Aid and Scholarships</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Response requested about intended major</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Response requested about completing next steps</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>Response requested about campus life, organizations, and clubs</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Response requested about Veteran's Benefits</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Clicked Facebook Lens</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Clicked Snapchat Lens</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Clicked Instagram Lens</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Clicked set up MyUH Username</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>Clicked submit health requirement form</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>Clicked complete course placement worksheet</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Clicked schedule orientation or advising</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Clicked submit my FAFSA</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Clicked Hawaii Scholarship info</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Clicked residency info</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Clicked view your holds</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Clicked STAR GPS registration</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Clicked Tuition and fees info</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

The unit continued updating webpages that have admissions and records content throughout the website.

Evaluation
Overall, the unit has continued updating pertinent policy and procedural changes to the primary source of viewing access via online webpages. In the latter of the reporting period, the unit launched Full Measure, which is an acceptance experience text through content cards. Through Full Measure data, the unit can start to identify areas that students may have questions about and social media platforms that students are visiting. The challenge of this experience was a dedicated IT person to upload information so that timely acceptance text could go out simultaneously as the email acceptance letter. The reporting period was a learning curve for the development of content cards and uploading procedures.

**Additional services**

**Veteran Students**

<table>
<thead>
<tr>
<th>AY</th>
<th>Students Certified</th>
<th>Degree and/or Certificates Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-21</td>
<td>202</td>
<td>52</td>
</tr>
<tr>
<td>19-20</td>
<td>202</td>
<td>65</td>
</tr>
<tr>
<td>18-19</td>
<td>232</td>
<td>44</td>
</tr>
</tbody>
</table>

**Enrollment Verification**

<table>
<thead>
<tr>
<th>AY</th>
<th>QTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-21</td>
<td>216</td>
</tr>
<tr>
<td>19-20</td>
<td>322</td>
</tr>
<tr>
<td>18-19</td>
<td>336</td>
</tr>
</tbody>
</table>

**Transcript Request**

<table>
<thead>
<tr>
<th>AY</th>
<th>QTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-21</td>
<td>1819</td>
</tr>
<tr>
<td>19-20</td>
<td>1558</td>
</tr>
<tr>
<td>18-19</td>
<td>1711</td>
</tr>
</tbody>
</table>

**ARO Emails**

<table>
<thead>
<tr>
<th>AY</th>
<th>QTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-21</td>
<td>25,250</td>
</tr>
<tr>
<td>19-20</td>
<td>15,050</td>
</tr>
</tbody>
</table>
Recruitment/Community Engagement

ARO staff participated in various community events with other units promoting admissions and highlighting programs and services offered. During the latter of the reporting period, the engagement differed due to the pandemic to a virtual engagement atmosphere.

4. Action Plan

HPMS Action Strategy 1 (Enrollment and Employ best practices in management, administration, and operations)

The ARO unit will continue to work on innovative measures towards student satisfaction and enrollment methods on both a system and institutional level. The unit will maintain partnerships with other units and committees to incorporate efforts regarding onboarding, retention, and transfer.

The unit will continue daily efforts towards onboarding and work collaboratively with other campus units on a team focused high touch approach in a virtual and face-to-face environment. The unit will continue to meet with the Onboarding committee to discuss outreach, marketing, acceptance, the next steps to get students enrolled, and at what point a seamless student handoff with happen. The objective is to increase acceptance to registration ratio. The unit will be working with UH system CC’s to develop a centralized admissions procedure to assist with the submitted to accepted unit goal of within three business days. ARO is working on transiting to virtual outreach events and services, and will need to plan the transition back to face-to-face events as COVID restrictions subside. Additionally, the unit recognizes that the way services is delivered are just as important as timely delivery.

The unit will need to reorganize the high-touch approach and think of creative methods to reach student while incorporating student friendly services in an ever-changing virtual/faceto-face environment. The unit will be working with Full Measure, which is a texting, and content card acceptance experience through their mobile phone. Full Measure will help the student navigate through the acceptance letter, next steps, financial aid, and identify areas that students would like more information. It also, allows the student to celebrate and share their acceptance with others through customized HawaiiCC Instagram, Snapchat, and Facebook filters. The idea is to celebrate the student and keep the acceptance excitement thriving, but to allow the student to visualize themselves with the end goal in mind, a graduation cap, gown, and lei filter to share with their family and friends. The unit will also assist with system tools like signal vine to assist with the acceptance to enrollment steps. It is important that the messaging to students are clear, direct, friendly, and relatable. The unit in the latter of this reporting period has transitioned to a new system online application to assist with efficiencies across all UH system
community colleges. After the learning curve of a new application has subsided the change in processing should increase the submitted to acceptance timeline.

Additionally, ARO will continue to work with the webmaster regarding updating information on the website to provide a new look with simple navigation and important information for students, faculty, and the community. The unit will continue to do annual updates on the ARO webpage to reflect the most up-to-date information. Additionally, the unit has undertaken Kuali form building as a tool to assist students in an electronic submission format. This will help with tracking on submitted forms, timely notification to students and the responsible parties for approvals and processing. Regarding application and transcript evaluations, the unit will continue to streamline the process to assist the processing timeline. The UH system is doing a revamp on the transfer database so it is more user-friendly for students and transcript evaluators. Additionally, electronic services are in the process of being developed from paper forms to e-forms, e-transcripts, and e-diplomas.

Regarding customer service and student satisfaction, the unit will continue training and professional development towards the delivery of excellent service. ARO has not continued the partnership with the mystery shopper experience due to changes regarding the COVID pandemic. The unit will look at different options to evaluate customer service interactions. During the latter of this reporting period, the unit had made connection with a marketing class to work with students on a branding revamp. The branding revamp idea was halted due to the COVID pandemic. We are hoping in the future that we can revisit this rebranding option for the ARO unit. The unit will need to re-strategize customer service and satisfaction assessments. The unit will continue to expand service information by working with the Welcome Center on the development of a student satisfaction survey and developing creative ways to get information out to students and have a decent participation pool. The assessment would include measurable questions based on the unit and student interaction. The unit will continue training of the delivery of excellent customer service.

5. Resource Implications -
* ONE-TIME BUDGET REQUESTS ONLY *

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating “B” budget, including reallocation of existing resources (physical, human, financial).

*Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

☐ I am NOT requesting additional ONE-TIME resources for my program/unit.

☐ I AM requesting additional ONE-TIME resource(s) for my program/unit.
Total number of items being requested: _____1_____(4 items max.)

*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your Resource Request as part of your Review document submission via the Hawaii CC - Program & Unit Review Submission portal
https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run
✓ Item Description
✓ Justification
✓ Priority Criteria (must meet at least one of the following):
  1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
  2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
  3. Expand our commitment to serving all segments of our Hawaii Island community through Pālamanui and satellite centers
  4. Address aging infrastructure.
  5. Continue efforts to promote integrated student support in closing educational gaps.
  6. Leverage resources, investments with returns, or scaling opportunities
  7. Promote professional development.

<table>
<thead>
<tr>
<th>Category-Specific Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equipment</strong></td>
</tr>
<tr>
<td><strong>Facilities Modification</strong></td>
</tr>
<tr>
<td><strong>Personnel Resource</strong></td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
</tr>
<tr>
<td><strong>Reallocation</strong></td>
</tr>
</tbody>
</table>

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☐ I am NOT requesting changes to the SOC codes/occupations listed for my program.

☐ I am requesting changes to the SOC codes/occupations listed for my program.

O*Net CIP-SOC Code Look-up
*in the Crosswalks box, choose “Education,” then enter CIP number to see related SOC codes

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.
Program or Unit Name:

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.
### HSER 110

#### Academic Year 2018-19

<table>
<thead>
<tr>
<th>CLO</th>
<th>Description</th>
<th>Assessment Status</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO1</td>
<td>Demonstrate knowledge of the field of Human Services including major concepts and theories.</td>
<td>Orange</td>
<td>21 Assessed</td>
</tr>
<tr>
<td>CLO2</td>
<td>Demonstrate an understanding of the attitudes, values, skills and knowledge necessary to be a successful human-service worker in the field.</td>
<td>Orange</td>
<td>21 Assessed</td>
</tr>
<tr>
<td>CLO3</td>
<td>Demonstrate group and leadership skills which fosters an environment conducive to self-knowledge and growth.</td>
<td>Orange</td>
<td>21 Assessed</td>
</tr>
<tr>
<td>CLO4</td>
<td>Identify a variety of services in the community and articulate their roles in addressing community social issues.</td>
<td>Not Selected</td>
<td></td>
</tr>
<tr>
<td>CLO5</td>
<td>Utilize participant-observation skills, critical analysis, and evaluation methods when engaging in course-required community service.</td>
<td>Not Selected</td>
<td></td>
</tr>
<tr>
<td>CLO6</td>
<td>Demonstrate an ability to reflect and articulate one’s relationship to community service and engaged citizenry.</td>
<td>Not Selected</td>
<td></td>
</tr>
<tr>
<td>PLO1</td>
<td>Portrait a respectful attitude harmonizing with place, culture, and diverse perspectives, through a reflection of values and self awareness...</td>
<td>Orange</td>
<td>42 Assessed</td>
</tr>
<tr>
<td>PLO2</td>
<td>Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community.</td>
<td>Orange</td>
<td>21 Assessed</td>
</tr>
<tr>
<td>PLO3</td>
<td>Utilize communication skills and implement strategies to assess the multiple causes of social issues and concerns.</td>
<td>Orange</td>
<td>21 Assessed</td>
</tr>
</tbody>
</table>

**Key:** Red = Does not Meet, Orange = Partly Meets, Light Green = Meets, Dark Green = Exceeds

---

Figure 7: HSER 110’s aggregated Course and Program Learning Outcomes for spring 2019
### HSER 110

**Academic Year 2021-22**

<table>
<thead>
<tr>
<th>Term: Fall 2021</th>
</tr>
</thead>
</table>

#### HSER 110 CLO1

**CLO1:** Demonstrate knowledge of the field of Human Services including major concepts and theories.

- **Assessed:** 22 Assessed

#### HSER 110 CLO2

**CLO2:** Demonstrate an understanding of the attitudes, values, skills and knowledge necessary to be a successful human-service worker.

- **Assessed:** 22 Assessed

#### HSER 110 CLO3

**CLO3:** Demonstrate an understanding of social issues as they apply to the delivery of services in human service organizations.

- **Assessed:** 21 Assessed

#### HSER 110 CLO4

**CLO4:** Demonstrate an ability to reflect and articulate one's relationship to community service and engaged citizenship.

- **Assessed:** 22 Assessed

#### HSER PLO1

**PLO1:** HSER PLO1: Portray a respectful attitude harmonizing with place, culture, and diverse perspectives, through a reflection of values and self awareness.

- **Related:** 44 Assessed

#### HSER PLO2

**PLO2:** HSER PLO2: Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community.

- **Related:** 22 Assessed

#### HSER PLO3

**PLO3:** HSER PLO3: Utilize communication skills and implement strategies to assess the multiple causes of social issues and concerns.

- **Related:** 43 Assessed

---

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**Figure 8:** HSER 110's aggregated Course and Program Learning Outcomes for fall 2021
I. Purpose:
Policy establishes the framework for institution-set standards for student achievement. These standards are one component of maintaining quality within the community colleges and required by accreditation eligibility requirements and United States Department of Education regulations.

The standards established in this policy apply to all community colleges within the University of Hawai‘i Community College (UHCC) System.

II. Definitions:
No related University policies.

III. Executive Policy:
Accrediting Association for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, requirements are defined as follows:

A. Eligibility Requirement #11 – Student Learning and Student Achievement “The institution defines standards for student achievement and assesses its performance against those standards...”

B. Standard I.B.3
   1. 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.
   2. While the referenced standards and eligibility requirements do not apply to Maui College, the policy, standards, and responsibilities established in this policy are applicable to Maui College.

C. Standards
   1. Each standard shall have a baseline or minimum level of achievement. Additionally, each standard shall have an aspirational target for improvement. These aspirational targets shall be aligned with system strategic plan targets. The standards adopted are as follows:
      a. Course Completion
      b. Degrees and Certificates Awarded
4.203 - Institution-Set Standards | OVPCC

https://uhcc.hawaii.edu/ovpcc/policies/UHCCP_4.203

6/29/22, 9:46 PM

CONTACT US
Send us an email
(http://uhcc.hawaii.edu/ovpcc/contact-us)

If you require an alternate format,
please contact your campus.

For inquiries regarding Hawai'i Promise, please contact your campus financial aid officer
(http://uhcc.hawaii.edu/financial/contacts.php)

CONNECT WITH US
We're on Social Networks. Follow us & get in touch.

IV. Delegation of Authority:

V. Contact Information:
Subject Matter Experts
Office of the Vice President for Community Colleges, telephone number 956-7038 or email at ovpcc@hawaii.edu

VI. References:

VII. Exhibits and Appendices:

2. The specific definition, baseline, and aspirational targets for each Standard for the period 2015-2021 are attached as Attachment 1.

3. V. Responsibilities
   a. The Office of the Vice President for Community Colleges (OVPCC) will be responsible for:
      i. Producing an annual report of the actual achievement results compared to the baseline and target values. The report will include a trend analysis. The report will be produced in a timeframe that allows for submittal of the results to the ACCJC annual report;
      ii. Publishing the results of the annual report on the UHCC website for viewing by the general public.
   b. Each campus is responsible for:
      i. Reviewing the annual results and using the results in program planning and resource allocation as appropriate. If the actual effectiveness measure falls below the baseline, the college shall prepare an action plan to address improvements in the achievement results;
      ii. Submitting information to the OVPCC on student achievement on licensure and certification examination rates, as appropriate; and
      iii. Disseminating the results within the campus and make the results available to the general public.

4. VI. Review of Standards & Policy
   The standards, baseline values, and aspirational values will be reviewed in conjunction with the regular review of the strategic plan and related goals established in that plan. The standards may also be modified to comply with changes in ACCJC regulations or US Department of Education regulations.
Standard Definitions and Targets

Standard 1 – Course Completion

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

Baseline Value – 70%

Aspirational Value – 75%

Standard 2 – Degrees and Certificates Awarded

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

Baseline Value – Established as the three-year average for Fiscal Years 2013-2015

Aspirational Value – 5% growth per year from the baseline year

<table>
<thead>
<tr>
<th>College</th>
<th>Baseline Value</th>
<th>FY 2016 Target</th>
<th>FY 2017 Target</th>
<th>FY 2018 Target</th>
<th>FY 2019 Target</th>
<th>FY 2020 Target</th>
<th>FY 2021 Target</th>
<th>FY 2022 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>HawCC</td>
<td>597</td>
<td>627</td>
<td>658</td>
<td>691</td>
<td>725</td>
<td>762</td>
<td>800</td>
<td>800</td>
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<tr>
<td>HonCC</td>
<td>653</td>
<td>686</td>
<td>720</td>
<td>756</td>
<td>794</td>
<td>833</td>
<td>875</td>
<td>875</td>
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<td>KapCC</td>
<td>1,347</td>
<td>1,414</td>
<td>1,485</td>
<td>1,559</td>
<td>1,637</td>
<td>1,719</td>
<td>1,805</td>
<td>1,805</td>
</tr>
<tr>
<td>KauCC</td>
<td>228</td>
<td>239</td>
<td>251</td>
<td>264</td>
<td>277</td>
<td>291</td>
<td>305</td>
<td>305</td>
</tr>
<tr>
<td>LeeCC</td>
<td>953</td>
<td>1,001</td>
<td>1,051</td>
<td>1,104</td>
<td>1,159</td>
<td>1,217</td>
<td>1,278</td>
<td>1,278</td>
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<tr>
<td>MauC</td>
<td>612</td>
<td>643</td>
<td>675</td>
<td>708</td>
<td>744</td>
<td>781</td>
<td>820</td>
<td>820</td>
</tr>
<tr>
<td>WinCC</td>
<td>315</td>
<td>331</td>
<td>347</td>
<td>365</td>
<td>383</td>
<td>402</td>
<td>422</td>
<td>422</td>
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<tr>
<td>UHCC(^1)</td>
<td>4.705</td>
<td>4,941</td>
<td>5,187</td>
<td>5,446</td>
<td>5,719</td>
<td>6,004</td>
<td>6,305</td>
<td>6,305</td>
</tr>
</tbody>
</table>

\(^1\) May not equal sum of individual colleges due to rounding
Standard 3 – Native Hawaiian Degrees and Certificates Awarded

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

Baseline Value – Established as the three-year average for Fiscal Years 2013-2015

Aspirational Value – 5% growth per year from the baseline year

<table>
<thead>
<tr>
<th>College</th>
<th>Baseline Value</th>
<th>FY 2016 Target</th>
<th>FY 2017 Target</th>
<th>FY 2018 Target</th>
<th>FY 2019 Target</th>
<th>FY 2020 Target</th>
<th>FY 2021 Target</th>
<th>FY 2022 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>HawCC</td>
<td>236</td>
<td>248</td>
<td>260</td>
<td>273</td>
<td>287</td>
<td>301</td>
<td>316</td>
<td>316</td>
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<tr>
<td>HonCC</td>
<td>164</td>
<td>172</td>
<td>181</td>
<td>190</td>
<td>200</td>
<td>210</td>
<td>221</td>
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<tr>
<td>KapCC</td>
<td>191</td>
<td>201</td>
<td>211</td>
<td>222</td>
<td>233</td>
<td>245</td>
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<tr>
<td>KauCC</td>
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<td>66</td>
<td>69</td>
<td>72</td>
<td>76</td>
<td>80</td>
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<td>239</td>
<td>251</td>
<td>264</td>
<td>277</td>
<td>291</td>
<td>306</td>
<td>306</td>
</tr>
<tr>
<td>MauC</td>
<td>160</td>
<td>168</td>
<td>176</td>
<td>185</td>
<td>194</td>
<td>204</td>
<td>214</td>
<td>214</td>
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<tr>
<td>WinCC</td>
<td>126</td>
<td>132</td>
<td>139</td>
<td>146</td>
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<td>161</td>
<td>169</td>
<td>169</td>
</tr>
<tr>
<td>UHCC</td>
<td>1,165</td>
<td>1,222</td>
<td>1,283</td>
<td>1,347</td>
<td>1,414</td>
<td>1,485</td>
<td>1,559</td>
<td>1,559</td>
</tr>
</tbody>
</table>

Standard 4 – Pell Recipient Degrees and Certificates Awarded

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

Baseline Value – Established as the three-year average for Fiscal Years 2013-2015

Aspirational Value – 5% growth per year from the baseline year

<table>
<thead>
<tr>
<th>College</th>
<th>Baseline Value</th>
<th>FY 2016 Target</th>
<th>FY 2017 Target</th>
<th>FY 2018 Target</th>
<th>FY 2019 Target</th>
<th>FY 2020 Target</th>
<th>FY 2021 Target</th>
<th>FY 2022 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>HawCC</td>
<td>418</td>
<td>439</td>
<td>461</td>
<td>484</td>
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<td>533</td>
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<tr>
<td>HonCC</td>
<td>269</td>
<td>282</td>
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<td>311</td>
<td>327</td>
<td>343</td>
<td>360</td>
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<tr>
<td>KapCC</td>
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<td>584</td>
<td>613</td>
<td>644</td>
<td>676</td>
<td>710</td>
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<tr>
<td>KauCC</td>
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<td>135</td>
<td>142</td>
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<tr>
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<td>198</td>
<td>208</td>
<td>218</td>
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<td>2,362</td>
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<td>2,734</td>
<td>2,871</td>
<td>3,015</td>
<td>3,166</td>
<td>3,166</td>
</tr>
</tbody>
</table>

1 May not equal sum of individual colleges due to rounding
Standard 5 – Transfers to Baccalaureate Institutions

Definition – Number of UHCC home based students who transfer to a baccalaureate institution during the academic year.

Baseline Value – Established as the three-year average for Academic Years 2012-2015

Aspirational Value – 5% growth per year from the baseline year

<table>
<thead>
<tr>
<th>College</th>
<th>Baseline Value</th>
<th>AY 2016 Target</th>
<th>AY 2017 Target</th>
<th>AY 2018 Target</th>
<th>AY 2019 Target</th>
<th>AY 2020 Target</th>
<th>AY 2021 Target</th>
<th>AY 2022 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>HawCC</td>
<td>398</td>
<td>405</td>
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<td>446</td>
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<td>492</td>
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<tr>
<td>HonCC</td>
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<td>526</td>
<td>553</td>
<td>580</td>
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<td>640</td>
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</tr>
<tr>
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<td>1,721</td>
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<tr>
<td>KauCC</td>
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<td>205</td>
<td>215</td>
<td>226</td>
<td>237</td>
<td>237</td>
</tr>
<tr>
<td>LeeCC</td>
<td>1,296</td>
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<td>1,600</td>
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<tr>
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<tr>
<td>WinCC</td>
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<td>495</td>
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<td>4,615</td>
<td>4,658</td>
<td>4,845</td>
<td>4,891</td>
<td>5,088</td>
<td>5,088</td>
</tr>
</tbody>
</table>

Standard 6 – IPEDS Student Success Rate

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

Baseline Value – Success rate based on the Fall 2012 IPEDS cohort

Aspirational Value – Incremental growth to reach a success rate of 50% by FY 2021.

