

PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted Team ISER Review on Thursday, March 20, 2025 and a Focused Site Visit to Hawai'i Community College from September 22, 2025 to September 24, 2025. The Commission acted on the accredited status of the institution during its January 2026 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Seher Awan
Team Chair

Table of Contents

| | |
|---------------------------------------------------------------------------------------------------|----|
| Summary of Focused Site Visit..... | 6 |
| Commendations..... | 7 |
| Recommendations..... | 7 |
| Introduction..... | 8 |
| Eligibility Requirements..... | 10 |
| Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies..... | 12 |
| Public Notification of a Peer Review Team Visit and Third Party Comment..... | 12 |
| Standards and Performance with Respect to Student Achievement..... | 13 |
| Credits, Program Length, and Tuition..... | 14 |
| Transfer Policies Evaluation Items:..... | 15 |
| Distance Education and Correspondence Education..... | 16 |
| Student Complaints..... | 17 |
| Institutional Disclosure and Advertising and Recruitment Materials..... | 18 |
| Title IV Compliance..... | 19 |
| Standard I..... | 20 |
| I.A. Mission..... | 20 |
| I.B. Assuring Academic Quality and Institutional Effectiveness..... | 21 |
| I.C. Institutional Integrity..... | 23 |
| Standard II..... | 26 |
| II.A. Instructional Programs..... | 26 |
| II.B. Library and Learning Support Services..... | 31 |
| II.C. Student Support Services..... | 33 |
| Standard III..... | 35 |
| III.A. Human Resources..... | 35 |
| III.B. Physical Resources..... | 40 |
| III.C. Technology Resources..... | 42 |
| III.D. Financial Resources..... | 44 |
| Standard IV..... | 48 |
| IV.A. Decision-Making Roles & Processes..... | 48 |
| IV.B. Chief Executive Officer..... | 51 |
| IV.C. Governing Board..... | 54 |
| IV.D. Multi-College Districts or Systems..... | 56 |
| Quality Focus Essay..... | 58 |

**Hawai'i Community College
Peer Review Team Roster
TEAM ISER REVIEW**

Dr. Seher Awan, Team Chair*
Mission College
President

Meridith Randall, Vice Chair*
Golden West College
President

ACADEMIC MEMBERS

Mr. David Beymer*
Hartnell College
Instructor and Athletic Trainer

Dr. Nicole Grose
Feather River College
Professor, English

ADMINISTRATIVE MEMBERS

Dr. Ghada Al-Masri
Fresno City College
Vice President, Educational Services and Institutional Effectiveness

Mr. Patrick Bettencourt
Modesto Junior College
Vice President, Instruction

Dr. Treisa Cassens
Cypress College
Dean, Library, Learning Resources Center and Distance Education

Mr. Kyle Crider*
West Hills Community College District
Director, Accreditation, Research, Institutional Effectiveness, and Planning

Mr. Rick Hicks
Golden West College
Vice President Administrative Services

ACCJC STAFF LIAISON

Dr. Kevin Bontenbal

Vice President

*Persons who served as participants on the district review team should be noted with an asterisk.

**Hawai'i Community College
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FOCUSED SITE VISIT**

Dr. Seher Awan, Team Chair
Mission College
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Golden West College
President

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Hartnell College
Instructor and Athletic Trainer

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Summary of Focused Site Visit

INSTITUTION: Hawai'i Community College

DATES OF VISIT: September 22, 2025 to September 24, 2025.

TEAM CHAIR: Dr. Seher Awan

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In March 2025, the team conducted Team ISER Review (formative component) to identify where the institution meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence.