<table>
<thead>
<tr>
<th>College</th>
<th>Baseline Value</th>
<th>FY 2016 Target</th>
<th>FY 2017 Target</th>
<th>FY 2018 Target</th>
<th>FY 2019 Target</th>
<th>FY 2020 Target</th>
<th>FY 2021 Target</th>
<th>FY 2022 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>HawCC</td>
<td>31.6%</td>
<td>37.5%</td>
<td>39.7%</td>
<td>42.1%</td>
<td>44.6%</td>
<td>47.2%</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>HonCC</td>
<td>34.2%</td>
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<td>41.4%</td>
<td>43.4%</td>
<td>45.5%</td>
<td>47.7%</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>KapCC</td>
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<tr>
<td>KauCC</td>
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</tr>
<tr>
<td>LeeCC</td>
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<tr>
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<td>44.2%</td>
<td>47.0%</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

† May not equal sum of individual colleges due to rounding
Standard 7 - Licensure and Certification Examination Success Rate

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

Baseline Value – Minimum required pass rate to meet accreditation requirements for programs that are accredited or the average national or state pass rate for the examination for programs that are not accredited.

Aspirational Value – 3% improvement per year improvement in the pass rate over the previous 3-year average, up to achievement level of 95%

Standard 8 – Job Placement Rate

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

Baseline – Perkins established placement rate for AY 2014

Aspirational Value – Perkins established improvement rate for each subsequent year.
Your primary source for information on U.S. colleges, universities, and technical and vocational institutions.

Find your college (/ipeds/find-your-college)

Use The Data (/ipeds/use-the-data)

Report Your Data (/ipeds/report-your-data)

Join In (/ipeds/join-in)
HAWAI\'I COMMUNITY COLLEGE
HGI CAMPUS COMPLETION SCORECARD, ACADEMIC YEAR 2021

<table>
<thead>
<tr>
<th>No.</th>
<th>STRATEGIC DIRECTIONS</th>
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<th>Actual</th>
<th>Goal</th>
<th>% of Goal</th>
<th>Status</th>
<th>Trend</th>
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<td>4</td>
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<td>5</td>
<td>IPEDS 150% Graduation Rate by First-time, Full-time Cohort (%) 4</td>
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<td>50%</td>
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<td>7</td>
<td>Enrollment to Degree Gap - Native Hawaiian 2, 6</td>
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<td>8</td>
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<td>Average Unmet Need (Direct Cost) of Resident Students 8</td>
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<td>Average Total Debt per Undergraduate Completer ($) 9</td>
<td>Academic Year 2020</td>
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<td>7,795</td>
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<table>
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<th>REDUCE TIME/CREDITS TO DEGREE</th>
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<th>Current Period</th>
<th>% Change</th>
<th>Status</th>
<th>Trend</th>
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<tbody>
<tr>
<td>100% Success by Cohort - First-time, Full-time 11</td>
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<td>14.2</td>
<td>-29.4</td>
<td>Negative Change</td>
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<td>150% Success by Cohort - First-time, Full-time 11</td>
<td>Fall 2018 Cohort</td>
<td>34.4</td>
<td>37.8</td>
<td>9.9</td>
<td>Positive Change</td>
</tr>
<tr>
<td>150% Graduation Rate by Cohort - First-time, Full-time 11</td>
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<td>33.6</td>
<td>23.5</td>
<td>Positive Change</td>
</tr>
<tr>
<td>Native Hawaiian 2</td>
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<td>28.4</td>
<td>31.3</td>
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<td>Pell 12</td>
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<tr>
<td>150% Graduation Rate by Cohort - Transfer-in</td>
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<tr>
<td>First-time, Full-time Transfer-out to UH 4-Year Institution 13</td>
<td>Fall 2018 Cohort</td>
<td>3.1</td>
<td>3.3</td>
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<td>UH Manoa</td>
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<td>UH Hilo</td>
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### No. STRATEGIC DIRECTIONS

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<tr>
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<th>Fall 2018 Cohort</th>
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<td>21</td>
<td>UH West Oahu</td>
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<tr>
<td>22</td>
<td>First-time, Full-time Transfer-out to Non-UH 4-Year Institution</td>
<td>4.2</td>
<td>0.9</td>
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<tr>
<td>23</td>
<td>First-time, Full-time Transfer-out to Non-UH Institution</td>
<td>4.2</td>
<td>3.9</td>
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### LEADING INDICATORS OF STUDENT SUCCESS FOR BACHELOR DEGREE SEEKING STUDENTS

<table>
<thead>
<tr>
<th>No.</th>
<th>LEADING INDICATORS OF STUDENT SUCCESS FOR BACHELOR DEGREE SEEKING STUDENTS</th>
<th>Last Period</th>
<th>Current Period</th>
<th>% Change</th>
<th>Status</th>
<th>Trend</th>
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</thead>
<tbody>
<tr>
<td>29</td>
<td>First-time, Full-time Freshmen with 6 or More Credits at Entry (%)</td>
<td>12.1</td>
<td>14.4</td>
<td>19.3</td>
<td>Positive</td>
<td>Change</td>
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<tr>
<td>30</td>
<td>Freshmen Completing at Least 30 Credit Hours Within 1st Academic Year (%)</td>
<td>14.8</td>
<td>16.7</td>
<td>13.4</td>
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<td>Change</td>
</tr>
<tr>
<td>31</td>
<td>Associate-Students Completing College Level English &amp; Math Within 1st Academic Year (%)</td>
<td>18.9</td>
<td>22.9</td>
<td>21.1</td>
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<td>32</td>
<td>Completing College Level English</td>
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<td>Change</td>
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<tr>
<td>33</td>
<td>Completing College Level Math</td>
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<td>28.3</td>
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<td>Positive</td>
<td>Change</td>
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<td>Retention Rate of Freshmen to Sophomore Year</td>
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### RESTRUCTURE DELIVERY TO ACCELERATE SUCCESS

<table>
<thead>
<tr>
<th>No.</th>
<th>RESTRUCTURE DELIVERY TO ACCELERATE SUCCESS</th>
<th>Last Period</th>
<th>Current Period</th>
<th>% Change</th>
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<th>Trend</th>
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<tbody>
<tr>
<td>35</td>
<td>No. of Students who Earned Dual Credits</td>
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<td>552</td>
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<td>37</td>
<td>% of Credits Taken During Summer by Undergrad Degree Seeking Students</td>
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<td>2.9</td>
<td>12.8</td>
<td>Positive</td>
<td>Change</td>
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### Table 1: Campus Success Rates

<table>
<thead>
<tr>
<th>Campus Success Rate</th>
<th>Cohort</th>
<th>100%</th>
<th>150%</th>
<th>200%</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Grad Rate</td>
<td>Transfer-Out to ANY 4yr Rate</td>
<td>Grad Rate</td>
</tr>
<tr>
<td>Semester</td>
<td>Headcount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2005</td>
<td>295</td>
<td>5.8%</td>
<td>3.7%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>317</td>
<td>7.9%</td>
<td>3.2%</td>
<td>24.3%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>376</td>
<td>1.3%</td>
<td>1.1%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>420</td>
<td>5.5%</td>
<td>2.6%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>492</td>
<td>3.7%</td>
<td>3.0%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>601</td>
<td>4.0%</td>
<td>2.7%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>550</td>
<td>3.8%</td>
<td>3.3%</td>
<td>21.1%</td>
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<tr>
<td>Fall 2012</td>
<td>486</td>
<td>6.4%</td>
<td>3.5%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>452</td>
<td>4.6%</td>
<td>2.0%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>388</td>
<td>7.7%</td>
<td>2.1%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>356</td>
<td>10.7%</td>
<td>1.7%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>345</td>
<td>11.3%</td>
<td>3.5%</td>
<td>27.2%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>360</td>
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<td>27.2%</td>
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<tr>
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</tr>
<tr>
<td>Fall 2019</td>
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<td></td>
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<tr>
<td>Fall 2020</td>
<td>285</td>
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</table>
## HGI Campus Completion Scorecard

### Native Hawaiians, First-time, Full-time

<table>
<thead>
<tr>
<th>Semester</th>
<th>Headcount</th>
<th>100%</th>
<th>150%</th>
<th>200%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Grad Rate</td>
<td>Transfer-Out to ANY 4yr Rate</td>
<td>Grad Rate</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>124</td>
<td>6.5%</td>
<td>2.4%</td>
<td>12.1%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>126</td>
<td>9.5%</td>
<td>1.6%</td>
<td>19.8%</td>
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<tr>
<td>Fall 2007</td>
<td>152</td>
<td>0.0%</td>
<td>1.3%</td>
<td>16.4%</td>
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<tr>
<td>Fall 2008</td>
<td>192</td>
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<td>1.0%</td>
<td>17.2%</td>
</tr>
<tr>
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<td>247</td>
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<td>13.0%</td>
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<tr>
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<td>18.8%</td>
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<td>Fall 2012</td>
<td>233</td>
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<td>16.3%</td>
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<tr>
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<td>211</td>
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<td>1.4%</td>
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<tr>
<td>Fall 2014</td>
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<td>16.2%</td>
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<tr>
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<td>185</td>
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<tr>
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<tr>
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<tr>
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### Pell at Entry, First-time, Full-time

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<th>200%</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Grad Rate</td>
<td>Transfer-Out to ANY 4yr Rate</td>
<td>Grad Rate</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>115</td>
<td>5.2%</td>
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<tr>
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<td>123</td>
<td>7.3%</td>
<td>3.3%</td>
<td>21.1%</td>
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<tr>
<td>Fall 2007</td>
<td>150</td>
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<td>1.3%</td>
<td>17.3%</td>
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<tr>
<td>Fall 2008</td>
<td>180</td>
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<tr>
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<tr>
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<td>2.8%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>285</td>
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<td>2.5%</td>
<td>18.2%</td>
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<tr>
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<td>17.4%</td>
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<tr>
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<td>16.8%</td>
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<tr>
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<td>0.0%</td>
<td>26.2%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>171</td>
<td>7.6%</td>
<td>1.2%</td>
<td>24.0%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>195</td>
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<td>24.1%</td>
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<tr>
<td>Fall 2018</td>
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<td>2.5%</td>
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<tr>
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<tr>
<td>Fall 2020</td>
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### Transfer Cohort

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<th>200%</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Grad Rate</td>
<td>Transfer-Out to ANY 4yr Rate</td>
<td>Grad Rate</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>160</td>
<td>16.3%</td>
<td>5.6%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>173</td>
<td>9.8%</td>
<td>11.6%</td>
<td>20.8%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>187</td>
<td>7.0%</td>
<td>8.0%</td>
<td>26.2%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>186</td>
<td>11.3%</td>
<td>9.7%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>205</td>
<td>11.7%</td>
<td>7.8%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>230</td>
<td>11.7%</td>
<td>7.0%</td>
<td>21.3%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>228</td>
<td>12.7%</td>
<td>7.9%</td>
<td>25.4%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>222</td>
<td>13.1%</td>
<td>9.5%</td>
<td>27.0%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>253</td>
<td>19.4%</td>
<td>5.5%</td>
<td>33.6%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>222</td>
<td>27.5%</td>
<td>4.5%</td>
<td>38.3%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>191</td>
<td>14.1%</td>
<td>7.9%</td>
<td>23.6%</td>
</tr>
</tbody>
</table>

1. Certificate of achievement or associates earned at entry campus. Full-time status based on home campus credits attempted in entry term. Includes certificate of achievement and associate degree-seeking students. Excludes students who are deceased. Graduation rate is the share of students who received their degree/certificate within 100%, 150%, or 200% of the normal time for program completion. Transfer-out to any 4yr rate is the share of students who transfer-out to internal (UH) and external (other than UH) 4yr institutions.

2. Native Hawaiian includes Hawaiian Race only (Ethnicity = 'HW').

3. Pell grant received in entry term. Pell status is not finalized until December of the following cohort year (e.g. Fall 2014 finalized in December 2015).

4. Transfer students are students who transfer external or internal UH credits. Transfers status based on home campus credits attempted in entry term; bachelor earned at entry UH campus. Excludes students who are deceased.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>238</td>
<td>184</td>
<td>160</td>
<td>172</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>19.3%</td>
<td>18.5%</td>
<td>21.3%</td>
<td>21.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.7%</td>
<td>9.2%</td>
<td>7.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30.3%</td>
<td>27.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2: Fall First-Time, Full-Time Freshmen with 6+ Credits at Entry

<table>
<thead>
<tr>
<th>Credits at Entry</th>
<th>6+</th>
<th>Total Cohort</th>
<th>6+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>3.4</td>
<td>295</td>
<td>10</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>1.9</td>
<td>317</td>
<td>6</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>4.5</td>
<td>376</td>
<td>17</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>5.5</td>
<td>420</td>
<td>23</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>3.9</td>
<td>492</td>
<td>19</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>1.8</td>
<td>601</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>1.8</td>
<td>550</td>
<td>10</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>2.7</td>
<td>486</td>
<td>13</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>6.4</td>
<td>452</td>
<td>29</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>4.6</td>
<td>388</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>7.6</td>
<td>356</td>
<td>27</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>11.6</td>
<td>345</td>
<td>40</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>14.4</td>
<td>360</td>
<td>52</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>13.8</td>
<td>334</td>
<td>46</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>12.1</td>
<td>365</td>
<td>44</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>14.4</td>
<td>285</td>
<td>41</td>
</tr>
</tbody>
</table>

- Credits at entry refers to early college credit opportunities offered through Advanced Placement, dual enrollment programs (Running Start, Jump Start), summer school, etc.
- Certificate of achievement or associate earned at entry campus.
- Full-time status based on home campus credits attempted in entry term.
- Includes certificate of achievement and associate degree-seeking students. Excludes students who are deceased.

Table 3: Freshmen Completing 30+ Credits within the 1st year

<table>
<thead>
<tr>
<th>30+</th>
<th>30+</th>
<th>Total Cohort</th>
<th>30+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>6.7</td>
<td>480</td>
<td>32</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>8.9</td>
<td>505</td>
<td>45</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>6.7</td>
<td>566</td>
<td>38</td>
</tr>
</tbody>
</table>
Includes certificate of achievement and associate degree-seeking students. Excludes students who are deceased.

Credits must be either earned at their Fall home campus or accepted as UH internal transfer credits by their Fall home campus as of Summer EOS. Includes previous summer credits. Transfer credits do not include Advanced Placement, Running Start, or Jump Start credits.

All credits earned at or accepted as transfer credits by the campus for certificate of achievement or associate degree-seeking students.

Table 4: Fall First-Time Freshmen completing college level math and english within the 1st academic year

<table>
<thead>
<tr>
<th>Math And English</th>
<th>Math And English</th>
<th>Total Cohort</th>
<th>Math And English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>1</td>
<td>480</td>
<td>5</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>3.2</td>
<td>505</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>2.8</td>
<td>566</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>3.1</td>
<td>643</td>
<td>20</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>2.3</td>
<td>797</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>2.2</td>
<td>944</td>
<td>21</td>
</tr>
</tbody>
</table>
- Includes certificate of achievement and associate degree-seeking students. Excludes students who are deceased.
- English/Math credits earned at or accepted as transfer credits by the campus. Includes MATH/ENG/ESL/ELI courses numbered 100 and above, MATH/ENG 50-69, PHIL 110, BUS 100, BUS 250, BUSN 189. Starting with the Fall 2017 Cohort, completion of math and english courses are based on foundation requirements (FW,FQ,FS,GQ) designated in Banner as well as transfer credits applicable to courses numbered 100 and above.

### Table 5: Freshmen to Sophomore Retention

<table>
<thead>
<tr>
<th>Cohort</th>
<th>FR to SO</th>
<th>Total Cohort</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.9</td>
<td>3.4</td>
<td>3.9</td>
<td>5.1</td>
<td>8.6</td>
<td>15.8</td>
<td>16.8</td>
<td>16.3</td>
<td>18.9</td>
<td>22.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>892</td>
<td>797</td>
<td>710</td>
<td>613</td>
<td>549</td>
<td>518</td>
<td>553</td>
<td>459</td>
<td>508</td>
<td>424</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>31</td>
<td>47</td>
<td>82</td>
<td>93</td>
<td>75</td>
<td>96</td>
<td>97</td>
</tr>
</tbody>
</table>

First-time (Full and Part Time)
- Includes certificate of achievement and associate degree-seeking students. Excludes students who are deceased.

**Table 6: No. of Students who Earned Dual Credits**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>%</th>
<th>TOTAL</th>
<th>EARLY COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>4</td>
<td>3,424</td>
<td>138</td>
</tr>
<tr>
<td>2010</td>
<td>3</td>
<td>3,825</td>
<td>116</td>
</tr>
<tr>
<td>2011</td>
<td>3.5</td>
<td>4,249</td>
<td>147</td>
</tr>
<tr>
<td>2012</td>
<td>4.1</td>
<td>4,268</td>
<td>174</td>
</tr>
<tr>
<td>2013</td>
<td>3.8</td>
<td>3,929</td>
<td>149</td>
</tr>
<tr>
<td>2014</td>
<td>4.9</td>
<td>3,660</td>
<td>179</td>
</tr>
<tr>
<td>2015</td>
<td>10.6</td>
<td>3,546</td>
<td>375</td>
</tr>
<tr>
<td>2016</td>
<td>15</td>
<td>3,562</td>
<td>536</td>
</tr>
<tr>
<td>2017</td>
<td>15.2</td>
<td>3,319</td>
<td>503</td>
</tr>
<tr>
<td>2018</td>
<td>16.9</td>
<td>3,211</td>
<td>542</td>
</tr>
<tr>
<td>2019</td>
<td>18.8</td>
<td>2,971</td>
<td>558</td>
</tr>
<tr>
<td>2020</td>
<td>16.8</td>
<td>3,123</td>
<td>525</td>
</tr>
<tr>
<td>2021</td>
<td>18.8</td>
<td>2,942</td>
<td>552</td>
</tr>
</tbody>
</table>

- Includes certificate of achievement and associate degree-seeking students.

**Table 7: % of DL Credits Taken by Undergrad Degree Seeking Students**

<table>
<thead>
<tr>
<th>Attempted (Systemwide)</th>
<th>%</th>
<th>Fall Total SSH</th>
<th>Distance SSH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>15.8</td>
<td>20,635</td>
<td>3,261</td>
</tr>
<tr>
<td>2006</td>
<td>15.5</td>
<td>19,887</td>
<td>3,076</td>
</tr>
<tr>
<td>2007</td>
<td>16.7</td>
<td>21,659</td>
<td>3,619</td>
</tr>
<tr>
<td>2008</td>
<td>18.3</td>
<td>24,472</td>
<td>4,472</td>
</tr>
<tr>
<td>2009</td>
<td>17.8</td>
<td>28,508</td>
<td>5,081</td>
</tr>
<tr>
<td>2010</td>
<td>19.2</td>
<td>33,293</td>
<td>6,403</td>
</tr>
<tr>
<td>2011</td>
<td>19.3</td>
<td>33,726</td>
<td>6,516</td>
</tr>
<tr>
<td>2012</td>
<td>18.9</td>
<td>31,927</td>
<td>6,026</td>
</tr>
<tr>
<td>2013</td>
<td>19.9</td>
<td>29,926</td>
<td>5,943</td>
</tr>
<tr>
<td>2014</td>
<td>21.2</td>
<td>26,751</td>
<td>5,664</td>
</tr>
</tbody>
</table>
Distance learning refers to instruction delivered synchronously or asynchronously where students are separated from the instructor, or offsite instruction.

Includes certificate of achievement and associate degree-seeking students.

Table 8: % of Credits Taken During Summer by Undergrad Degree Seeking Students

<table>
<thead>
<tr>
<th>Attempted (Systemwide)</th>
<th>%</th>
<th>Academic Year SSH</th>
<th>Summer SSH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1.5</td>
<td>44,259</td>
<td>675</td>
</tr>
<tr>
<td>2010</td>
<td>1.1</td>
<td>51,805</td>
<td>558</td>
</tr>
<tr>
<td>2011</td>
<td>1.1</td>
<td>60,244</td>
<td>690</td>
</tr>
<tr>
<td>2012</td>
<td>1.2</td>
<td>60,721</td>
<td>714</td>
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<td>2013</td>
<td>1.2</td>
<td>56,706</td>
<td>696</td>
</tr>
<tr>
<td>2014</td>
<td>1.1</td>
<td>53,809</td>
<td>605</td>
</tr>
<tr>
<td>2015</td>
<td>1.1</td>
<td>48,102</td>
<td>508</td>
</tr>
<tr>
<td>2016</td>
<td>1.6</td>
<td>43,323</td>
<td>683</td>
</tr>
<tr>
<td>2017</td>
<td>1.6</td>
<td>40,805</td>
<td>636</td>
</tr>
<tr>
<td>2018</td>
<td>1.7</td>
<td>40,616</td>
<td>681</td>
</tr>
<tr>
<td>2019</td>
<td>1.8</td>
<td>36,759</td>
<td>660</td>
</tr>
<tr>
<td>2020</td>
<td>2.6</td>
<td>38,975</td>
<td>1,009</td>
</tr>
<tr>
<td>2021</td>
<td>2.9</td>
<td>34,962</td>
<td>1,021</td>
</tr>
</tbody>
</table>

Systemwide credits taken by classified undergraduates that Academic Year

Includes certificate of achievement and associate degree-seeking students.
**SCORECARD CHANGES FOR 2021 FOR 2-YEAR CAMPUSES**

No Data Changes

Cosmetic Changes

- None

---

**SCORECARD CHANGES FOR 2020 FOR 2-YEAR CAMPUSES**

No Data Changes

Removed 6 metrics

- Average Credits to Degree for Undergraduates - Process that generates these 5 metrics is no longer supported
- % of DL Credits Taken by Undergrad Degree Seeking Students - This metric is not applicable as a leading indicator due to most classes being offered online due to Covid19.

Cosmetic Changes

- None

---

**SCORECARD CHANGES FOR 2019 FOR 2-YEAR CAMPUSES**

No Data Changes

Cosmetic Changes

- Changed to a web-based, ADA compliant version
SCORECARD CHANGES FOR 2018 FOR 2-YEAR CAMPUSES

4 Data Changes

- Students Completing College Level English & Math Within 1st Academic Year
  - Starting with the Fall 2017 Cohort, completion of math and english courses are based on foundation requirements (FW,FQ,FS,GQ) designated in Banner as well as applicable transfer credits, courses numbered 100 and above.
- Added metrics for completing college level English and completing college level math as individual items.
- Removed Exchange Students from cohorts
  - Students with Residency = N/R Student Exchg Exempt and Admission Type = Official International Exch were removed from cohorts not yet reported to IPEDS. Transfer-in cohorts at Hilo were primarily affected by this and so Transfer In graduation rates may have changed.
- No. of Students Who Earned Dual Credits
  - Students who are enrolled in early college but not enrolled at their Home Campus are now included in these counts.

Removed 3 metrics

- % of Certificate & Associate Degree Seeking Students Taking 15 Credits or More
- % of Certificate & Associate Degree Seeking Students with 61-79 Credits
- % of Certificate & Associate Degree Seeking Students with 80+ Credits

Cosmetic Changes
• Added row numbers to easier reference specific line items
• Renamed metric "Students Completing College Level English & Math Within 1st Academic Year" to "Associate-Students Completing College Level English & Math Within 1st Academic Year"
• Average Unmet Need (Direct Cost) of Resident Students is still under revision and will not be reported this year.

SCORECARD NOTES

1. Includes certificate of achievement and associate degrees.

2. Native Hawaiian includes Hawaiian Race only (Ethnicity = 'HW').


4. Certificate of achievement and associate degree seeking students only. Excludes students who are deceased. Full-time status based on home campus credits attempted in entry term; certificate of achievement or associate earned at entry campus. Graduation counts are students who received their degree/certificate within 150% of the normal time for program completion (normal time to completion is the amount of time necessary to complete all requirements for a degree or certificate according to the institution's catalog).

IPEDS Success Rates for UHCC's = Graduation Rate + Transfer Out to any institution rate.

5. Count of annual transfers out of UHCC and into UH 4-year (fall and spring combined).
Early admits who after graduation from high school enroll at a 4-year campus are not counted as a transfer. All other students transferring from a UH 2-year to a 4-year campus are counted, including those who previously attended a 4-year campus Intra-Maui transfers are included. Credit is given to each UHCC where a student was home-based.

6. Enrollment is counted at Fall Census. Degrees and certificates awarded is counted by Fiscal Year. The goal for the gap is to move to be zero or greater than zero.

7. Pell shares exclude ineligible students (i.e. International Visa Types, non-home-based, unclassified and early admission). Pell recipient counts include those awarded Pell at any time. Pell recipient counts are taken from active data tables and may change as corrections are made.

8. To be revised. Average Unmet Need based on Direct Cost. Direct Cost includes tuition, fees, books, supplies, and transportation costs. Average Unmet Need is the Direct Cost of Education amount that is not covered by Scholarships or Grants.

9. Based on Common Data set survey methodology. Includes: (1) First-time, undergraduate students at the institution and (2) Only loans made to student while enrolled at the institution. Excludes: (1) Transfer-in students, (2) Money borrowed at other institutions, (3) Parent PLUS loans, and (4) Pharmacy BA degrees since Pharmacy BA students are graduate degree seekers. CC campuses are based on higher degree earned. Loan amounts are campus specific. Includes summer.

10. Data in these sections refer to certificate of achievement and associate degree seeking
students only. Excludes students who are deceased.

11. Full-time status based on home campus credits attempted in entry term; certificate of achievement or associate earned at entry campus. Graduation counts are students who received their degree/certificate within 100% or 150% of the normal time for program completion (normal time to completion is the amount of time necessary to complete all requirements for a degree or certificate according to the institution's catalog).

Success Rates for UHCC's = Graduation Rate + Transfer Out to any 4-year institution rate.

12. Pell grant received in entry term.

13. Transfer-out to UH 4yr institution, internal (UH) only.

14. Transfer-out to Non-UH 4yr institution, external only.

15. The difference between IPED's Transfer Out to any institution rate and Scorecard's Transfer Out to any 4-year institution rate.

16. Based on students who received an associate's degree.

17. Native Students are students who do not have any transfer credits except for exam-based credits. Includes credits earned at the awarding campus only. Native Hawaiian based on ethnicity code = 'HW'.

18. Internal transfers are students who only have transfer credits from other UH institutions.

19. External transfers are students who only have transfer credits from non-UH
institutions.

20. Refers to early college credit opportunities offered through Advanced Placement, dual enrollment programs (Running Start, Jump Start), summer school, etc.

21. Completion refers to credits earned at the campus or accepted as UH internal transfer credits. Includes previous summer credits. Transfer credits do not include Advanced Placement, Running Start, or Jump Start credits.

22. First-time freshmen enrolled in the fall of the following year. Based on home campus credits attempted in entry term; certificate of achievement or associates earned at entry UH campus.

23. A total of 60 credits are required for graduation in most associate degree programs.

24. Undergraduate students who were enrolled and earned early learning credits.

25. Distance learning refers to instruction delivered synchronously or asynchronously where students are separated from the instructor, or offsite instruction.

26. Systemwide credits attempted during the academic year for certificate or achievement and associate degree seeking students enrolled in the fall.

27. Starting with the Fall 2017 Cohort, completion of math and english courses are based on foundation requirements (FW,FQ,FS,GQ) designated in Banner as well as transfer credits applicable to courses numbered 100 and above.
## General Information

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Confirm your College Information</td>
<td>Confirmed</td>
</tr>
<tr>
<td>2.</td>
<td>Name of individual preparing report:</td>
<td>E.K. Flores</td>
</tr>
<tr>
<td>3.</td>
<td>Phone number of person preparing report:</td>
<td>808-969-8875</td>
</tr>
<tr>
<td>4.</td>
<td>E-mail of person preparing report:</td>
<td><a href="mailto:ekflores@hawaii.edu">ekflores@hawaii.edu</a></td>
</tr>
<tr>
<td>5.</td>
<td>Type of Institution (select one)</td>
<td>Pacific Islands, Public Institutions</td>
</tr>
</tbody>
</table>

## Headcount Enrollment Data

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a.</td>
<td>Percent Change 2018-19 to 2019-20: (calculated)</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>Percent Change 2019-20 to 2020-21: (calculated)</td>
<td>2%</td>
</tr>
</tbody>
</table>

### 6. Additional Instructions and Data Definitions:
For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Total unduplicated headcount enrollment in degree applicable credit courses for last three years:</td>
<td>2018-19: 2,319 2019-20: 2,321 2020-21: 2,194</td>
</tr>
<tr>
<td>7a.</td>
<td>Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in</td>
<td></td>
</tr>
</tbody>
</table>
the last year.

**Hospitality and Tourism (HOST) - 72% decrease.**

### 7. Additional Instructions and Data Definitions:
Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution’s ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution’s unique mission.

### Distance Education and Correspondence Education

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Do you offer Distance Education?</td>
<td>Yes</td>
</tr>
<tr>
<td>8a.</td>
<td>Total unduplicated headcount enrollment in distance education in last three years:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018-19</td>
<td>2,055</td>
</tr>
<tr>
<td></td>
<td>2019-20</td>
<td>2,220</td>
</tr>
<tr>
<td></td>
<td>2020-21</td>
<td>3,259</td>
</tr>
<tr>
<td>8b.</td>
<td>Percent Change 2018-19 to 2019-20: (calculated)</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Percent Change 2019-20 to 2020-21: (calculated)</td>
<td>47%</td>
</tr>
</tbody>
</table>

#### 8. Additional Instructions and Data Definitions:
Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

**8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020:** When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Do you offer Correspondence Education?</td>
<td>No</td>
</tr>
</tbody>
</table>

#### 9. Additional Instructions and Data Definitions:
Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

### Federal Data

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>List the current Graduation Rate per the US Education Department College Scorecard</td>
<td>27 %</td>
</tr>
</tbody>
</table>

#### 10. Additional Instructions and Data Definitions:
The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. Enter your institutions name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."
11. If your college relies on another source for reporting success metrics, please identify the source **(select one)**: N/A

12. Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data: [https://hawaii.hawaii.edu/factbook](https://hawaii.hawaii.edu/factbook)

**12. Additional Instructions and Data Definitions:**
ACCJC will include a link to this page in your institution’s entry in the ACCJC Directory of Accredited Institutions ([https://accjc.org/find-an-institution](https://accjc.org/find-an-institution)). This reporting and monitoring requirement supports ACCJC’s recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC’s Accreditation Standard I.C.3 and Eligibility Requirement 19.

### Institution Set Standards for Student Achievement

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Completion Rates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>List your Institution-Set Standard (floor) for successful student course completion rate:</td>
<td>2018-19 70% 2019-20 70% 2020-21 70%</td>
</tr>
<tr>
<td>13a.</td>
<td>List your stretch goal (aspirational) for successful student course completion rate:</td>
<td>2018-19 75% 2019-20 75% 2020-21 75%</td>
</tr>
<tr>
<td>13b.</td>
<td>List the actual successful student course completion rate:</td>
<td>2018-19 77% 2019-20 77% 2020-21 77%</td>
</tr>
</tbody>
</table>

**13. Additional Instructions and Data Definitions:**
For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.

### Certificates

<table>
<thead>
<tr>
<th>#</th>
<th>Type of Institute-set standard for certificates:</th>
<th>Number of certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>14a.</td>
<td>If Number-Other or Percent-other, please describe:</td>
<td>97 97 97</td>
</tr>
<tr>
<td>14b.</td>
<td>List your Institution-Set Standard (floor) for certificates:</td>
<td>2018-19 117 2019-20 123 2020-21 130</td>
</tr>
<tr>
<td>14c.</td>
<td>List your stretch goal (aspirational) for certificates:</td>
<td></td>
</tr>
<tr>
<td>14d.</td>
<td>List actual number or percentage of certificates:</td>
<td>2018-19 184 2019-20 178 2020-21 168</td>
</tr>
</tbody>
</table>

**14. Additional Instructions and Data Definitions:**
For purposes of this report, include only those certificates which are awarded with 16 or more units.

### Associate Degree (A.A./A.S.)

<table>
<thead>
<tr>
<th>#</th>
<th>Type of Institute-set standard for degrees awarded:</th>
<th>Number of degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td></td>
<td>2018-19 2019-20 2020-21</td>
</tr>
<tr>
<td>15a.</td>
<td>If Number-Other or Percent-other, please describe:</td>
<td>500 500 500</td>
</tr>
<tr>
<td>15b.</td>
<td>List your Institution-Set Standard (floor) for degrees:</td>
<td></td>
</tr>
</tbody>
</table>
15b. List your stretch goal (aspirational) for degrees:

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>608</td>
<td>638</td>
<td>670</td>
</tr>
</tbody>
</table>

15c. List actual number or percentage of degrees:

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>403</td>
<td>374</td>
<td>362</td>
</tr>
</tbody>
</table>

**Bachelor’s Degree (B.A./B.S.)**

16. Does your college offer a Bachelor’s Degree (B.A./B.S.)? No

**Transfer**

17. Type of Institute-set standard for transfers: Number of transfers

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>398</td>
<td>398</td>
<td>398</td>
</tr>
</tbody>
</table>

17a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>398</td>
<td>398</td>
<td>398</td>
</tr>
</tbody>
</table>

17b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>469</td>
<td>492</td>
<td>517</td>
</tr>
</tbody>
</table>

17d. List actual number or percentage of students who transfer to a 4-year college/university:

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>424</td>
<td>432</td>
<td>423</td>
</tr>
</tbody>
</table>

**Licensure Examination Pass Rates**

Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

<table>
<thead>
<tr>
<th>Program</th>
<th>Exam (National, State, Other)</th>
<th>Institution-Set standard (%) (Floor)</th>
<th>Stretch (Aspirational) Goal (%)</th>
<th>2018-19 Pass Rate (%)</th>
<th>2019-20 Pass Rate (%)</th>
<th>2020-21 Pass Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing: AS</td>
<td>National</td>
<td>79 %</td>
<td>95 %</td>
<td>79 %</td>
<td>81 %</td>
<td>82 %</td>
</tr>
</tbody>
</table>

**18. Additional Instructions and Data Definitions:**
Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

**Employment rates for Career and Technical Education students**

Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

<table>
<thead>
<tr>
<th>Program</th>
<th>Institution-Set standard (%) (Floor)</th>
<th>Stretch (Aspirational) Goal (%)</th>
<th>2018-19 Job Placement Rate (%)</th>
<th>2019-20 Job Placement Rate (%)</th>
<th>2020-21 Job Placement Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>33 %</td>
<td>70 %</td>
<td>71.43 %</td>
<td>n/a %</td>
<td>82 %</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>33 %</td>
<td>70 %</td>
<td>67.86 %</td>
<td>81.82 %</td>
<td>n/a %</td>
</tr>
<tr>
<td>Agriculture</td>
<td>33 %</td>
<td>70 %</td>
<td>40 %</td>
<td>n/a %</td>
<td>n/a %</td>
</tr>
<tr>
<td>Architectural Engineering &amp; CAD Tech</td>
<td>33 %</td>
<td>70 %</td>
<td>n/a %</td>
<td>90 %</td>
<td>n/a %</td>
</tr>
<tr>
<td>Auto Body Repair &amp; Painting</td>
<td>33 %</td>
<td>70 %</td>
<td>n/a %</td>
<td>90 %</td>
<td>n/a %</td>
</tr>
<tr>
<td>Automotive Mechanics Technology</td>
<td>33 %</td>
<td>70 %</td>
<td>50 %</td>
<td>93.75 %</td>
<td>33 %</td>
</tr>
<tr>
<td>Business Technology</td>
<td>33 %</td>
<td>70 %</td>
<td>52.94 %</td>
<td>84.62 %</td>
<td>n/a %</td>
</tr>
<tr>
<td>Carpentry Technology</td>
<td>33 %</td>
<td>70 %</td>
<td>56.25 %</td>
<td>n/a %</td>
<td>n/a %</td>
</tr>
<tr>
<td>Creative Media</td>
<td>33 %</td>
<td>70 %</td>
<td>n/a %</td>
<td>n/a %</td>
<td>n/a %</td>
</tr>
</tbody>
</table>

https://survey.accjc.org/annualreport/final_view.php
<table>
<thead>
<tr>
<th>Program</th>
<th>2019 %</th>
<th>2020 %</th>
<th>2021 %</th>
<th>2022 %</th>
<th>2023 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culinary Arts</td>
<td>33 %</td>
<td>70 %</td>
<td>65.63 %</td>
<td>82.86 %</td>
<td>36 %</td>
</tr>
<tr>
<td>Diesel Mechanics Technology</td>
<td>33 %</td>
<td>70 %</td>
<td>93.75 %</td>
<td>76.47 %</td>
<td>n/a %</td>
</tr>
<tr>
<td>Digital Media Arts</td>
<td>33 %</td>
<td>70 %</td>
<td>n/a %</td>
<td>n/a %</td>
<td>n/a %</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>33 %</td>
<td>70 %</td>
<td>93.33 %</td>
<td>n/a %</td>
<td>n/a %</td>
</tr>
<tr>
<td>Electrical Installation &amp;</td>
<td>33 %</td>
<td>70 %</td>
<td>80.77 %</td>
<td>88.89 %</td>
<td>83 %</td>
</tr>
<tr>
<td>Maintenance Tech</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Science</td>
<td>33 %</td>
<td>70 %</td>
<td>91.18 %</td>
<td>91.89 %</td>
<td>70 %</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>33 %</td>
<td>70 %</td>
<td>61.54 %</td>
<td>n/a %</td>
<td>n/a %</td>
</tr>
<tr>
<td>Information Technology</td>
<td>33 %</td>
<td>70 %</td>
<td>60 %</td>
<td>94.44 %</td>
<td>n/a %</td>
</tr>
<tr>
<td>Machine, Welding &amp; Industrial</td>
<td>33 %</td>
<td>70 %</td>
<td>68.18 %</td>
<td>80.95 %</td>
<td>21 %</td>
</tr>
<tr>
<td>Mech Tech</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>33 %</td>
<td>70 %</td>
<td>70 %</td>
<td>n/a %</td>
<td>n/a %</td>
</tr>
<tr>
<td>Nursing: Associate Degree</td>
<td>33 %</td>
<td>70 %</td>
<td>72.97 %</td>
<td>62.07 %</td>
<td>71 %</td>
</tr>
<tr>
<td>Substance Abuse Counseling</td>
<td>33 %</td>
<td>70 %</td>
<td>n/a %</td>
<td>n/a %</td>
<td>n/a %</td>
</tr>
</tbody>
</table>

19. Additional Instructions and Data Definitions:
For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

Re: Questions #6-8. The data submitted for these questions for the previous Annual Reports for 2020 and 2021 were based upon the instructions provided which differed each year. For this 2022 Annual Report, the data was provided by the UHCC System which applied different script criterion/filters in generating data from what was previously generated by the college IR staff. Thus, the data for 2020, 2021, & 2022 provided by the UHCC System for Questions #6-8 differs slightly than what was in the previous two reports.

Re: Question #18. The pass rates are based upon the calendar year totals. As such, data submitted for 2020-21 reflects the 2021 calendar year.

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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HAWAI'I CC COVID-19 INFORMATION

In response to the ongoing COVID-19 pandemic, personal safety practices are still in effect (https://www.hawaii.edu/covid19-guidelines/personal-safety-practices/). Find more information about what you need to do to stay safe, please visit hawaii.hawaii.edu/covid-19 (../../covid-19).