A four-member peer review team conducted a Focused Site Visit to Hawai'i Community College from September 22, 2025 to September 24, 2025 for the purpose of completing its Peer Review Team Report and determining whether the Institution continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the institution CEO on Wednesday, August 26, 2025, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 20 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held two open forums, one virtual and one in-person, which were well attended, and provided the college community an opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the institution is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the college staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations

Commendation 1: The team commends the College for its comprehensive, inclusive, and thoughtfully constructed professional development offerings, rooted in indigenous practices, that foster a collegewide sense of belonging, care, and dedication to student success and mission fulfillment. (III.A.14)

Recommendations

Recommendations to Meet Standards:

Recommendation 1: In order to meet the Standard, the team recommends the College regularly assess its record in employment equity and diversity consistent with its mission. (III.A.12)

Recommendations to Improve Quality:

Recommendation 2: In order to increase effectiveness, the team recommends the College take a more systematic approach to disaggregating and analyzing learning outcomes data by other demographics to assist with identifying gaps and increasing outcomes for all students. (I.B.6)

Introduction

Located on Hawai'i Island, Hawai'i Community College is the island's only comprehensive, open-access community college, serving the diverse needs of the community from its Manono campus in Hilo, Pālanui campus in Kona, and the Kō Education Center in Honoka'a. Established in 1941 as Hawai'i Vocational School, the College has a rich history rooted in workforce preparation and local engagement. Today, Hawai'i Community College offers 31 degrees and 43 certificates, and is deeply grounded in its indigenous values and the concept of Kauhale, a Hawaiian framework that recognizes the college community as an academic village. A federally designated Native Hawaiian-Serving Institution, Hawai'i Community College reflects the vibrancy and resilience of its island, with approximately 40% of its students identifying as Native Hawaiian and 87% residing on the island.

Through its Institutional Self-Evaluation Report (ISER), Hawai'i Community College demonstrated a clear commitment to student success, equity, and continuous improvement. The team observed strong evidence of collaborative engagement across the institution, particularly in the areas of integrated planning, instructional support, and responsiveness to the island's rural and socioeconomically diverse communities. The College has implemented meaningful practices to support Native Hawaiian and underserved students, including the Paepae 'Ōhua and Ha'akūmalae initiatives, and offers pathways in both credit and non-credit programs that promote workforce readiness and community development. Efforts to reduce recidivism through agricultural training for incarcerated students, ongoing Early College partnerships, and creative place-based programming speak to the College's commitment to inclusive education.

At the Focused Site Visit, the peer review team was honored to be welcomed with a powerful Kīpaepae ceremony at Papa 'A Hale. This ceremonial welcome set a profound tone for the visit, reflecting the College's deep commitment to tradition, place, and people. Throughout the visit, the team witnessed the embodiment of the Kauhale spirit in every interaction. Faculty, staff, and students expressed a deep and genuine love for Hawai'i Community College and for one another. The cross-disciplinary collaboration evident across the campus enriches not only academic programming, but also deepens the College's community impact, advancing economic mobility and social uplift for generations of learners.

The team was particularly moved by the familial and ancestral ties that connect the College to the island community. The College is more than a place of learning; it is an intergenerational pillar, woven into the lives and stories of those who study, work, and lead there. The intentional use of culturally responsive pedagogy and the alignment of planning and decision-making with the College's values were all evidence of a mission deeply lived and authentically led. The peer review team commends Hawai'i Community College for its unwavering commitment to student success, its embodiment of aloha, and its reflection of the spirit of *E 'Imi Pono*, the continual pursuit of excellence. The team is grateful for the College's hospitality, its care, and the opportunity to witness a community so deeply rooted in purpose and place.

The team recognized several notable and effective practices at Hawai'i Community College that exemplify its commitment to community, culture, and student success. Most prominently, the Model Home Project, which provides indigenous communities on Hawai'i Island with much-needed housing through apprenticeship-based workforce programs, stood out as a powerful embodiment of the College's mission. This initiative not only addresses pressing housing needs but also offers students hands-on, career-relevant experience that strengthens economic mobility. The team was also impressed by the College's strong culture of collaboration across disciplines, which enhances curricular integration and student support. Through programs like Pāmaomao, Hawai'i Community College demonstrates its dedication to professional learning rooted in indigenous and intercultural values, nurturing a campus culture of inclusion, belonging, and shared growth. The College's commitment to culturally responsive pedagogy, indigenizing the curriculum by infusing Native Hawaiian indigenous practices across the curriculum, and deeply rooted in the values of the Kahale were notable and impactful. The College's data-informed planning processes, effective use of apprenticeship and CTE pathways, and deep connection to community were all evident through both the ISER and during the site visit. These practices reflect the institution's holistic and equity-minded approach to education and its steadfast commitment to advancing student achievement through a lens of place-based learning and service.