Transfer Partnerships

Note: In order to view the PDF documents in this section, you will need to have the free Adobe Acrobat Reader software installed on your computer. Download Adobe Acrobat Reader (http://get.adobe.com/reader/).
<table>
<thead>
<tr>
<th>University</th>
<th>Childhood Education and BS in Early Childhood Education with Montessori and PK-K Licensure (/sites/default/files/assets/transfer/agreements/HawCC-Chaminade-ECED.pdf)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HawCC General Ed Transfer Guide (/sites/default/files/assets/transfer/agreements/ged_transferguide.pdf)</td>
</tr>
<tr>
<td>Eastern Oregon University</td>
<td>HawCC AS Fire Science Program and the EOU Bachelor of Science in Fire Service Administration (/sites/default/files/assets/transfer/agreements/HawaiiCC-EOU-FSA-LD-Agreement.pdf)</td>
</tr>
<tr>
<td>Hawaiʻi Pacific University</td>
<td>AA Liberal Arts degree Articulation Agreement (/sites/default/files/assets/transfer/agreements/AA-Degree-Articulation-Agreement-12132013110126.pdf)</td>
</tr>
<tr>
<td>Kaʻū High School</td>
<td>Kaʻū Dream Project - The Agriculture Career Pathway Articulation Agreement between Hawaiʻi Community College and Kaʻū High School (/sites/default/files/assets/transfer/agreements/HawaiiCC-KHPES-AG-Agreement.pdf)</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>Degree Partnership Program</td>
</tr>
<tr>
<td></td>
<td>Hawaiʻi Community College entered into an articulation agreement with Oregon State University (OSU) to promote educational opportunities for students to earn a Bachelor’s Degree. HawCC students can be jointly admitted and concurrently enrolled at OSU. Upon earning an Associate Degree from HawCC, students can transfer to OSU with junior standing and with lower division general education requirements completed. (/sites/default/files/assets/transfer/agreements/MOU-OSU.pdf)</td>
</tr>
<tr>
<td>University of Hawai‘i at Hilo</td>
<td>Resource Management</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>(sites/default/files/assets/transfer/agreements/CAFNRMArticulations102016.pdf)</td>
</tr>
<tr>
<td></td>
<td>MOU with the HawCC AA Liberal Arts - Concentration in Art degree and the UH Hilo Bachelor of Arts degree in Art (sites/default/files/assets/transfer/agreements/MOU_HCC-UHH%20Arts%20Program.pdf)</td>
</tr>
<tr>
<td></td>
<td>MOU with the HawCC AA Liberal Arts - Concentration in Sociology and the UH Hilo Bachelor of Arts degree in Sociology (sites/default/files/assets/transfer/agreements/HawCC-UH-Hilo-SOC-BA.pdf)</td>
</tr>
<tr>
<td></td>
<td>MOU with the HawCC AA Liberal Arts Exploratory Business degree and the UH Hilo College of Business &amp; Economics (CoBE) Bachelor of Business Administration degree in General Business and Accounting (sites/default/files/assets/transfer/agreements/HawCC-UH-Hilo-COBE-BBA.pdf)</td>
</tr>
<tr>
<td></td>
<td>MOU with the HawCC AA Liberal Arts with an English track and the UH Hilo Bachelor of Arts degree in English (sites/default/files/assets/transfer/agreements/HawCC-UH-Hilo-ENG.pdf)</td>
</tr>
<tr>
<td></td>
<td>HawCC AS in Natural Science degree to the UHH BA Natural Science degree which includes specific education courses to prepare students for application into the Master of Arts (MA) in Teaching program. (sites/default/files/assets/transfer/agreements/HawCC-UH-Hilo-ASNS-BA-NSCI-ED.pdf)</td>
</tr>
</tbody>
</table>
### Hawaii Community College (HawCC) Transfer Partnerships

**University of Hawai’i at Manoa**


- HawCC Ka'ie'ie Degree Pathway Partnership Agreement with the University of Hawai’i at Manoa. ([/sites/default/files/assets/transfer/agreements/HawCCUHMKaieie.pdf](/sites/default/files/assets/transfer/agreements/HawCCUHMKaieie.pdf))

**University of Hawai’i Maui College**

- HawCC AS in Information Technology program with the UHMC BAS in Applied Business and Information Technology ([/sites/default/files/assets/transfer/agreements/HawCC-IT-UHMC-ABIT.pdf](/sites/default/files/assets/transfer/agreements/HawCC-IT-UHMC-ABIT.pdf))

<table>
<thead>
<tr>
<th>University of Hawai‘i at West O‘ahu</th>
<th>Administration with concentration in Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>HawCC AS in Creative Media to the UHWO BA in Creative Media with a Concentration in General Creative Media</td>
<td>(<a href="/sites/default/files/assets/transfer/agreements/HawaiiCC-BACM-Addendum.pdf">pdf</a>)</td>
</tr>
<tr>
<td>HawCC in a Multi-Campus Articulation Agreement for 2+2 Transfer Options from UHCC Associate Degree Programs to the UHWO Bachelor of Arts in Creative Media with Concentrations in Communications and New Media Technologies, Design and Media, General Creative Media, or Video Game Design and Development.</td>
<td>(<a href="/sites/default/files/assets/transfer/agreements/BACM-Multi-Campus-Agreement.pdf">pdf</a>)</td>
</tr>
<tr>
<td>HawCC AS in Early Childhood Education to the UHWO BA in Social Sciences with a concentration in Early Childhood Education</td>
<td>(<a href="/sites/default/files/assets/transfer/agreements/HAW_artic%28AS-ECE%29_BA-SSCI-ECE_160301_Fall%202015.pdf">pdf</a>)</td>
</tr>
</tbody>
</table>
Western Governors University MOU between HawCC and Western Governors University that formally recognizes that both institutions are active educational partners, committed to providing greater educational opportunities to students transferring between the two institutions. This partnership is committed to providing seamless transfer with pathways in: Accounting, Business, Marketing, Information Technology and Nursing, to advance individuals in their personal educational goals.

(/sites/default/files/assets/transfer/agreements/hawaiicc-moa-wgu.pdf)

University of Hawai'i System Articulation Agreement - Administration of Justice
(/sites/default/files/assets/transfer/agreements/uh-system-administration-of-justice-mcc-honcc.pdf)

University of Hawai'i System Articulation Agreement - Early Childhood Education Development (ECED) (/sites/default/files/assets/transfer/agreements/uh-system-ECED-Phase-II.pdf)

University of Hawai'i System Articulation Agreement - Information and Computer Science (ICS) and Information Technology (IT)
(/sites/default/files/assets/transfer/agreements/uh-system-ICS-IT.pdf)

University of Hawai'i System Articulation Agreement - Accounting
(https://www.hawaii.edu/offices/aa/aapp/articulation.html)

University of Hawai'i System Articulation Agreement - Inter-Campus Articulation
(/sites/default/files/assets/transfer/agreements/GeneralEducationCoreAgreement.pdf)
NCLEX Pass Rates

The NCLEX Pass Rate sheets below provide data on performance on the NCLEX-RN and NCLEX-PN examinations for multiple categories of candidates.
2022 NCLEX Pass Rates
Summary data for multiple categories of candidates, U.S. and international, is provide...
2022 | PUBLICATION

2021 NCLEX Pass Rates
Summary data for multiple categories of candidates, U.S. and international, is provide...
2021 | PUBLICATION

2020 NCLEX Pass Rates
Summary data for multiple categories of candidates, U.S. and international, is provide...
2020 | PUBLICATION

2019 NCLEX Pass Rates
Summary data for multiple categories of candidates, U.S. and international, is provide...
2019 | PUBLICATION
### 2018 NCLEX Pass Rates

Summary data for multiple categories of candidates, U.S. and international, is provided...

2018 | PUBLICATION

### 2017 NCLEX Pass Rates

Summary data for multiple categories of candidates, U.S. and international, is provided...

2017 | PUBLICATION

### 2016 NCLEX Pass Rates

Summary data for multiple categories of candidates, U.S. and international, is provided...

2016 | PUBLICATION

### 2015 NCLEX Pass Rates

Summary data for multiple categories of candidates, U.S. and international, is provided...

2015 | PUBLICATION
2014 NCLEX Pass Rates
Summary data for multiple categories of candidates, U.S. and international, is provide...
2014 | PUBLICATION

2013 NCLEX Pass Rates
Summary data for multiple categories of candidates, U.S. and international, is provide...
2013 | PUBLICATION

2012 NCLEX Pass Rates
Summary data for multiple categories of candidates, U.S. and international, is provide...
2012 | PUBLICATION

2011 NCLEX Pass Rates
Summary data for multiple categories of candidates, U.S. and international, is provide...
2011 | PUBLICATION
## 2010 NCLEX Pass Rates
Summary data for multiple categories of candidates, U.S. and international, is provided...

### 2009 NCLEX Pass Rates
Summary data for multiple categories of candidates, U.S. and international, is provided...

## 2008 NCLEX Pass Rates
Summary data for multiple categories of candidates, U.S. and international, is provided...

### 2007 NCLEX Pass Rates
Summary data for multiple categories of candidates, U.S. and international, is provided...
2006 NCLEX Pass Rates

Summary data for multiple categories of candidates, U.S. and international, is provide...

2006 | PUBLICATION

2005 NCLEX Pass Rates

Summary data for multiple categories of candidates, U.S. and international, is provide...

2005 | PUBLICATION

2004 NCLEX Pass Rates

Summary data for multiple categories of candidates, U.S. and international, is provide...

2004 | PUBLICATION

1994-2003 NCLEX Pass Rates

Summary data for multiple categories of candidates, U.S. and international, is provide...

PUBLICATION
1983-1994 NCLEX Pass Rates

Summary data for multiple categories of candidates, U.S. and international, is provide...

PUBLICATION
# Number of Candidates Taking NCLEX Examination and Percent Passing, by Type of Candidate

<table>
<thead>
<tr>
<th>Type of Candidate</th>
<th>Jan-Mar 2019</th>
<th>Apr-Jun 2019</th>
<th>Jul-Sep 2019</th>
<th>Oct-Dec 2019</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RN</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Time, US Educated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>547</td>
<td>607</td>
<td>767</td>
<td>326</td>
<td>2,247</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>22,546</td>
<td>26,353</td>
<td>27,597</td>
<td>7,802</td>
<td>84,298</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>23,920</td>
<td>26,977</td>
<td>26,076</td>
<td>7,821</td>
<td>84,794</td>
</tr>
<tr>
<td>Invalid or Special Program Codes</td>
<td>18</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>Total First Time, US Educated</td>
<td>47,031</td>
<td>53,946</td>
<td>54,449</td>
<td>15,961</td>
<td>171,387</td>
</tr>
<tr>
<td>Repeat, US Educated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Time, Internationally Educated</td>
<td>4,815</td>
<td>5,065</td>
<td>5,173</td>
<td>5,988</td>
<td>21,041</td>
</tr>
<tr>
<td>Repeat, Internationally Educated</td>
<td>4,704</td>
<td>4,969</td>
<td>4,768</td>
<td>5,420</td>
<td>19,861</td>
</tr>
<tr>
<td>All Candidates</td>
<td>65,418</td>
<td>73,128</td>
<td>75,897</td>
<td>37,868</td>
<td>252,311</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Candidate</th>
<th>Jan-Mar 2019</th>
<th>Apr-Jun 2019</th>
<th>Jul-Sep 2019</th>
<th>Oct-Dec 2019</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PN</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Time, US Educated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeat, US Educated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Time, Internationally Educated</td>
<td>121</td>
<td>120</td>
<td>138</td>
<td>144</td>
<td>523</td>
</tr>
<tr>
<td>Repeat, Internationally Educated</td>
<td>202</td>
<td>216</td>
<td>196</td>
<td>229</td>
<td>843</td>
</tr>
<tr>
<td>All Candidates</td>
<td>14,683</td>
<td>14,326</td>
<td>20,814</td>
<td>13,940</td>
<td>63,763</td>
</tr>
</tbody>
</table>

1 The # symbol denotes the number of candidates who took the exam.
2 The % symbol denotes the percentage of candidates that passed the exam.
3 The RN Passing Standard is 0.00 logits.
4 The PN Passing Standard is -0.21 logits.
<table>
<thead>
<tr>
<th>Year to Date</th>
<th>Total</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>RN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Time, US Educated</td>
<td>Diploma</td>
<td>476</td>
<td>87.39%</td>
<td>518</td>
<td>90.15%</td>
<td>937</td>
<td>86.23%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baccalaureate Degree</td>
<td>22,361</td>
<td>92.83%</td>
<td>25,241</td>
<td>93.31%</td>
<td>31,718</td>
<td>88.57%</td>
<td>9,323</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associate Degree</td>
<td>22,846</td>
<td>86.53%</td>
<td>25,722</td>
<td>85.44%</td>
<td>28,941</td>
<td>80.81%</td>
<td>9,011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Invalid or Special Program Codes</td>
<td>9</td>
<td>44.44%</td>
<td>12</td>
<td>83.33%</td>
<td>17</td>
<td>23.53%</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total First Time, US Educated</td>
<td>45,692</td>
<td>89.61%</td>
<td>51,493</td>
<td>88.85%</td>
<td>61,613</td>
<td>84.87%</td>
<td>18,609</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeat, US Educated</td>
<td>6,409</td>
<td>41.24%</td>
<td>11,511</td>
<td>40.01%</td>
<td>14,878</td>
<td>44.31%</td>
<td>12,185</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Time, Internationally Educated</td>
<td>4,168</td>
<td>48.30%</td>
<td>1,969</td>
<td>38.95%</td>
<td>3,007</td>
<td>42.83%</td>
<td>2,759</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeat, Internationally Educated</td>
<td>3,738</td>
<td>30.39%</td>
<td>4,375</td>
<td>23.89%</td>
<td>5,757</td>
<td>23.73%</td>
<td>4,236</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Candidates</td>
<td>60,007</td>
<td>77.89%</td>
<td>69,348</td>
<td>75.23%</td>
<td>85,255</td>
<td>72.18%</td>
<td>37,789</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Time, US Educated</td>
<td>10,055</td>
<td>86.01%</td>
<td>9,956</td>
<td>84.62%</td>
<td>17,699</td>
<td>82.84%</td>
<td>8,951</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeat, US Educated</td>
<td>2,505</td>
<td>33.25%</td>
<td>3,489</td>
<td>37.23%</td>
<td>4,564</td>
<td>34.14%</td>
<td>4,062</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Time, Internationally Educated</td>
<td>136</td>
<td>52.21%</td>
<td>144</td>
<td>53.47%</td>
<td>160</td>
<td>56.25%</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeat, Internationally Educated</td>
<td>120</td>
<td>19.17%</td>
<td>143</td>
<td>34.27%</td>
<td>248</td>
<td>25.81%</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Candidates</td>
<td>12,816</td>
<td>74.71%</td>
<td>12,732</td>
<td>70.72%</td>
<td>22,671</td>
<td>72.22%</td>
<td>13,333</td>
</tr>
</tbody>
</table>

1 The # symbol denotes the number of candidates who took the exam.
2 The % symbol denotes the percentage of candidates that passed the exam.
3 The RN Passing Standard is 0.00 logits.
4 The PN Passing Standard is -0.21 logits.
5 The PN Passing Standard is -0.18 logits.
6 Due to COVID-19, the January quarterly data contain NCLEX examinations administered from January 1 to March 24, 2020.
7 Due to COVID-19, the April quarterly data contain NCLEX examinations administered from March 25 to June 30, 2020.
## 2021
### Number of Candidates Taking NCLEX Examination and Percent Passing, by Type of Candidate

<table>
<thead>
<tr>
<th>Type of Candidate</th>
<th>RN</th>
<th></th>
<th></th>
<th>Oct.-Dec.</th>
<th>Year to Date Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time, US Educated</td>
<td>#&lt;sup&gt;1&lt;/sup&gt; %&lt;sup&gt;2&lt;/sup&gt;</td>
<td># %</td>
<td># %</td>
<td># %</td>
<td># %</td>
</tr>
<tr>
<td>Diploma</td>
<td>481</td>
<td>79.83%</td>
<td>762</td>
<td>81.10%</td>
<td>794</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>23,399</td>
<td>88.09%</td>
<td>28,407</td>
<td>88.97%</td>
<td>32,325</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>23,562</td>
<td>81.73%</td>
<td>27,646</td>
<td>82.47%</td>
<td>27,723</td>
</tr>
<tr>
<td>Invalid or Special Program Codes</td>
<td>19</td>
<td>52.63%</td>
<td>22</td>
<td>63.64%</td>
<td>32</td>
</tr>
<tr>
<td>Total First Time, US Educated</td>
<td>47,461</td>
<td>84.83%</td>
<td>56,837</td>
<td>85.69%</td>
<td>60,874</td>
</tr>
<tr>
<td>Repeat, US Educated</td>
<td>10,687</td>
<td>43.24%</td>
<td>12,323</td>
<td>44.36%</td>
<td>16,483</td>
</tr>
<tr>
<td>First Time, Internationally Educated</td>
<td>3,364</td>
<td>42.99%</td>
<td>3,926</td>
<td>48.65%</td>
<td>4,603</td>
</tr>
<tr>
<td>Repeat, Internationally Educated</td>
<td>4,439</td>
<td>23.72%</td>
<td>4,827</td>
<td>30.39%</td>
<td>5,167</td>
</tr>
<tr>
<td>All Candidates</td>
<td>65,951</td>
<td>71.85%</td>
<td>77,913</td>
<td>73.86%</td>
<td>87,127</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Candidate</th>
<th>PN</th>
<th></th>
<th></th>
<th>Oct.-Dec.</th>
<th>Year to Date Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time, US Educated</td>
<td># %</td>
<td># %</td>
<td># %</td>
<td># %</td>
<td># %</td>
</tr>
<tr>
<td>First Time, US Educated</td>
<td>11,765</td>
<td>80.26%</td>
<td>10,043</td>
<td>78.25%</td>
<td>15,171</td>
</tr>
<tr>
<td>Repeat, US Educated</td>
<td>4,138</td>
<td>36.81%</td>
<td>4,366</td>
<td>33.42%</td>
<td>4,350</td>
</tr>
<tr>
<td>First Time, Internationally Educated</td>
<td>127</td>
<td>54.33%</td>
<td>101</td>
<td>51.49%</td>
<td>105</td>
</tr>
<tr>
<td>Repeat, Internationally Educated</td>
<td>183</td>
<td>18.03%</td>
<td>151</td>
<td>21.19%</td>
<td>167</td>
</tr>
<tr>
<td>All Candidates</td>
<td>16,213</td>
<td>68.26%</td>
<td>14,661</td>
<td>64.13%</td>
<td>19,793</td>
</tr>
</tbody>
</table>

---

1. The # symbol denotes the number of candidates who took the exam.
2. The % symbol denotes the percentage of candidates that passed the exam.
3. The RN Passing Standard is 0.00 logits.
4. The PN Passing Standard is -0.18 logits.
MEMORANDUM

To: Grace Funai and QFE Task Force
From: QFE Qualitative Analysis Sub-Committee
(Reshela DuPuis, Robyn Kalauli, Beth Sanders, Melanie Wilson)
Date: April 16, 2021
RE: Summary of Qualitative Analysis of Focus Group Discussions

This word cloud represents the text from all the notes taken during discussions with various constituents across the HawaiiCC campuses as collected in the QFE - Integrated Planning & Budget Allocation-Kauhale Feedback document. The sizes of the text represent the number of times each word was repeated. Below is a list of the most repeated words in order of most to least:

- budget
- process
- needs
- committee
- people
- more
- CERC
- faculty
- decisions
- data
- information
- planning
- review
The sub-committee’s recommendations are in four areas identified in our analysis: 1) the budget process, 2) committees, 3) planning, and 4) rebuilding a sense of community.

THE BUDGET PROCESS
While the discussions were designed to be about both integrated planning and the budget allocation process, one can see from the image above that the budget was the central topic of discussion on our campus. The message we heard was that our budget processes are not transparent, in some cases due to the sheer complexity of the system. How decisions are made and by whom is unclear. Even suggestions that are made collaboratively - by CERC, for example - are sometimes based on incomplete and/or inaccurate data. Therefore, planning suffers. Because of this, outcomes do not seem to reflect the needs of our kauhale. **There is a need for simplification of budgeting processes where possible and education about how the system works within our college and the UH System.**

**Recommendations:** Create a very basic infographic and/or video showing inputs and outputs, where the restrictions are, what the decision-making points are, and who makes decisions at each node. Provide training at different levels of complexity for various interest levels and position requirements. Simplify the system where appropriate and use existing technology to support processes and transparency. Start each budget presentation with the amount reported at the last presentation and identify what has occurred since then to get to the revised amounts. This should be more comprehensible than going over the whole presentation using new numbers as part of the progress report. This might help build confidence in the numbers being reported and the budget process. Clearly show the dollar amount of funds available to spend.

COMMITTEES
Committee work is time-consuming and often feels like busy work as it does not contribute to the larger integrated planning and budget process. While there are committees in place to help manage budgeting and integrated planning, their processes and/or functioning are not people-oriented. The frequency of change in membership and focus leads to goals never being fully achieved. Members of the kauhale do not take part equally in the work. Accountability could be improved with better training and onboarding to committee functions and better organization and standardization of documents so there is less busy work and more accomplishment. **There is a need for clarification on the purpose of committees and streamlining of committee work.**
Recommendation: Create an infographic or video that shows all the committees and their parent bodies and briefly describes their purposes. Task each committee to review its own processes regularly. Continue to discuss the possibility of a resource allocation committee; response to the idea was mixed. Implement a system of training for new committee members. Require committees to keep meeting notes in a centralized location accessible to all.

PLANNING
The timing of funding requests and budget decision-making is not aligned. Reports are dependent on ARPD data, which is inconsistent and sometimes inaccurate. Planning is very time consuming, and we could leverage technology to improve processes. There needs to be central locations for plans and campus events so people can be more informed. Communication and organization of processes is a key issue. Quote: “The three master plans (Academic, Technology, and Resource) are very time-consuming in their upkeep, and we are not currently following. Need to be simpler to maintain.” There is a need for centralized management of organizational processes and information and up-to-the-minute, accurate data for decision making.