Eligibility Requirements

1. Authority

The team confirmed that Hawai'i Community College is authorized to operate as a public post-secondary degree-granting educational institution. The College has been in continual operation since 1941, initially established as Hawai'i Vocational School. It became Hawai'i Community College in 1970 under the University of Hawai'i System and now functions as one of seven community colleges within the System. The College operates under the authority of the State of Hawai'i and the University of Hawai'i Board of Regents. Hawai'i Community College has been continuously accredited since 1995 by the Accrediting Commission for Community and Junior Colleges (ACCJC). The College remains in good standing with the Commission.

The College meets the ER.

2. Operational Status

The team confirmed that Hawai'i Community College is providing educational services leading to associate degrees, certificates of achievement, and transfer opportunities for 2,260 students as of fall 2023. The College offers 31 academic degrees, 43 career and technical education certificates, and four academic subject certificates. A significant portion of students are pursuing degree or certificate completion, career preparation, or transfer to four-year institutions within the University of Hawai'i System and beyond.

The College meets the ER.

3. Degrees

The team confirmed that a substantial portion of the educational offerings at Hawai'i Community College are programs that lead to associate degrees and certificates of achievement. The College offers 31 academic degrees and 43 career and technical education certificates, with programs designed to be completed in two academic years. A significant proportion of students are enrolled in credit-bearing programs with the goal of earning a credential, entering the workforce, or transferring to a four-year institution. In fall 2023, 65% of students were enrolled in general, pre-professional, or career and technical education pathways.

The College meets the ER.

4. Chief Executive Officer

The team confirmed that Hawai'i Community College has a Chief Executive Officer who does not serve as the chair of the governing board. The CEO has full-time responsibility for leading the College, and the University of Hawai'i Board of Regents has delegated appropriate authority to the CEO through Board and System policies. Dr. Susan Kazama was appointed as Chancellor of Hawai'i Community College by the University of Hawai'i Board of Regents, serving in an interim capacity beginning in July 2023 and appointed permanently in July 2024.

The College meets the ER.

5. Financial Accountability

The team confirmed that Hawai'i Community College engages a qualified external auditor to conduct annual audits of all financial records, in accordance with standards for public colleges and universities. The audits include an assessment of compliance with Title IV federal financial aid requirements, conducted through A-133 audits overseen by the U.S. Department of Education. All audits are certified, and any findings are appropriately documented and addressed. There have been no material findings or internal control weaknesses reported in recent years. Audit results are reviewed by the College and made available to the public through Board of Regents meetings and the College website.

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC Standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

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

Evaluation Items:

| | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit. |
| X | The institution cooperates with the review team in any necessary follow-up related to the third party comment. |
| X | The institution demonstrates compliance with the Commission <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment. |

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | 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 College meets the regulation. ACCJC did not receive any applicable third-party comments.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

| | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | 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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards) |
| X | 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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards) |
| X | 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. (Standard I.B.3, Standard I.B.9) |
| X | 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. (Standard I.B.4) |

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

Conclusion Check-Off (mark one):

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | 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 College meets the regulation.

Credits, Program Length, and Tuition

Evaluation Items:

| | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9) |
| X | 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). (Standard II.A.9) |
| X | Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2) |
| X | Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9) |
| X | The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> . |

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

Conclusion Check-Off (mark one):

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | 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 College meets the regulation.

Transfer Policies

Evaluation Items:

| | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10) |
| X | Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10) |
| X | Transfer of credit policies identify a list of institutions with which it has established an articulation agreement. |
| X | Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning. |
| X | The institution complies with the Commission <i>Policy on Transfer of Credit</i> . |

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | 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 College meets the regulation.

Distance Education and Correspondence Education

Evaluation Items:

| For Distance Education: | |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> . |
| X | The institution ensures, through the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency. |
| X | The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1) |
| X | The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit. |
| For Correspondence Education: | |
| NA | The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1) |
| NA | The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit. |
| Overall: | |
| X | The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1) |
| X | The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> . |

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

Conclusion Check-Off (mark one):

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | 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. |
| | The Institution does not offer Distance Education or Correspondence Education. |

Narrative: The Team reviewed a subset of Hawai'i Community College online courses and related Distance Education policies and procedures and confirms that the College meets the requirements. The College does not offer any correspondence education.