Recommendations: Create processes using existing technology to centralize integrative planning and budgeting so that people know where to find information and resources. Recreate the centralized activities calendar that used to exist. Devise a plan to keep our master plans regularly updated.

REBUILDING A SENSE OF COMMUNITY
The level of emotion expressed in these meetings was very high. Can we create more of these opportunities? The human element is lost in the communication of how and why decisions are made. People want transparency, an inclusive process, and to feel more informed. There is a need to find a way to help people feel good again about working at the college.

Recommendation: Organize more regular opportunities for the Kauhale to express their thoughts and hopes. Consider Hoʻoponopono to help us work through the aftermath of the recent changes and rebuild connections so that we can get through future changes. Offer monthly updates from members of admin in a centralized location.
## COLLEGE COUNCIL MINUTES, Dec 3, 2021

**Dec 3, 2021, 2-4 pm**

**Location:** Zoom

**Registration Link:** [https://hawaii.zoom.us/meeting/register/tJMpfuuvrD8jGN2vfkdcn9y1rBMc0ZXURpj](https://hawaii.zoom.us/meeting/register/tJMpfuuvrD8jGN2vfkdcn9y1rBMc0ZXURpj)

**Chair:** Reshela DuPuis  
**Vice Chair:** Christine Quintana  
**Past Chair:** Jeff Fujii

**Representatives:** Laurel Gregory, Ākea Kiyuna, Alan Ku, Larissa Leslie, Daniel Loo, Thatcher Moats, Esther Nathanson, Beth Sanders, David Tsugawa, Jeff Yamauchi

**Ex-Officio Members:** Rachel Solemsaas, Melanie Wilson, Ken Kaleiwahea, Raynette Haleamau-Kam, Jessica Yamamoto, Kei-Lin Cerf, Taupouri Tangaro, Kalani Flores

**Guests:** Anne Chung, Tanya Dean, Meghann Decker, Grace Funai, Harold Fujii, Sheldon Higa, Ian Hirakawa, Jacque Honda, Toni Cravens Howell, Lissandra Baldan Jenkins, Donala Kawa‘auhau, Kesha Kubo, Kristine Kotecki, Kanoe Lambert, Calla Luera, Callie Martin, Sheena Mathews, Aimee Maclellan, Tiffany Naea, Lurie Namba, Adam Onishi, Michelle Phillips, Carrie Kuwada Phipps, Kulia Salavea, Kim Stevens-Suguitan, Neva Supe-Roque, No’el Tagab-Cruz, Sherise Tiogangco, Nadine Uina, Debbie Weeks

<table>
<thead>
<tr>
<th>Topic</th>
<th>Discussion</th>
<th>Action/Person Responsible</th>
<th>Target Date</th>
</tr>
</thead>
</table>
| 1. Call to Order: TIME 2:04 p.m.  
By: Reshela DuPuis  
Minutes: Thatcher Moats | ● Meeting will not be recorded  
● Keep video and mic off unless speaking  
● Use chat whenever possible | | |
| 2. Ascertain quorum | ● Chair ascertained quorum - Yes | Reshela DuPuis | |
| 3. Approval of Minutes Nov 12, 2021 | **Discussion:** None.  
**Motion to Approve:**  
- Motion: Representative Tsugawa  
- Second: Representative Kiyuna | Motion approved by consensus, Nays – 0, Abstentions – 1. |
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<tr>
<td>4. Chair’s Update</td>
<td>The College Council website has been updated: <a href="#">College Council website</a></td>
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| 5. Reports  
A. Chancellor’s Update - Rachel Solemsaas | See link at left to the Chancellor’s written update.  
Chancellor Solemsaas shared the results of a digital equity assessment hosted by the Department of Labor and Industrial Relations (DLIR) and provided the following insights:  
- We have a digital divide, so the state wanted to know the digital readiness and literacy of residents, and invested to get a glimpse.  
- The report is disaggregated. The whole report is available at the link in Chancellor’s Update.  
- Solemsaas focused on extracting what’s related to Hawai‘i CC. She noted that the purpose of this presentation is our commitment to closing the equity gap, and digital literacy is important for this.  
- The statewide assessment tries to set a benchmark.  
- The report shows who they interviewed, including 200 people from Hawai‘i County. | |
One of the things the survey did was get an understanding of certain questions and a grounding on how we define digital readiness and literacy. Out of that came a description of the continuum from the unprepared to the digital learners. More description is in the report.

Solemsaas shared the Hawai‘i County breakdown. More than 50% are defined as digitally “unprepared” and “old guard.” Solemsaas shared recommendations for Hawai‘i County from the report. She called upon the Kauhale to begin to look at this data and consider what kind of action we can take as far as programs and offerings to build the community’s digital literacy and readiness.

Solemsaas shared opportunities at EDvance and a partnership through Vibrant Hawaii that supports readiness and literacy. There is also consideration for student wraparound support. Knowing literacy levels, how do we make sure programs and services are accessible? We might have applicants that are unprepared and old guard. Do we have the resources for them?

She encouraged all to have these conversations and discussions to see what opportunities and actions we can take.

There was a question about the meaning of “old guard,” which Solemsaas answered from the report, and encouraged people to read the report.
Solemsaas gave an update on a recent report from President Lassner regarding COVID protocols:

- Administrators were working with faculty on areas such as enrollment caps, mask requirements and pointed out that we would need to follow County guidelines on sizes of group gatherings.
- She discussed vaccine exemptions, the deadline for submitting exemptions and pointed out that there will be weekly testing requirements for those who opt out of vaccination. She said testing is the responsibility of employees.
- Students have the same requirements, except the weekly testing for those with approved exceptions only applies to students coming to campus. For students with exemptions, the alternative to weekly COVID testing is to participate online.
- Solemsaas was asked whether the mandate will include booster shots? Solemsaas said at this point, a booster is not required.

Solemsaas made an announcement about the ClimbHI portal:

- Permanent faculty have access to ClimbHI, and should be getting an invitation to the portal.
- For lecturers, and staff we’d like you to opt in.
- A question was raised, as someone pointed out that not all faculty have received the enrollment for ClimbHi. VCAS Kenneth Kaleiwahea said they
included all permanent faculty, and if you didn’t get a link you might want to check spam or junkmail.

Solemaas announced a Save the Date:

- The All College Meeting will be on January 3, 2022, 8:30 a.m. to noon. The agenda is being finalized. The main topic and guest speakers will focus on carbon sequestration and sustainability, and Pālamanui folks will be doing an activity.

Solemsaas shared the DOE Strive Report on Learning:

- Go to the link to read the report, but as given, this summary that relates to Hawai‘i Island is actually very telling.
- She encouraged all to read the report and talk story about the impacts to DOE students and particularly seniors, some of whom will be coming to the College.

Solemsaas discussed the strategic planning that will be happening in Spring 2022 and the upcoming workforce survey, campus climate survey and community survey.

No follow-up questions or discussion from attendees.

<p>| B. VCSA Update - Dorinna Cortez | VCSA Cortez wasn’t able to attend the meeting. No update provided. |</p>
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<tr>
<th>C. VCAS Update - Ken Kaleiwahea</th>
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<tr>
<td>VCAS Ken Kaleiwahea provided an update on HEERF funds and shared the website showing funds received and dispersals to date:  <a href="https://hawaii.hawaii.edu/covid-19/heerf">https://hawaii.hawaii.edu/covid-19/heerf</a></td>
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<td>- The good news is we spent down all of our student aid HEERF II, tranche I.</td>
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<td>- We still have a balance on HEERF I; sometimes the students' checks don't get cashed. He provided more details of HEERF funds.</td>
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<td>Chancellor Solemsaas stated that if we don't spend down student aid funds, we can't spend down the institutional portion, but that we should be OK since we're expending all our student aid funds.</td>
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<td>Kaleiwahea stated people who have approved funding requests should work with their area supervisor to get that procurement rolling. We need to complete the allocations as soon as possible.</td>
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<tr>
<td>No follow-up questions or discussion from attendees.</td>
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<tr>
<th>D. VCAA Update - Melanie Wilson</th>
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<tr>
<td>Interim VCAA Melanie Wilson said that she has been reading annual and comprehensive program reviews and has noticed a lot of comments about things people could use HEERF funding for. So people should get their HEERF requests in quickly, it's not hard to request HEERF funds.</td>
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</table>
She noted that COVID funding may be able to pay for things that you’re struggling with in your department.

Wilson reminded faculty that on Dec. 1, five-year self-evaluations were due to your DC.

She also cautioned everyone to please follow the rules about having no finals scheduled prior to finals week. All finals need to be scheduled during finals week per the printed schedule. If you have a project that’s the final, it needs to be due that week. Wilson shared her screen and showed the academic calendar. The final exam schedule is in the calendar so students are able to know exactly when the exams are going to be. She added that if everyone abides by the calendar, we will have a much more organized week and it will be easier for students.

A question about projects came up. Wilson replied that if a project is acting as a final exam, it should also be scheduled to be due on that day, and if there is both a project and an exam, the exam needs to be on the scheduled day and the project can be due earlier. However, if projects are due the week before finals, that might disrupt students’ preparation for exam week.

There was discussion of synchronous vs. asynchronous vs. in-person final exams. Wilson said asynchronous classes should not finish before finals week.
Wilson discussed plans to use HEERF funding to pre-pay for exams as a testing option for students to take some of the load off of Hale Kea testing center. No additional follow-up questions or discussion from attendees.

**E. Committees & Task Forces Updates**

a. Faculty and Staff Development Committee (FSDC) - Michelle Phillips

   Faculty/Staff Development Committee College Council Update - December 2021

   Michelle Phillips shared the committee report, including members of the committee, meeting dates, Fall 2021 Convocation week events, and planning for Spring 2022 Convocation. She shared some recent highlights such as contract renewal workshops and fright night trivia game night, and thanked administrators for providing prizes, and thanked event leads.

   Phillips also discussed collaborations with the professional development consortium across the UH System, including a “campus connections” series, which has included sessions on “what I wish my college knew” and reciprocity. She highlighted an upcoming event on January 26, 2022, about connections through cooking.

   Work is being done on the new employee orientation programs. There haven’t been a lot of hires lately, so the committee hasn’t done a lot, but updates are still being worked on.
Lastly, she shared about the Innovative Educators information that is sent out every month and noted that since August, there have been numerous webinars. She reminded people that the professional development funds request process has changed. Contact her for more information: mp7@hawaii.edu

No follow-up questions or discussion from attendees.

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<tr>
<th>b. Community Participation Committee (CPC) - Chancellor Solemsaas</th>
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<td>Chancellor Solemsaas reported that this committee hasn’t really convened much because of COVID, but as things are beginning to open up, there may be new opportunities. She reminded the Kauhale that ClimbHI gives a virtual way to connect to other groups. No follow-up questions or discussion from attendees.</td>
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<tr>
<th>c. Accreditation Steering Committee - Accreditation Liaison Officer Kalani Flores</th>
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<tr>
<td>ALO Kalani Flores reported that the College is working on its midterm report to the ACCJC. The midterm report draft will be out by early Spring 2022 for review by all governing bodies. Most CC campuses are on the same track. The plan is to finalize the mid-term report by the end of Spring and eventually it will go to the Board of Regents (BOR) and then to the ACCJC. Flores highlighted the College website’s accreditation page: <a href="https://hawaii.hawaii.edu/accreditation">https://hawaii.hawaii.edu/accreditation</a>. He also brought</td>
</tr>
</tbody>
</table>
attention to the ACCJC website and noted there is a transition with the ACCJC president. The former president resigned and there’s an interim, but Flores stated he doesn’t think it will affect the College much. Things are moving along as usual.

Chair DuPuis asked whether the midterm draft will go to the College Council and ALO Flores said yes, that it will be put on the agenda for review.

No additional follow-up questions or discussion from attendees.

d.  QFE - Integrated Planning Task Force, Education Hui - Taupouri Tangaro

Transforming Committee
Service Infographic

Council Member Taupouri Tangaro noted it is an exciting time of year to celebrate our students’ success. Tangoro said that he, Jeff Fujii and Michelle Phillips are part of the QFE - Integrated Planning Task Force’s Education Hui. The hui is looking for some feedback to guide them as they go forward.

Last spring on Kauhale Day, the hui asked a question of Kauhale members: What are the benefits of being in a committee? From the responses, the hui boiled it down to five things: leadership, communication, student success, personal and professional growth, and proficiencies.

Tangaro stated that when we look at this, it sounds more like a healthy integrated planning culture. If the Kauhale knows this but their reality is different, what do we do with
this information? What we do know is we don’t want to recreate the wheel if we only have to repair the spokes again.

He shared a slide about “transforming committee service.” He discussed the contents of the slide (see link at left).

One thing he noted is that the QFE education hui is looking to work with the Professional Development Committee to look at the culture of the committees in our Kauhale.

Tangaro noted that in the Spring they are going to conduct a call out for people to help in specific areas of this project.

No follow-up questions or discussion from attendees.

6. Old Business

A. Discussion: Request for College Council meetings to be recorded

Chair DuPuis provided an update on Item A (second reading). Previously, representatives were asked to take it back to their constituencies.

DuPuis called for a motion to open up this request for discussion and voting. Laurel Gregory moved, and Beth Sanders seconded. The motion was to discuss and move toward a vote.

DISCUSSION: Representatives sought clarification, and stated that when we addressed this issue last semester, we were advised to not videotape these meetings, so has anything changed since then?

Motion approved by consensus.
Chancellor Solemsaas replied that the UH System Office of General Council (OGC) did not advise whether to do it or not. But they did clarify that if we are to record the meetings, the recording is subject to public disclosure. However, the decision to record is with the College Council.

DuPuis noted that there were questions of FERPA regulations because students attend. Chancellor Solemsaas said since any recording is subject to public disclosure, we need to consider how to scrub or regulate discussions that may have FERPA implications. If there is protected data, it will have to be redacted.

A guest stated that last year in discussions about the recording, one of the issues was that people wouldn’t be as open to share and there was discussion of an anonymous option for people to share.

DuPuis responded that we can’t change the request but must consider it as written and posted on the agenda.

A Council Member stated that he’s assuming if meetings are in zoom, the formats are recorded in zoom. He noted that his experience is, if it’s recorded on the computer it will be recorded in the cloud. He asked, how long will it be available? Technically if you record through UH cloud zoom format, they hold it for a year. In addition to the written record, there will also be a video file either for a specific time or forever.
Chancellor Solemsaas said if the purpose of the recording is note taking, then it becomes an official record until a written record is available. But if someone makes a request for the recording, then it can’t be destroyed.

A Member questioned whether the purpose was for those doing notes or for the College members to view in case they missed the meeting. Because regarding FERPA, is it a big deal? The Member noted that it rarely is and mentioned that the Board of Regents (BOR) shares theirs publicly.

A Representative asked for clarification on what the language of the motion is.

Chair DuPuis re-read the request.

A Representative said of the request for recording, that the requesters want the recording to be available for a long period of time. If we’re thinking about doing it only for the three to four weeks it takes to get the minutes completed, that would not be serving the purpose behind the request.

A guest said that in the Academic Support Unit (ASU) meeting, it was discussed that sometimes there’s so much information being disbursed at College Council that the interpretation or the scope can be lost or important information can be overlooked. This can happen when representatives go back and try to relay information before the minutes go out, and people find out later that something that affects them was overlooked. It’s not because it’s
intentional, but there’s so much going on, it makes it hard to interpret.

A Member offered two points: One is that nothing stops the notetaker from recording even on their own as a backup. The other thing is, what is it going to take to get this request facilitated? We don’t have scrubbing technology. Who’s going to be sitting behind this and monitoring it? Where does this need fall? Urgent? From 1-5, with 5 being urgent, is it a 5? 3? 2? There’s committee fatigue and this will require someone to do this work. It’s a larger discussion. We might need more information. If five people are saying this, how urgent is it relative to all the needs of the Kauhale? We have to factor in, what is the human capital behind it?

Chair DuPuis pointed to a comment in the chat about closed captioning to make the recordings ADA compliant. These are all issues people need to think about as they’re voting, she noted.

There was discussion of potentially tabling the motion and the need for a motion to do that.

A Member commented that College Council is widely announced with the agenda and meeting times widely circulated. People are welcome to come to the meeting. We have a process where people can participate. They know what will be on the agenda. The minutes may not capture every point, but they capture the essence, motions, action
items, and the minutes are publicly available on the website.

Chair DuPuis confirmed that, once they’re approved, then the written minutes go up on the College Council website.

A motion to table the proposal was made by Representative Tsugawa.

Representative Sanders seconded the motion.

There was further discussion about FERPA, and how the voices of student representatives, who participate in College Council, could be interpreted as part of their education record.

Chancellor Solemsaas said OGC’s comments say it’s not clear, and there could be an argument either way, about if it’s an education record or not.

There was discussion of whether FERPA also applies to written minutes.

A vote was held on the motion to table.

Motion to table the proposal passed with 13 yes votes, 5 nay votes, and one abstention.
<table>
<thead>
<tr>
<th>B. Proposed revisions to Haw 5.202 Assessment policy *</th>
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<tbody>
<tr>
<td>1. <a href="#">Haw 5.202 Assessment Policy. 2018-05-04</a></td>
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<tr>
<td>2. <a href="#">Haw 5.202 (4.202) Assmt Policy_proposed revisions. mark-up</a></td>
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<td>* third reading</td>
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<td>Representative Tsugawa made a motion to defer a vote on Old Business items B, C, and D.</td>
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<td>Representative Leslie seconded the motion.</td>
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<td>Chair DuPuis floor opened for discussion.</td>
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<tr>
<td>No discussion</td>
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<tr>
<td>Motion passed by consensus, no nays, no abstention.</td>
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<tr>
<td>C. Proposal DISSOLUTION OF KAIAC * - Rachel Solemsaas</td>
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<tr>
<td>* third reading</td>
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<tr>
<td>See above.</td>
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<tr>
<td>D. Proposal 2021 CCSSE Task force Charter * - Rachel Solemsaas</td>
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<td>* third reading</td>
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<tr>
<td>See above.</td>
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<tr>
<td>E. Request to revise Schedule for College Meetings TSUGAWA - proposed agenda_items form.Rev*</td>
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<td>Chancellor Solemsaas moved to approve the request.</td>
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<td>Motion seconded by Representative Nathanson.</td>
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<td>Clarification of the request was provided by Tsugawa on the Academic Senate dates being proposed for revision:</td>
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<td>Motion passed by consensus</td>
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7. New Business

None.

8. For the Good of the Order

Chair DuPuis noted it has been a very intense couple of years for a lot of us. For the good of the Kauhale, she wished everyone the best end of this semester and a good holiday season.

9. Adjournment

Chair DuPuis adjourned the meeting at 4:09 p.m.
Transforming Committee Service
Where Secondary Duties Are Primary to Student Success
Presented by the QFE Education Subgroup

1. Benefits of Committee Service
   a) Survey Kauhale members on the benefits of committee work (Spring 2020).
   b) Present findings to College Council (Fall 2020)
   c) Shifting the narrative, create an info-graph of findings for Kauhale (Fall 2020)

2. Committee Service in Realtime
   a) Create a solution-based focus group/survey instrument to capture what works, what could work better, and solutions to maximize the outcomes of college committee service (Fall 2021)
   b) Identify CERC, an Integrated Planning committee, in a case-study (Spring 2022).
   c) Present findings to College Council/Kauhale (Spring 2022)

3. Educating the Process, Shifting the Narrative
   a) QFE education subgroup to propose Professional Development (PD) opportunities based on CERC case-study findings. (Fall 2022)
   b) Case-study outcomes to inform the expansion of this process to other integrated planning committees, as well as to standing committees and task-force assignments. (Fall 2022)
OUTCOMES: Spring 2021 semester, 10 focus group wala’au sessions were facilitated for Kauhale members to capture their feedback on our campus’ Effectiveness and Budget Allocation process. The lack of trust, in information and transparency, emerged as a significant concern that created obstacles in the overall process. It was also ascertained that our shared governance committees, and committees in general, were experiencing committee performance fatigue due to unclear or dated committee charters and the lack of committee onboarding protocols.

To transform the “culture of committee service” at Hawai‘i CC, a QFE- Education Subgroup was tasked to provide ideas on transforming the culture of committee service in our Kauhale.

Supporting Resources:
- See QFE Summary

ACCOMPLISHMENTS: Fall 2021 the QFE- Education task group conceived a plan, guided by our assessment culture of evidence, to collaborate with the Committee on Committees to:

1. Collected data from the kauhale during the All-College Meeting regarding the benefits of committee service in order to begin to shift the narrative and celebrate the good work of committees.
2. To support respective committees to clarify and update Committee Charters and tasks.
3. Recommend the creation of an on-boarding process to better support new committee membership and performance.
4. Recommend respective committees create committee service outcomes (similar to course learning outcomes), complete with an assessment rubric to ensure tasks are appropriate to the committee to which it is tasked.
5. Recommend committee members, using the committee performance rubric, self-evaluate their performance. This is to assist/support the individual committee members to gauge the value of their performance. Self-evaluations may play in contract renewal documents, or in staff performance self-evaluations.
6. Identify CERC as the pilot shared governance committee to undergo these recommendations.

Supporting Resources:
- All College Meeting Agenda (8/16/21)
- Collected Data from All-College Meeting (Padlet)
- Subgroup Meeting Minutes

Fall 2021, QFE- Education task group presented the plan/recommendations to our College Council (12/3/21).
Supporting Resources:
- College Council Agenda 5.E.d.
- College Council Minutes 5.E.d.
- Infographic: Transforming Committee Service

FUTURE ACTIONS:
1. Spring 2022, meet with the CERC committee to review recommendations.
2. Identify resources and support to:
   a. Update committee charter and tasks
   b. Create Committee Performance Outcomes (CPO)
   c. Create CPO rubric
   d. Create a template for self-evaluation
3. Present pilot findings to College Council in Spring 2023
4. Guided by the outcomes of the pilot, create a template for all campus committees
QFE - Integrated Planning Task Force
Proposed Changes to the
Institutional Effectiveness and Budget Allocation Process

The Goals of QFE-IP:

1) To strengthen the College’s integrated planning process to be more efficient, streamlined and timely,
2) Leverage technology tools for better data and information gathering and improved workflow.
3) 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.

Strategic Plan

<table>
<thead>
<tr>
<th>Initial Challenges</th>
<th>Identified Action Items</th>
<th>Actions in Progress</th>
<th>Fulfilling Goal</th>
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</table>
| There are too many old/obsolete plans with too many competing priorities, so we’re all over the map. It is not feasible to complete all the initiatives listed on these old plans, especially given our reduced workforce. | ● Revise policy Haw 4.201, Integrated Planning for Institutional Effectiveness; create visuals guides/aids and other documents to help illustrate the Institutional Effectiveness and Budget Allocation process. ● Develop a process by which the Kauhale, through the College Council, can contribute to the draft of our new Strategic Plan; embed the priorities from the current but outdated academic/technology/resources master plans within our new Strategic Plan. | ● Admin anticipates launching a Strategic Plan drafting process in Fall 2022. | Goal 1
Goal 2
Goal 3 |

QFE-IP Task Force Report to the College Council
March 11, 2022
There is no accountability or periodic reporting about having accomplished initiatives listed on the strategic plan or master plans.

We need to streamline the planning and get the programs/units involved. The plans need to be operational as well as vision driven.

The strategic plan’s long term goals should be overarching, things all the divisions should strive for.

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<td>● Incorporate the <em>WIGS (Wildly Important Goals)</em> into a possible Values Statement in the new Strategic Plan so they guide all of our initiatives.</td>
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<td>● Have Divisions identify their own goals in alignment to these Strategic Plan priorities.</td>
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<td>○ Planned action items should include measurable outcomes and due dates for completion, and identified lead personnel by office/title.</td>
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<td>● VCAA and VCSA already are required to provide UHCC System ARPD Office with their annual narrative Executive Summaries based on their Division’s program/unit annual and comprehensive reviews. VCs will be asked to include identification and discussions of overarching operational challenges facing their programs/units.</td>
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<td>○ Incorporate these challenges into goals for improvement in division /program/unit “implementation plans.”</td>
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<td>○ Make these Executive Summaries readily available through an Integrated Planning site and post to the College’s PUR site annually.</td>
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<td>● Admin to provide annual updates on progress toward accomplishing Strategic Plan/Implementation plan goals.</td>
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<td>● Develop visual graphics and video presentations on the Institutional Effectiveness model to be posted on the</td>
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**Budget Allocation Process**

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<tr>
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<th>Identified Action Items</th>
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<th>Fulfilling Goal</th>
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</table>
| Guiding principles of the budget planning process are not widely known; the budget approval process is not transparent or well understood across the Kauhale. The Program/Unit Review (PUR) process as it relates to budget requests is not well understood; some regular “B” budget items (operational budget) were being put in Comprehensive Program/Unit Reviews as “one time” special requests. “One time” special requests submitted through the Comprehensive PUR process seemed to | ● Provide the updated Guiding Principles on Budget document on a Budget website and regularly throughout Budget trainings and discussions.  
● Develop a timeline for the budget process to be posted on the IE website.  
● Provide regular training opportunities to help interested individuals better understand how the budget process works.  
● Provide a standardized budget worksheet that programs/units can use to enter in their B-budget (operating budget) request items annually.  
● Develop a Kauhale Budget Allocation Committee that will review one-time requests and prioritize items for the Admin Team’s review based on the Guiding Principles and priorities.  
● Develop a process through which, at the end of the budget review cycle each Spring semester, administration will notify proposers of the status of their request(s) with recommendation(s) on the future of | ● Utilize the new Kuali Program/Unit Review submission portal to extract “one-time” budget requests and compile a listing of all special funding requests received.  
● Develop a schedule of VCAS-led trainings and informational sessions.  
● Finalize and implement the annual use of the comprehensive B-budget worksheet for all programs and units to submit their operating budget requests to administration.  
● Fine tune the use of the new Kuali PURSubmission Portal; revise based on what we learned from the Fall 2021 pilot roll-out of the portal.  
● Develop and institutionalize | Goal 1  
Goal 2  
Goal 3 |
disappear into a “black hole.”

There seemed to be no shared governance in the budget allocation process.

There is never enough money to cover the majority of the requests that go through the “one time” request process.

“Closing the loop” has been missing from the end of the budget process. What happens to budget requests after they’ve been vetted?

There can be a significant time lag between the time programs/units submit their PUR documents and when they’re informed of related resource allocations being approved or denied.

the request if denied or not funded that cycle.

● Develop an Institutional Effectiveness webpage on the College’s main website:
  ○ Develop a budget section on the IE website specifically for budget items with the links to the “one-time” asks list(s), links to the updated campus operating budget(s), links to the System budget accounts (System page), etc. Include the budget priorities and the WIGS (*Wildly Important Goals*) in this portion of the site.
  ○ Secure funding to develop visual graphics and video presentations on the budget process and its intended function to be posted on the website.
  ○ Provide visual/graphic presentations delineating the three main budget process areas (“one time” special requests, B-budget operational needs, and personnel).

the Kauhale Budget Allocation Committee as a Standing Committee of the College Council OR an independent committee under the Office of the Chancellor.

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**Program/Unit Review (PUR) process: Annual and Comprehensive Reviews**

QFE-IP Task Force Report to the College Council
March 11, 2022
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Some UHCC ARPD data about programs has been erroneous in the past.</td>
<td>• Provide training so programs can better understand their ARPD data and challenge any items that appear to be incorrect or based on incomplete source data.</td>
<td>• A new Kuali online document submission “portal” was developed to provide a secure and transparent submission system for Annual and Comprehensive Program/Unit Reviews. This new system, piloted in Fall 2021, enhances tracking of submitted materials and attachments, and automates the PUR approval workflow. It also allows for “one-time” resource requests and supporting documentation to be submitted along with the Reviews and then collected by the VCAS into a comprehensive budget-requests report.</td>
<td>Goal 1</td>
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<tr>
<td>Cross-campus self-evaluation could be strengthened in the integrated planning process to facilitate more seamless services and support for students across the institution.</td>
<td>• Since UHCC System has removed the requirement that budget asks can only be included with Comprehensive Reviews, there is no need to keep our Comprehensive Review cycle at 3 years. Propose to change the length of time in which Comprehensive Reviews need to be submitted from every 3 years to “at least once every 5 years.” This will still be in compliance with UHCC System and BOR policies. This needs to be incorporated into the revision of Haw 4.201 policy.</td>
<td>• Admin is finalizing the current required PUR list and will provide for publication on the IE and PUR websites for the Fall 2022 cycle.</td>
<td>Goal 2</td>
</tr>
<tr>
<td>It is not clear who needs to submit program/unit reviews.</td>
<td>• Annually publish on the IE and PUR websites an updated list of programs/units/locations that need to submit annual and/or comprehensive program/unit reviews.</td>
<td></td>
<td>Goal 3</td>
</tr>
<tr>
<td>In addition, a wider, more intentional sharing of PUR</td>
<td>• Integrate a means to highlight programs/units via their Comprehensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
data, documents, evaluations and action plans would lead to better transparency and cross-department/division/unit understanding and cooperation.

Reviews and celebrate their accomplishments, perhaps via a campus newsletter, Kauhale Day-type event or beginning or end of year meetings. Generate a more intentional sharing of results for Kauhale members to review and dialogue about. Cross campus review and discussion could strengthen the integration of the planning process to facilitate more seamless services and support for students across the institution.

**College Council Committees**

**CERC - College Effectiveness Review Committee**

**AC - Assessment Committee**

<table>
<thead>
<tr>
<th>Initial Challenges</th>
<th>Identified Action Items</th>
<th>Actions in Progress</th>
<th>Fulfilling Goal</th>
</tr>
</thead>
</table>
| Many Kauhale members don’t know which College Council committees contribute to institutional effectiveness and budget allocation decision making. | Committee roles currently in effect: **College Effectiveness Review Committee (CERC)** The CERC reviews, evaluates and responds to each program’s or unit’s Comprehensive Review and reports to the Council its evaluation, which may be included, as appropriate, in the Council’s institutional planning recommendations to the Chancellor. In turn, the Council will respond to the CERC with a summary memorandum detailing | | Goal 1  
| | | | Goal 2  
| | | | Goal 3  |
any pertinent information or suggestions that arise from discussion on the Council floor. The CERC is convened by the Vice-Chancellor for Academic Affairs and is comprised of faculty, staff, administrators and students representing the entire Kauhale. The committee meets throughout the year as needed for reviews and recommendations. Committee meetings are open to the entire Kauhale.

**Assessment Committee (AC)**
The Assessment Committee reports to the Council and serves as the College’s work group for all assessment-related issues. The AC works in collaboration with the College Effectiveness Review Committee (CERC) to evaluate program and unit assessments referenced in Comprehensive Reviews. The AC reports its summary evaluations to the Council, which the Council may include, as appropriate, in institutional planning recommendations to the Chancellor. Because assessment is the responsibility of and serves the interests of all members of the Kauhale, the AC is comprised of faculty, staff and administrators representing the entire Kauhale. The AC meets regularly throughout the academic year. Committee meetings are open to the entire Kauhale.

- Generate greater awareness amongst Kauhale members of the current role of CERC and the
### Program and Unit Highlights and Accomplishments

Program and Unit highlights and accomplishments could help to unite and celebrate our Kauhale members.

Assessment Committee in the institutional effectiveness process, and changes in CERC’s role in the budget allocation process over the past few years.

- Given that all this PUR, CERC and AC data is publicly available, we need to encourage cross-campus review so that campus constituents have a greater understanding and appreciation of the programs/units and their activities, action plans and challenges/successes.

- Since CERC no longer has responsibilities for budget review/recommendations, and given revisions to College Council Charter rev 2022-01-14 regarding committee membership composition, the CERC may want to reassess its membership structure to determine what is most effective going forward.

- Create training programs and provide training for new members of CERC and the Assessment Committee.

- Along with Annual & Comprehensive Program/Unit Reviews, all of which are publicly available on the Program-Unit Review website, the CERC and Assessment Committee evaluation memos are publicly accessible on the College Council's “Committee Reports” webpage.

### Shared Definitions and Data Access

<table>
<thead>
<tr>
<th>Initial Challenges</th>
<th>Identified Action Items</th>
<th>Actions in Progress</th>
<th>Fulfilling Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many campus constituents</td>
<td>• Create a glossary of shared definitions as</td>
<td></td>
<td>Goal 1</td>
</tr>
</tbody>
</table>

QFE-IP Task Force Report to the College Council  
March 11, 2022
are not well versed on how the integrated planning process works. Definitions used across campus are not shared definitions.

There are varying opinions on what “shared governance” and other critical but undefined terms mean for our campus.

Many Kauhale members are unsure of where to turn when they have requests for data, especially since we lost our IRA position. Decisions should be data driven.

| NEXT STEPS |  
|---|---|---|

The current committee plans to disband as a College Council task force at the end of AY22 and to propose that an Implementation task force take over the next phase of the QFE-Integrated Planning work. Once the Kauhale has adopted the current committee’s proposed revisions (above) to the Integrated Planning process for institutional effectiveness and budget allocation, implementation should be able to start in Fall 2022.

QFE-IP Task Force Report to the College Council
March 11, 2022

9
FYE 2022 Midterm Report Summary

FYE Committee Members

The current FYE committee members include the following people:

1. No‘el K. Tagab-Cruz, Co-Lead
2. Robyn Kalauli, Co-Lead
3. Pele Kaio, Humanities
4. Tanya Dean, English
5. Anne Chung, BEAT,
6. Drew Kapp, Social Science
7. Samuel Giordanengo, Humanities
8. Sharon Dansereau, English
9. Lisa Fukumitsu, Academic Support
10. Larissa Leslie, DSA

Note: AY20-21 members who worked on the Hallmark and designation process also included Kate Sims, Trina Nahm-Mijo, Siniva Pota, Larissa Leslie, and Reshela DuPuis.

Fall 2021 Results

In Fall 2021, 181 unduplicated students enrolled into FYE courses. 102 students passed with C or better (56%) and 64% (as of March 2022) continued to the Spring 2022 semester. FYE students were given a survey about their experience with their FYE course, and the results indicate that students felt very supported, somewhat supported, or neutral (no responses indicated not supported). Students also shared that challenges included not being equipped to be online including family obligations, internet connectivity, etc.

FYE Student Evaluation Survey Results: Fall 2021
Survey was emailed to students enrolled in Fall 2021: 181 - Received 27 responses
### Student Responses via Class/CRN

<table>
<thead>
<tr>
<th>Course</th>
<th>Met or Exceeded</th>
<th>Needs Improvement</th>
<th>Met</th>
<th>Exceeded</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102: College Reading Skill</td>
<td>25 (92%)</td>
<td>2 (7.4%)</td>
<td>8</td>
<td>8 (29.6%)</td>
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</tr>
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<td>8</td>
<td>8 (29.6%)</td>
<td>8 (29.6%)</td>
</tr>
<tr>
<td>BUSN 164: Career Success</td>
<td>1 (4%)</td>
<td>0</td>
<td>1</td>
<td>1 (4%)</td>
<td>0</td>
</tr>
<tr>
<td>HWST 100: Piko Hawai'i - Instr.</td>
<td>1 (4%)</td>
<td>0</td>
<td>1</td>
<td>1 (4%)</td>
<td>0</td>
</tr>
<tr>
<td>HWST 100: Piko Hawai'i - Instr.</td>
<td>1 (4%)</td>
<td>0</td>
<td>1</td>
<td>1 (4%)</td>
<td>0</td>
</tr>
</tbody>
</table>

### Student Rating of FYE Hallmarks

<table>
<thead>
<tr>
<th>FYE Hallmarks</th>
<th>Definitely Did Not Meet</th>
<th>Needs Improvement</th>
<th>Met</th>
<th>Exceeded</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fosters substantive reflective thinking and increased self-awareness</td>
<td>1 (4%)</td>
<td>0</td>
<td>1</td>
<td>1 (4%)</td>
<td>0</td>
</tr>
<tr>
<td>Encourages kinship to and awareness of Hawai'i's environment and culture</td>
<td>1 (4%)</td>
<td>0</td>
<td>1</td>
<td>1 (4%)</td>
<td>0</td>
</tr>
<tr>
<td>Investigates a sense of purpose as related to academic and personal goals</td>
<td>1 (4%)</td>
<td>0</td>
<td>1</td>
<td>1 (4%)</td>
<td>0</td>
</tr>
<tr>
<td>Builds self-efficacy and self-management for active pursuit of academic goals</td>
<td>1 (4%)</td>
<td>0</td>
<td>1</td>
<td>1 (4%)</td>
<td>0</td>
</tr>
</tbody>
</table>

### Student Rating of FYE Hallmarks

<table>
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<tbody>
<tr>
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<td>2 (7.4%)</td>
<td>8</td>
<td>8 (29.6%)</td>
<td>8 (29.6%)</td>
</tr>
<tr>
<td>Encourages kinship to and awareness of Hawai'i's environment and culture</td>
<td>26 (96%)</td>
<td>1 (4%)</td>
<td>8</td>
<td>8 (29.6%)</td>
<td>8 (29.6%)</td>
</tr>
<tr>
<td>Investigates a sense of purpose as related to academic and personal goals</td>
<td>25 (92%)</td>
<td>1 (4%)</td>
<td>8</td>
<td>8 (29.6%)</td>
<td>8 (29.6%)</td>
</tr>
<tr>
<td>Builds self-efficacy and self-management for active pursuit of academic goals</td>
<td>22 (81%)</td>
<td>4 (15%)</td>
<td>8</td>
<td>8 (29.6%)</td>
<td>8 (29.6%)</td>
</tr>
</tbody>
</table>

Please rate if the class met the following First Year Experience (FYE) Hallmarks: [Fosters substantive reflective thinking and increased self-awareness], [Encourages kinship to and awareness of Hawai'i's environment and culture], [Investigates a sense of purpose as related to academic and personal goals], [Builds self-efficacy and self-management for active pursuit of academic goals].
Hallmark #1: 92% of Students indicated this Hallmark was met or exceeded

Hallmark #2: 96% of Students indicated this Hallmark was met or exceeded

Hallmark #3: 92% of Students indicated this Hallmark was met or exceeded

Hallmark #4: 92% of Students indicated this Hallmark was met or exceeded

Sample of Student Comments
Please share your understanding of the kaʻao model and how/if it is helping you during your academic journey here at Hawaiʻi CC.

● It really helped me keep my focus on why I'm here and what my goals are. I think it was a simple exercise, but it was very helpful.
● With the Kaʻao model I feel it is a great way to understand the events that happen once I started attending Hawaii CC It felt goos actually on how there is a goal but also with it comes hard times.
● The Kaʻao model has helped me throughout this semester as I'm constantly seeing where my obstacles lie and what needs to be accomplished to reach that end goal.
● I am applying and better understanding these principles into all my academic affairs and enjoy having a shared language to refer to and find a common ground with others.

Please share how/if engaging teaching strategies (like writing to learn, inquiry, collaboration, organizational activities, and reading to learn) have contributed to your personal and academic development.

● It helps me interact with others in the class sharing what we know and all about the things we’re supposed to be doing at the moment. Before, I was shy to share, but over the time, it helped me voice out my opinion or answers to the given questions and asking out what were wondering.
● I think the biggest help was the organization I normally use planners but this new semester I am utilizing the calendar much more efficiently to block out times for study or focus times in my schedule.
● The collaboration activities has helped me gain better communication with others and made me a better group worker.
● The Power of Habit I believe I will be thinking about for quite some time. Using relative topics that challenged us to look not only deeper into how we interact with the world around us but, also Hawaiʻi and the language shared here I really appreciated.

Please share a highlight from your FY designated course.

● Harkening back to a previous question, I believe the kaʻao model offered the highest benefit:effort ratio out of everything we did in the class
● My first year designated course was successful, and fun. Even though I attended as a part time student, I find the course very intriguing and applicable. Reading wasn't always enjoyable, but defining different ways that makes it enjoyable was a skill that I took along with me.
● My course was very fun actually. I liked it, I got to have a better understanding on Hawaiian culture. I also got to look at it from a different view. My favorite part was getting to learn more about our districts of Hawaiʻi. Making our kihei was also a fun experience.
● Our Zoom class that was about self-compassion was fun to participate and learn with other classmates.

Please share recommendations on how FYE can be improved. (Shared all comments)
• My FYE can be improve on feedback. Throughout the year, I completed my assignments without much feedback/guidance on them, and consistent feedback would have really helped me with completing my assignments smoothly.
• Cannot think of anything at the moment
• Don't overwhelm them with lots of work, give manageable amounts of work.
• None
• less kaao model stuff. it is confusing and a waste of time
• I have no suggestions for improvement
• I don't think there is anything I would change.
• Mrs. Dean allowed me to share recommendations during our zoom class meeting, which she had answered and helped with. Examples would the replying discussions I addressed and the amount of time I should be doing an assignment. It was improved when she added the approximate hours to every assigned work. This allowed me to know how long I should spend on each assignment or if I am not spending enough time.
• Less homework
• Maybe more people to join the class this semester it was small.
• None
• N/A
• I felt like the "Encourages kinship to and awareness of Hawai’i’s environment and culture" hallmark could be re-evaluated a little. There was quite a bit of Hawaiian culture in the beginning of the semester but strayed away from that towards the end. Still included it some but not to the extent that was presented at the start.
• N/A, I thought it was awesome just the way it was.
• I could have used some feedback throughout the course from the instructor so I would know how to improve myself each week. Feedback is really needed for a first year student.
• Hoping to have something more diverse as it feels very repetitive.
• The only feedback I can provide is to provide homework on a weekly basis instead of having two chunks of assignments due on two days throughout the week. While that is perfect for FY students, as most likely they don't have much more responsibility outside of school, it is hard for students like me with kids, full time job, etc. However - that also is on me as a student to manage my time wisely.
• I thought my Eng 102 class had the best structure of all my classes this semester. Tanya does a great job with how assignments are structured and disbursed, and was very involved in giving thorough instructions and quick feedback. It was one of my more demanding classes, but I also feel like I got the most out of it. I think her class has been the best model for online learning that I've experienced so far! I think it's important to connect with classmates early on in the course. It makes for a more comfortable "group" learning environment, and makes it easier to participate in discussions.
• I thought it was pretty good
• n/a
• It's awesome I don't see any changes for now.
• I think this class would have been made better if I was able to go on field trips and take the class more in person. I know this was not possible due to covid, however, I feel that I may have learned more from the teacher if this had been possible.
• n/a
• I think this was a great experience excluding the fact I am well past my first year of college, but I think incorporating these additional student lessons is great in helping students adapt to college work
Scheduling the Proctor Test was a little confusing to schedule online but it worked. That could be improved better.

I had a challenging time with the two deadlines and release dates therefore never feeling completed. But, as I've reflected I see it's more of how I can better time manage. Keep on keeping on, Thank you for helping guide the way for all of us.

No recommendations

Services

The Faculty Referral Form that instructors use to refer students to support services was updated and expanded to include mental health, academic advising, and basic needs (food and housing security). Tutoring continues to be available to FYE students at Paepae ‘Ohua and The Learning Center. Student Services is providing targeted support for students who earned incomplete grades for Fall 2021 classes and increased outreach to students who are on academic probation. We also held the Spring 2022 Ka‘ao Virtual Student Success Conference in January, 2022, and sixty-seven students attended. Ka‘ao Student Success Workshops are available to students throughout the semester. The Pilina APP is also now available to students, which is designed to increase communication with students. Additionally, a supplemental instruction/directed learning cohort has been created at Pālamanui to assist with student preparedness, challenges (i.e. test anxiety) that includes high touch services.

Training

Training for faculty is ongoing. We have offered several training sessions for both AVID and the Ka‘ao Model. Currently, Ka‘ao Laulima Training is available to faculty as well as Ka‘ao Kanak-tions. AVID training sessions include power hour training on the first Friday of the month from 8:30-9:30. A workshop on backward designing curriculum with WICOR strategies may possibly be available in May 2022.

Next Steps

Designation Process

Instructional Designation is established; we are currently working on creating a designation process for non-instructional units. To assist with this, we are offering Ka‘ao training for student workers, and we are collaborating with Student Services personnel on all three campus locations to create a non-instructional designation process.
Committee Proposals

We are currently writing proposals to submit to the College Council and Academic Senate to become official committees (FYE Designation Committee under Academic Senate and FYE Committee under College Council).

CTE Inclusion

We are currently working on creating more inclusion for CTE students with FYE and are planning on providing AVID half-day training for CTE faculty.
Welina!  Register for Fall 2022

Fall classes start on August 22nd
Summer Session I starts May 23rd
Summer Session II starts July 5th

The I Ola Hāloa Center, Paepae ʻŌhua Native Hawaiian Student Success Services, and Papaʻā Hale lānai is open from 8:00am-4:30pm, Monday - Friday.

*Please note: All visitors to the Center are recommended to wear a face mask and follow campus safety guidelines.

Hawaiʻi CC COVID-19 Information
The PAEPAE ‘ŌHUA NATIVE HAWAIIAN STUDENT SUCCESS SERVICES is part of our IOLA HĀLOA CENTER FOR HAWAI‘I LIFESTYLES
PAEPAE ‘ŌHUA NATIVE HAWAIIAN STUDENT SUCCESS SERVICES (Paepae ‘Ōhua) supports Native Hawaiian students as well as all learners, especially those enrolled in HAW/HWST classes and those majoring in A.A. Hawaiian Studies and/or pursuing the Hawai‘i Life Styles Academic Subject Certificate (HLS-ASC). Students receive academic advising, financial aid information, peer mentoring including tutoring, indigenous Hawaiian cultural workshops, and other services to support their academic success.
PAEPAE ‘ŌHUA NATIVE HAWAIIAN STUDENT SUCCESS SERVICES promotes a holistic Hawaiian cultural foundation experience that empowers learners to maximize their potential by supporting personal development, cultural identity, and academic success. Our services embrace cultural practices of 'Ohana, family caring and nurturing, and Aloha, love, and respect for each other.

SERVICES FOR YOU!

https://sites.google.com/hawaii.edu/paepaeohua/home
Peer Tutoring & Mentoring
Workshops & Māla Day
Waihonua
Computer Lab and Printing
Papa ʻā Hale
(Lānai 380A)

E HELE MAI!
Kaʻao Student Success Conference

Thursday, January 6, 2022 • 9 am to 12 noon

Discover why you are here, create your path to success, and share your story

This conference will provide you with an opportunity to learn strategies that will support your success as a college student.
Aloha Mai Kākou!

Welcome learners. Our Kauhale (Academic Village) celebrates you and your individual skills, knowledge, and experiences for enriching our community. For over 80 years, we have demonstrated that you, our students, are our priority and that your success is our calling.

College is a rewarding experience, though at times it can seem overwhelming. You will most likely experience some challenges along the way. These are simply bumps on the road and are not dead-ends. At Hawai‘i Community College, we make it our kuleana to pave a smoother path for your academic journey.

I encourage you to reach out to someone at the College if you need help. Learn all of the resources available to you, and use them. Do not let a single day go by without seeking help if you feel behind, are confused about something, or simply need to talk to someone.

We could not be happier to have you as a part of our Kauhale, and if I can personally be of any help to you, please feel free to contact my office.

Ke akua pu a hui hou,

Chancellor Rachel Solemsaas
1. There will be one Zoom link for the entire conference. To receive the Zoom link, register here:

   Zoom: go.hawaii.edu/kiV

2. Any **inappropriate behavior** will result in your removal.

3. If you have any questions, you may contact our Kaʻao hotline at **808-934-2733**.

4. LINK TO PROGRAM:
   http://go.hawaii.edu/VNV
Navigating the Online Workshops

1. Workshops will be hosted in breakout rooms.

2. To **join the workshop**
   a. **Click on the “Breakout Room”** icon at the bottom of the Zoom window.
   b. Find the title of the workshop you want to attend.
   c. Hover over the workshop title and the “Join” button will appear. **Click “Join.”**
   d. Attendees will not be able to join breakout rooms early.

3. [Click here for a tutorial](#).
Navigating the In-Person Conference

1. Email larissa8@hawaii.edu if you plan to attend from campus

2. In-Person attendees check in at:
   - Manono Campus
     1175 Manono Street
     Building 381, Room 12
   - Palamanui Campus
     73-4255 Ane Keohokālole Highway
     Kailua-Kona, HI 96740
     Ėlama Building Room 170

3. Complete the UH health screening and present your “All Clear” screen upon arrival

4. Wear a mask and maintain social distance in enclosed rooms.

5. Rooms will be available to participate in online workshops from the campus.

UH Health Screening for In-Person: uh.campus.lumisight.com
**Conference At A Glance**

Descriptions for each workshop begins on page 8

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Welcome</td>
</tr>
<tr>
<td>9:15</td>
<td>Keynote Speaker</td>
</tr>
<tr>
<td></td>
<td>Ākea Kiyuna, Noʻel Tagab-Cruz, &amp; Noʻeau Woo-O'Brien</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Workshop Session 1</td>
</tr>
<tr>
<td>10:40-11:10</td>
<td>Workshop Session 2</td>
</tr>
<tr>
<td>11:10-11:40</td>
<td>Workshop Session 3</td>
</tr>
<tr>
<td>11:50-12:00</td>
<td>Wrap up - Exit Ticket</td>
</tr>
</tbody>
</table>
Ākeamakamae Kiyuna is a Hawaiian, Okinawan, Korean, Visayan wahine from Kalauao, O‘ahu, who also has roots in Hōnaunau, Hawai‘i. She received her B.A. in Hawaiian Studies and Linguistics from the University of Hawai‘i at Hilo and then went on to receive her M.A. in Linguistics at the University of Hawai‘i at Mānoa. She has been teaching Hawaiian Language and Hawaiian Studies courses at the community college and university levels since 2012 and is currently an instructor at Hawai‘i Community College. Ākea is also an ʻūniki graduate of Unukupukupu as part of the Unuolehua II cohort.

No‘el K. Tagab-Cruz currently serves as the Coordinator for I Ola Hāloa Center for Hawai‘i Life Styles that includes the AA Hawaiian Studies Program, Paepae ʻŌhua Native Hawaiian Student Success Center, Haʻakūmalae Programs Program, etc, for Hawai‘i Community College. No‘el is an ʻūniki ʻailolo (graduate) of Unukupukupu as well.

Noʻeau Woo-O’Brien is the Ulu Kini Project Coordinator of the I Ola Hāloa: Hawai‘i Life Styles Program at Hawai‘i Community College. He holds a double B.A in Hawaiian Studies and Digital Media, and a M.A in Hawaiian Studies with a focus on Moʻolele ʻŌiwi. Aside from working at the college, Noʻeau also brings attention to Hawaiian history and perspectives through social media.
### Workshop Session 1 – 10:00–10:30

<table>
<thead>
<tr>
<th>Title</th>
<th>Speaker</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3–2–1 Transfer!</strong></td>
<td>Jeanne Batallones&lt;br&gt;Counselor&lt;br&gt;Carrie Kuwada-Phipps&lt;br&gt;University Center</td>
<td>Interested in transfer but not sure how this works? Come to this workshop and learn about 3 important tools available to guide your transfer, 2 campus resources that can assist you with transfer planning, and sign up for 1 event this Spring 22 to get you started on your transfer journey!</td>
</tr>
<tr>
<td><strong>What?! You think you better than us now?</strong></td>
<td>Dr. Sara Vogel&lt;br&gt;Title IX Coordinator, Equity and Compliance Officer</td>
<td>So you have signed up for college, but there are people in your life who feel like you might be moving on without them. Learn how to navigate the changes in relationships to ensure you still have your personal community behind you as you begin your college journey.</td>
</tr>
<tr>
<td><strong>College Budgeting</strong></td>
<td>Kenoalani Dela Cruz&lt;br&gt;Counselor</td>
<td>Students will learn what a budget is, and how to create and manage a budget.</td>
</tr>
<tr>
<td><strong>Paddle On!: What To Do When The Hard Work Begins</strong></td>
<td>Tanya Dean&lt;br&gt;Associate Professor, English</td>
<td>By Weeks 2, 3, 4 of a new semester, students face the reality of having a lot of work to manage and many adjustments to make. It can feel like a huge set of waves is building. Let’s look at mindsets and strategies to stay calm and paddle on when the assignments start rolling in!</td>
</tr>
<tr>
<td><strong>Discover Your Superpower and Succeed in College!</strong></td>
<td>Tomoko Skinner&lt;br&gt;Work-Based Learning Specialist</td>
<td>Do you know that you have a superpower? Do you know that you can make a difference in your life and the world around you? Discover your superpower and cultivate that power in college.</td>
</tr>
</tbody>
</table>

[Back to Conference At A Glance]
## Workshop Session 2 – 10:40–11:10

<table>
<thead>
<tr>
<th>Preparing for Our Future: Sustainability and STEM</th>
<th>We are increasingly challenged with how to create a more sustainable world. Many of the issues - and jobs - of today and tomorrow will require some proficiency in STEM disciplines. We will discuss the relevance of understanding and applying sustainable concepts, the importance of experience with science and how to succeed in these content areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Debbie Weeks, Instructor</td>
<td></td>
</tr>
<tr>
<td>Dealing with College Reading: Strategies to Avoid Avoidance!</td>
<td>Many students need help adjusting to the reading they're expected to do in college. They say things like, &quot;It's hard to focus. It's dull. I read too slowly. These digital textbooks are hard to deal with.&quot; It's all true! Learn proactive reading strategies and fight off the temptation to avoid your reading.</td>
</tr>
<tr>
<td>Tanya Dean, Associate Professor, English</td>
<td></td>
</tr>
<tr>
<td>How to apply for SNAP food support</td>
<td>Meeting foundational human needs is essential for success as a student or for any goal we set for ourselves! Learn the ins and outs of SNAP eligibility, navigating the online application, and where you can get assistance from HAWCC in completing your SNAP application. Learn about the HINET program for SNAP recipients, which can also assist with other school expenses.</td>
</tr>
<tr>
<td>Craig Mitchell, HINET Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>Laulima &amp; Zoom Overview</td>
<td>This is an overview of Laulima &amp; Zoom. The workshop will cover accessing both sites and basic navigation</td>
</tr>
<tr>
<td>Tiffany Naea, Educational Specialist</td>
<td></td>
</tr>
<tr>
<td>Workshop Session 3 – 11:20–11:50</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>3–2–1 Careers &amp; Majors!</strong></td>
<td></td>
</tr>
<tr>
<td>Jeanne Batallones</td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td></td>
</tr>
<tr>
<td>Come to this short workshop to learn about 3 tools available to identify your career goals, 2 reasons why your career goal influences your major, and 1 event you should definitely attend to solidify your career and major goals!</td>
<td></td>
</tr>
<tr>
<td><strong>You CAN do college. Let’s build your college confidence!</strong></td>
<td></td>
</tr>
<tr>
<td>Dr. Sara Vogel</td>
<td></td>
</tr>
<tr>
<td>Title IX Coordinator, Equity and Compliance Officer</td>
<td></td>
</tr>
<tr>
<td>Feel like you might not fit in at Hawaii Community College? That you are an imposter and that soon enough your classmates and your teachers will find out that you don’t belong and that you are not smart enough? Let’s shift that mindset and help you realize you belong here and we want to help you succeed here at Hawaii Community College!</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Styles and Study Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>Kenoalani Dela Cruz</td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td></td>
</tr>
<tr>
<td>Students will learn about three, main learning styles and discover their preferred learning style. They will also apply their understanding of preferred learning styles to improve their learning and study skills.</td>
<td></td>
</tr>
<tr>
<td><strong>Navigating your Syllabus for Student Success</strong></td>
<td></td>
</tr>
<tr>
<td>Neva Supe-Roque</td>
<td></td>
</tr>
<tr>
<td>Curriculum Developer &amp; Coordinator, EDvance</td>
<td></td>
</tr>
<tr>
<td>This workshop is designed to help acquire time management skills and guidance of campus services available to students, reflected on most syllabus that they will receive for their courses.</td>
<td></td>
</tr>
<tr>
<td><strong>Stress Reduction</strong></td>
<td></td>
</tr>
<tr>
<td>Kate De Soto</td>
<td></td>
</tr>
<tr>
<td>Mental Health Professional</td>
<td></td>
</tr>
<tr>
<td>Come learn more about how to manage your stress and increase your resiliency.</td>
<td></td>
</tr>
</tbody>
</table>

Back to Conference At A Glance
Resources during your Huaka‘i

Click on the **blue** underlined word to open the resource

**Navigating Zoom**

- [Zoom Tutorial](#)
- [https://zoom.us/test](#)
- [Navigating Break out rooms](#)

**Want MORE?!**

We have workshops throughout the semester, too!

- [Spring 2022 Ka‘ao Student Success Workshops (click here)](#)
Resources during your Huakaʻi

In-person attendance
Map of **Manono Campus**
1175 Manono Street, Hilo, HI 96720

Check-in at Building 381, Room 12

Back to Conference At A Glance
Resources during your Huaka‘i

In-person attendance
Map of Palamanui Campus
73-4255 Ane Keohokālole Highway
Kailua–Kona, HI 96740

Check-in at Ēlama Building Room 170

Please Check in at Student Services

Student and Guest Parking
Culinary Lanai
KaliKo Rooms 143-156 Library Computer Lab
PiKo

Back to Conference At A Glance
### Tools and Support for Your Huaka‘i

#### Meet our Counselors and Advisors!

**www.hawaii.hawaii.edu/counseling**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeanne Batallones, Counselor</td>
<td><a href="mailto:jbatallo@hawaii.edu">jbatallo@hawaii.edu</a></td>
<td>Liberal Arts, Undeclared majors</td>
</tr>
<tr>
<td>Larissa Leslie, Counselor</td>
<td><a href="mailto:larissa8@hawaii.edu">larissa8@hawaii.edu</a></td>
<td>Early Childhood Education, Environmental Sciences, Global Studies, Liberal Arts, Natural Sciences (Biological and Physical Science), International and English Second Language</td>
</tr>
<tr>
<td>Karen Crowell, Counselor</td>
<td><a href="mailto:kcrowell@hawaii.edu">kcrowell@hawaii.edu</a></td>
<td>Agriculture, Architectural Engineering and CAD Technologies, Auto Body Repair and Painting, Automotive Mechanics, Carpentry, Culinary Arts, Diesel Mechanics, Electrical Installation and Maintenance, Electronics, Forest TEAM, Machine Welding and Industrial Mechanics</td>
</tr>
<tr>
<td>Christine Quintana, Program Coordinator</td>
<td><a href="mailto:cdamate@hawaii.edu">cdamate@hawaii.edu</a></td>
<td>Office of International Programs, Intensive English Program, Career Services</td>
</tr>
<tr>
<td>Kenoalani Dela Cruz, Counselor</td>
<td><a href="mailto:noa@hawaii.edu">noa@hawaii.edu</a></td>
<td>Fire Science, Nursing (RN and LPN), Liberal Arts Exploratory Health Sciences</td>
</tr>
<tr>
<td>Kaleopono Quintana, Counselor</td>
<td><a href="mailto:kaleopon@hawaii.edu">kaleopon@hawaii.edu</a></td>
<td>Administration of Justice, Creative Media, Digital Media Arts, Hawaiian Studies, Human Services, Liberal Arts, Substance Abuse Counseling</td>
</tr>
<tr>
<td>Grace Funai, Counselor</td>
<td><a href="mailto:gfunai@hawaii.edu">gfunai@hawaii.edu</a></td>
<td>Accounting, Business Technology, Hospitality and Tourism, Information Technology, Liberal Arts Exploratory Business, Marketing</td>
</tr>
<tr>
<td>Warren &quot;Wailani&quot; Walker, Counselor</td>
<td><a href="mailto:warrenwa@hawaii.edu">warrenwa@hawaii.edu</a></td>
<td>Special Populations (Active Duty Military/Dependents/Veterans, Foster Youth, Previously Incarcerated Individuals, and Returning Adults)</td>
</tr>
<tr>
<td>Glenn-Dee Kuwaye, Counselor</td>
<td><a href="mailto:gkuwaye@hawaii.edu">gkuwaye@hawaii.edu</a></td>
<td>Running Start and Early Admissions Students</td>
</tr>
<tr>
<td>Craig Mitchell, HINET</td>
<td><a href="mailto:craigm2@hawaii.edu">craigm2@hawaii.edu</a></td>
<td>Hinet Program Coordinator</td>
</tr>
</tbody>
</table>

Back to Conference At A Glance
# Mental Wellness and Personal Development Service

**Kate De Soto**, Mental Health Therapist LCSW  
Email: kdesoto@hawaii.edu  
**Other Groups:** Clinical services are available for any Hawai`i CC student

# Hā'awi Kōkua Program for Students with Disabilities

**Mari Giel**, Counselor  
Email: marigiel@hawaii.edu  
**Majors:** All majors for Students with Disabilities  
**Other Groups:** Students with disabilities including Chapter 31 Veterans, and those exiting drug treatment and/or correctional facilities

# Kō Education Center (KōEC)

Email: nherc@hawaii.edu

---

# Pālamanui

**Dana Aina**, Elama/Hilo One Coordinator  
Email: aina808@hawaii.edu  
**Pearla Haʻalilio**, Student Support Specialist  
Email: haalilio@hawaii.edu  
**Carrie Kuwada Phipps**, Educational Specialist  
Email: carriekp@hawaii.edu  
**Ian Hirakawa**, Advisor  
Email: ian31@hawaii.edu

---

Back to Conference At A Glance
Mahalo to our Committee Members:

Larisa Leslie, Organizer
Jeanne Batallones
Monica Burnett
Kenoalani Dela Cruz
Kate De Soto
Ian Hirakawa
Kesha Kubo
Glenn-Dee Kuwaye
Thatcher Moats
Christine Quintana
Kaleopono Quintana
No‘el Tagab-Cruz

Workshop Presenters
Jeanne Batallones
Sharon Dansereau
Tanya Dean
Kate De Soto
Pualilia Hanamaika‘i
Drew Kapp
Tomoko Skinner
Neva Supe-Roque
Chiemi Sasaki
Dr. Sara Vogel
Dr. Debbie Weeks

Keynote Presenters
Ākea Kiyuna
No‘eau Woo-O‘Brien
No‘el Tagab-Cruz

Chancellor Rachel Solemsaas

Mahalo to the U.S. DOE Title III Grants Mānai-a-Maui, Mōkaulele, and Ulu Kini for support and contributing to the conference.
Kaʻao Student Success Conference

Thursday, January 6, 2022 • 9 am to 12 noon

Stories create the visions and ideas that feed the seed of inspiration

Artwork created by Kaleo Quintana, Counselor

Hawai‘i Community College is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court record, sexual orientation, status as a covered veteran, national guard, victims of domestic or sexual violence, gender identity and expression, genetic information, citizenship, credit history, and income assignment. For inquiries regarding our nondiscrimination policies, please contact Dorinna Cortez, Vice Chancellor for Student Affairs, dorinna@hawaii.edu. For disability accommodations, please contact Hāʻawi Kōkua at 934-2725.
<table>
<thead>
<tr>
<th>Day &amp; Date</th>
<th>Time</th>
<th>Description</th>
<th>Registration / Zoom (Click the link)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 01/14/2022</td>
<td>12 Noon - 1 PM</td>
<td>Creating a Path to Your Success</td>
<td><a href="https://hawaii.zoom.us/j/4889439025">https://hawaii.zoom.us/j/4889439025</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presenter: Kaleo Quintana, Counselor</td>
<td></td>
</tr>
<tr>
<td>Tuesday 01/18/2022</td>
<td>12 Noon - 1 PM</td>
<td>Learning Styles &amp; Study Strategies</td>
<td><a href="https://hawaii.zoom.us/j/435117353">https://hawaii.zoom.us/j/435117353</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presenter: Kenoa Dela Cruz, Counselor</td>
<td>Passcode: Advising</td>
</tr>
<tr>
<td>Wednesday 01/19/2022</td>
<td>12 Noon - 1 PM</td>
<td>Career &amp; Major Selection</td>
<td>[Register in advance (click here)]</td>
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<tr>
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<td></td>
<td>Presenter: Jeanne Batallones, Counselor</td>
<td></td>
</tr>
<tr>
<td>Thursday 01/20/2022</td>
<td>12 Noon - 1 PM</td>
<td>How to Win Scholarships!</td>
<td><a href="https://hawaii.zoom.us/j/145245759">https://hawaii.zoom.us/j/145245759</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presenter: Grace Funai, Counselor</td>
<td>Passcode: grace</td>
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<tr>
<td>Friday 01/21/2022</td>
<td>12 Noon - 1 PM</td>
<td>Creating a Path to Your Success</td>
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<tr>
<td>Tuesday 01/25/22</td>
<td>12 Noon - 1 PM</td>
<td>UH System Common Scholarship Application</td>
<td><a href="https://hawaii.zoom.us/j/145245759">https://hawaii.zoom.us/j/145245759</a> Passcode: grace</td>
</tr>
<tr>
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<td></td>
<td>Presenter: Grace Funai, Counselor</td>
<td></td>
</tr>
<tr>
<td>Tuesday 01/25/22</td>
<td>12 Noon - 12:30 PM</td>
<td>Discover Your Superpower</td>
<td>[Register in advance (click here)]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presenter: Tomoko Skinner, Work-Based Learning</td>
<td></td>
</tr>
<tr>
<td>Thursday 01/27/22</td>
<td>12 Noon - 1 PM</td>
<td>Career &amp; Major Selection</td>
<td>[Register in advance (click here)]</td>
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<tr>
<td></td>
<td></td>
<td>Presenter: Jeanne Batallones, Counselor</td>
<td></td>
</tr>
<tr>
<td>Tuesday 02/01/22</td>
<td>12 Noon - 1 PM</td>
<td>Memory Techniques</td>
<td><a href="https://hawaii.zoom.us/j/435117353">https://hawaii.zoom.us/j/435117353</a> Passcode: Advising</td>
</tr>
<tr>
<td></td>
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<td>Presenter: Kenoa Dela Cruz, Counselor</td>
<td></td>
</tr>
<tr>
<td>Thursday 02/03/22</td>
<td>12 Noon - 1 PM</td>
<td>Transfer 101</td>
<td>[Register in advance (click here)]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presenter: Jeanne Batallones, Counselor</td>
<td></td>
</tr>
<tr>
<td>Friday 02/04/22</td>
<td>9 AM - 10 AM</td>
<td>How to Win Scholarships!</td>
<td><a href="https://hawaii.zoom.us/j/145245759">https://hawaii.zoom.us/j/145245759</a> Passcode: grace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presenter: Grace Funai, Counselor</td>
<td></td>
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<td>Registration / Zoom (Click the link)</td>
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<tr>
<td>Tuesday 02/08/2022</td>
<td>12 Noon - 1 PM</td>
<td><strong>UH Online/Hybrid Degrees</strong>&lt;br&gt;Presenter: Carrie Kuwada Phipps, University Center</td>
<td><a href="https://go.hawaii.edu/Pp5">https://go.hawaii.edu/Pp5</a>&lt;br&gt;Passcode: uhcenter</td>
</tr>
<tr>
<td>Wednesday 02/09/2022</td>
<td>1 PM - 2 PM</td>
<td><strong>UH System Common Scholarship Application</strong>&lt;br&gt;Presenter: Grace Funai, Counselor</td>
<td><a href="https://hawaii.zoom.us/j/145245759">https://hawaii.zoom.us/j/145245759</a>&lt;br&gt;Passcode: grace</td>
</tr>
<tr>
<td>Thursday 02/10/2022</td>
<td>12 Noon - 1 PM</td>
<td><strong>Transfer 101</strong>&lt;br&gt;Presenter: Jeanne Batallones, Counselor</td>
<td><a href="#">Register in advance (click here)</a></td>
</tr>
<tr>
<td>Friday 02/11/2022</td>
<td>2 PM - 2:30 PM</td>
<td><strong>Networking Skills</strong>&lt;br&gt;Presenter: Tomoko Skinner, Work-Based Learning</td>
<td><a href="#">Register in advance (click here)</a></td>
</tr>
<tr>
<td>Wednesday 02/16/2022</td>
<td>12 Noon - 1 PM</td>
<td><strong>Transfer 101</strong>&lt;br&gt;Presenter: Jeanne Batallones, Counselor</td>
<td><a href="#">Register in advance (click here)</a></td>
</tr>
<tr>
<td>Thursday 02/17/2022</td>
<td>2 PM - 3 PM</td>
<td><strong>UH Online/Hybrid Degrees</strong>&lt;br&gt;Presenter: Carrie Kuwada Phipps, University Center</td>
<td><a href="https://go.hawaii.edu/Pp5">https://go.hawaii.edu/Pp5</a>&lt;br&gt;Passcode: uhcenter</td>
</tr>
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</tr>
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<td>------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Tuesday 02/22/2022 | 3 PM - 4 PM | **UH System Common Scholarship Application**  
Presenter: Grace Funai, Counselor | [https://hawaii.zoom.us/j/145245759](https://hawaii.zoom.us/j/145245759)  
Passcode: grace |
| Wednesday 02/23/2022 | 3 PM - 3:30 PM | **The Key to Success at School**  
Presenter: Tomoko Skinner, Work-Based Learning | Register in advance (click here) |
| Wednesday 03/02/2022 | 3 PM - 3:30 PM | **Networking Skills**  
Presenter: Tomoko Skinner, Work-Based Learning | Register in advance (click here) |
| Thursday 03/03/2022 | 12 Noon - 1 PM | **Overcoming The Inner Critic**  
Presenter: Jeanne Batallones, Counselor | Register in advance (click here) |
| Friday 03/04/2022 | 12 Noon - 1 PM | **What Is Your Kuleana?**  
Presenter: Kaleo Quintana, Counselor | [https://hawaii.zoom.us/j/4889439025](https://hawaii.zoom.us/j/4889439025) |
<table>
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<th>Time</th>
<th>Description</th>
<th>Registration / Zoom (Click the link)</th>
</tr>
</thead>
</table>
| Tuesday 03/08/2022 | 12 Noon- 1 PM  | **College Budgeting**                         | [https://hawaii.zoom.us/j/435117353](https://hawaii.zoom.us/j/435117353)  
|                  |                | Presenter: Kenoa Dela Cruz, Counselor          | Passcode: Advising                  |
| Thursday 03/10/2022 | 12 Noon - 1 PM | **UH Online/Hybrid Degrees**                  | [https://go.hawaii.edu/Pp5](https://go.hawaii.edu/Pp5)  
|                  |                | Presenter: Carrie Kuwada Phipps, University Center | Passcode: uhcenter                  |
| Thursday 03/10/2022 | 12 Noon - 1 PM | **Transfer 101**                              | Register in advance (click here)    |
|                  |                | Presenter: Jeanne Batallones, Counselor        |                                     |
| Wednesday 03/23/2022 | 12 Noon - 1 PM | **Turning Your Dreams Into Reality**          | Register in advance (click here)    |
|                  |                | Presenter: Jeanne Batallones, Counselor        |                                     |
| Wednesday 03/30/2022 | 1 PM - 2 PM   | **Your Huaka'i: Get Ready to Register!**      | Register in advance (click here)    |
|                  |                | Presenter: Larissa Leslie, Counselor           |                                     |
| Tuesday 04/05/2022   | 2 PM - 3PM     | **UH Online/Hybrid Degrees**                  | [https://go.hawaii.edu/Pp5](https://go.hawaii.edu/Pp5)  
|                  |                | Presenter: Carrie Kuwada Phipps,              | Passcode: uhcenter                  |
## General Information

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Confirm College Information</td>
<td>Confirmed</td>
</tr>
<tr>
<td>2.</td>
<td>System Organization name</td>
<td>University of Hawai'i Community Colleges</td>
</tr>
</tbody>
</table>

### 2. Additional Information:

"System Organization" refers to the entity that files financial statements, state and federal reports; allocates funds to the accredited college; is audited by outside auditors; and is ultimately responsible for the fiscal viability of the accredited college. In the case of the PIPI colleges, the System Organization is either a university or a government entity.

#### Contact Information for Chief Business Officers

- **a. Name of College Chief Business Officer (CBO)**
  - Kenneth J.A. Kaleiwahea
- **b. Title of College CBO**
  - Vice Chancellor for Administrative Services
- **c. Phone number of College CBO**
  - 808-934-2508
- **d. E-mail of College CBO**
  - ijakalei@hawaii.edu
- **e. Name of System Organization CBO, if different than the College CBO**
  - Michael Unebasami
- **f. Title of System Organization CBO, if different than the College CBO**
  - Associate Vice President for Administrative Affairs
- **g. Phone number of System Organization CBO**
  - 808-956-6280
- **h. E-mail of System Organization CBO**
  - mune@hawaii.edu

### 3. Additional Information:

h. This email will be copied on the final report once it has been approved by the CEO.

## System Organization Data - Revenue

### 4. System Organization fiscal year:

from first day of **July** to last day of **June**

### 5.

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Annual General Fund and Tuition &amp; Fee Revenue</td>
<td>$207,227,278</td>
<td>$208,128,415</td>
<td>$210,816,445</td>
</tr>
<tr>
<td>b. Revenue from other unrestricted sources (non-General Fund)</td>
<td>$23,624,951</td>
<td>$22,975,378</td>
<td>$34,888,685</td>
</tr>
</tbody>
</table>

i. Describe primary source of Revenue listed in 5.b. (foundation, rents, transfers in from other funds, etc.)

### System Organization Data - Revenue

#### Year Description Amount Sustainable/One-time

---

https://survey.accjc.org/fiscalreport/Pacific/final_view.php
ACCJC Annual Fiscal Report

5. Additional Information:
(Headings) In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.

a. The "General Fund" is the general operating fund or account that is not subject to specific restrictions from the funding sources; it usually contains the salary and benefit costs for the vast majority of college employees; the CEO/CFO/CBO usually can move available budgeted funds among the expenditure accounts without governing entity priority approval.

b. These revenues could include donations, facilities rental, concert receipts and other college-generated revenue that is available to fund operations.

6. Additional Information:
(Headings) In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.

Beginning Balance refers to any funds carried over from the previous fiscal year, or other funds that will be available in addition to the Annual Operating Revenue of Allocated Budget in 5a. For example, in some organizations budgeted funds are funds that had been allocated to the college in the prior year but which were not expended are added to the college's next year’s available funds or allocated budget.

Annual Operating Expenditures

7. Additional Information:
(Headings) In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.

Borrowing

8. to 11. Additional Information:
(Headings) In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021.
Cash Position

12. System Organization end of fiscal year Cash Balance (unencumbered cash):

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Position</td>
<td>$ 59,822,842</td>
<td>$ 69,747,218</td>
<td>$ 102,455,767</td>
</tr>
</tbody>
</table>

12. Additional Information:
(Headings) In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.

13. Does the system organization prepare multi-year cash flow projections during the year?

Yes

Annual Audit Information

14. Date annual audit report for the REPORT fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions

03/28/2022

NOTE: Audited financial statements are due to the ACCJC no later than the end of the 9th month following the close of the fiscal year. A multi-college organization may submit a single district audit report on behalf of all colleges in the organization that are accredited by the ACCJC.

15. Summarize Material Weaknesses and Significant Deficiencies from annual audit report (enter n/a if not applicable):

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPORT-2</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPORT-1</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REPORT</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Additional Information:
(Headings) In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.

Other Information

16. a. College Budgeted or Planned number of Students

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. College</td>
<td>16,879</td>
<td>16,772</td>
<td>14,375</td>
</tr>
<tr>
<td>b. Actual students</td>
<td>14,784</td>
<td>14,239</td>
<td>13,408</td>
</tr>
</tbody>
</table>

16. Additional Information:
Student count at System Organization level as defined in the Self-Study; headcount, full-time, full-time equivalent, etc.

17. a. During the reporting period, did the College or System Organization settle any contracts with employee bargaining units?

No

b. Did any negotiations remain open?

No

c. Describe significant fiscal impacts:

Most collective bargaining requirements are covered by general fund appropriations from the State.

College Data

18. a. College Budgeted or Planned number of Students

<table>
<thead>
<tr>
<th></th>
<th>REPORT-2</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. College</td>
<td>1,670</td>
<td>1,647</td>
<td>1,543</td>
</tr>
<tr>
<td>b. Actual students</td>
<td>1,513</td>
<td>1,522</td>
<td>1,395</td>
</tr>
</tbody>
</table>

https://survey.accjc.org/fiscalreport/Pacific/final_view.php
### 18. Additional Information:
Student counts as defined in the College's Self-Study; headcount, full-time, full-time equivalent, etc.

<table>
<thead>
<tr>
<th></th>
<th>REPORT</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Unrestricted budget or operating resources allocated to the College by the System Organization</td>
<td>$ 815,416</td>
<td>$ 631,567</td>
<td>$ 251,098</td>
</tr>
<tr>
<td>b. College end of fiscal year Unrestricted Cash Balance (unencumbered cash)</td>
<td>$ 2,701,891</td>
<td>$ 4,233,429</td>
<td>$ 7,632,163</td>
</tr>
</tbody>
</table>

### 20. At the end of the fiscal year what was the amount, if any, of general fund or operating budget allocation that was unspent by the College?

<table>
<thead>
<tr>
<th></th>
<th>REPORT</th>
<th>REPORT-1</th>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 1</td>
</tr>
</tbody>
</table>

### 18 to 20. Additional Information:
(Heads) In this report, the terms "REPORT," "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.

### 21. What percentage of any ending fund balance or allocation does the System Organization allow the College to carry-over into the following fiscal year?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>100 %</td>
</tr>
</tbody>
</table>

### 22. USDE official cohort Student Loan Default Rate (FSLD) (Cohort 3-year rate) [if not applicable, put n/a]

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Cohort Year</th>
<th>Cohort Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 (Published fall 2019)</td>
<td>2017 (Published fall 2020)</td>
<td>2018 (Published fall 2021)</td>
</tr>
<tr>
<td>20.9 %</td>
<td>19 %</td>
<td>20.3 %</td>
</tr>
</tbody>
</table>

### 23. College Data: Were there any executive or senior administration leadership changes at the college during the report year?

- Yes

Please describe the leadership change(s)

- **Vice Chancellor for Academic Affairs, Joni Onishi, retired as of July 31, 2021**
- **Interim Vice Chancellor for Academic Affairs, Melanie Wilson, appointed effective August 1, 2021**

### 23. Additional Information:
Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college.

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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HAWAI'I CC COVID-19 INFORMATION

In response to the ongoing COVID-19 pandemic, personal safety practices are still in effect (https://www.hawaii.edu/covid19-guidelines/personal-safety-practices/). Find more information about what you need to do to stay safe, please visit hawaii.hawaii.edu/covid-19 (../../covid-19).
Students at the Manono campus in front of P’io P’io Hale.

Hawai’i Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 331 J Street, Suite 200, Sacramento, CA 95814, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher
Note: In order to view the PDF documents in this section, you will need to have the free Adobe Acrobat Reader software installed on your computer. Download Adobe Acrobat Reader (http://get.adobe.com/reader/).

<table>
<thead>
<tr>
<th>ACCJC Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 ACCJC Comprehensive Evaluation</td>
</tr>
<tr>
<td>2018 Institutional Self-Evaluation Report (ISER)</td>
</tr>
<tr>
<td>ACCJC Complaint Process</td>
</tr>
<tr>
<td>Other Accreditations, Certifications, and Approvals</td>
</tr>
<tr>
<td>Substantive Change Approvals</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Archives</td>
</tr>
<tr>
<td>ACCJC Annual Reports</td>
</tr>
</tbody>
</table>

Accreditation Liaison Officer

E. Kalani Flores
ekflores@hawaii.edu (mailto:ekflores@hawaii.edu)
Memorandum

Date: March 23, 2021
To: Claudia Wilcox-Boucher, Program Coordinator
To: Joni Onishi, CERC
From: College Council’s Assessment Committee
Subject: Human Services Comprehensive Program Review AY2018-AY2020

The process of Program/Unit Review assures quality in all facets of our operations at Hawai‘i Community College. It encompasses planning, assessment, and evaluation. Thank you for conducting and submitting the Comprehensive Program Review for the Human Services program for the AY2018-2020 Review period.

In collaboration with the College Effectiveness Review Committee (CERC), the College Council’s Assessment Committee has reviewed the assessment reports submitted by the Human Services Program during the comprehensive review period.

The Committee provides the evaluation and recommendations below as suggestions for improvements that should be considered in planning and conducting future and ongoing assessment projects and program improvements for student success.

The Committee’s Recommendations and Comments:

Commendations:
- The committee commends the Program faculty for getting back on track to conduct scheduled course assessments after a multi-year hiatus during previous periods.
- The committee commends the Program faculty for working together to collaboratively complete the assessments discussed in the Review.

Recommendations:
- Overall, the assessments reported show that most students did not meet the Program’s expected benchmarks for successful achievement of the Learning Outcomes. The committee encourages the Program faculty to develop a sustainable, realistic action plan to address improvements in student learning, and then to follow up on implementing this plan across all Program courses.
- The committee recommends that Program faculty seek assistance from colleagues outside of the Program for help with the developing and implementing a more rigorous and consistent
assessment process. In particular, we note that faculty in other programs in the Social Sciences and Public Service division have deep experience in designing rubrics and developing summative assignments for student assessment, and we suggest that Human Services Program faculty seek their assistance to help the Program develop and stay on track with their action plan.

- The committee strongly recommends that the Program commit to continuing and completing all upcoming scheduled course assessments. Focus on consistency and Closing the Loops to improve student learning and success.

- The committee asks the Program to consider revising and clarifying the current list of Program Learning Outcomes (PLOs). How might the PLOs be revised to be more easily teachable and measurable?

Your colleagues on the Assessment Committee thank the Human Services Program for this chance to provide feedback and recommendations to help improve the Program’s assessment projects and student success.

All Programs are required to be at the sustainable continuous quality improvement level for Program Review and Planning, and the proficiency level for Student Learning Outcomes. To be effective, student learning outcomes assessment must contribute directly or indirectly to student success. Moreover, assessment for improvement is most effective when it is embedded within the program and the teaching and support services it provides. It is through the process of ongoing assessment of program outcomes that you can improve the quality of the program and demonstrate that level of quality to others. The Assessment Committee recommends that this feedback is shared with all members of the program.