Student Complaints

Evaluation Items:

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | 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. |
| X | The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures. |
| X | The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards. |
| X | 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. (Standard I.C.1) |
| X | The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> . |

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

Conclusion Check-Off (mark one):

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | 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 College meets the regulation.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2) |
| X | The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> . |
| X | The institution provides required information concerning its accredited status.(Standard I.C.12) |

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

Conclusion Check-Off (mark one):

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | 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 College meets the regulation.

Title IV Compliance

Evaluation Items:

| | |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15) |
| X | If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15) |
| X | If applicable, the institution’s student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15) |
| X | If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16) |
| X | The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> . |

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

Conclusion Check-Off:

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | 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 College meets the regulation.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Hawai'i Community College (CC) demonstrates a strong commitment to its mission. The mission defines the institution's broad educational purposes, the student population it serves, the types of programs it offers, and the College's commitment to student learning and achievement. Hawai'i CC uses data to determine how effectively it accomplishes its mission and to direct priorities in meeting student needs. The College's programs and services use program review to align with the mission and institutional goals, and guide planning and resource allocation. Hawai'i CC publishes its mission, which is board approved, and the mission is reviewed and updated as necessary.

Findings and Evidence:

Hawai'i CC's mission describes the College's broad educational purposes, intended student population, degrees/credentials, and commitment to student learning and student achievement. There is a clear commitment to providing educational opportunities that meet the diverse needs of learners across their college community. (I.A.1, ER 6)

Hawai'i CC regularly collects and analyzes data from a wide variety of sources. Annual and comprehensive reviews, along with institutional data provided by the University of Hawaii System, allow the College to determine how effectively it is accomplishing its mission. The College regularly uses data in evaluation, planning, and resource allocation processes to support meeting students' educational needs. (I.A.2)

Hawai'i CC aligns its programs and services with its mission. The College ensures that program and unit priorities and goals support student learning and achievement through the program and unit review (PUR) process. (I.A.3)

Hawai'i CC widely publishes its mission. The mission was approved by the governing University of Hawai'i Board of Regents. The College Council has recently reviewed the mission statement. (I.A.4, ER 6)

Conclusions:

The College meets the standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Hawai'i CC has the structures and processes in place to ensure that the College is effective and is meeting its mission. At a high level, Institution-Set Standards and stretch goals are set and monitored in conjunction with the UHCC system. The program and unit review process drives assessment at the college level and ensures that resource allocation as well as process improvement are grounded in learning outcomes and disaggregated achievement data.

Findings and Evidence:

At Hawai'i CC, dialogue on learning outcomes, student equity, and institutional effectiveness occurs throughout the institution through a variety of structures and venues. Learning outcomes are addressed by faculty using a cycle of review and reflection, with program-level outcomes addressed through the program and unit review (PUR) process. At an institutional level, dialogue on PUR occurs between the College Effectiveness Review Committee (CERC) and College Council. This promotes further dialogue on the results of PUR and provides an avenue for implementing recommendations developed through the program and unit review process. (I.B.1)

The College has defined and published its institutional, program, and course learning outcomes. Hawai'i CC has policies and practices in place to guide its assessment cycle. Outcomes assessment occurs on a defined cycle, with separate cycles in place for courses as well as administrative units. Assessment results are integrated into the PUR process, driving planning and institutional improvement. (I.B.2, ER 11)

Through the statewide community college system, Hawai'i CC has established Institution-Set Standards (ISS) for student achievement that are in line with the college mission. These results are presented biannually to the College by the system office and are further discussed in College Council for potential action. ISS and stretch goals are published on the college website as part of the college Ha'alele (Fact Book). (I.B.3, ER 11)

Institutional processes at Hawai'i CC are organized to support student learning and achievement. This organization is centered around the Program and Unit Review (PUR) process in which course, program, and unit outcomes are assessed. PURs are reviewed by CERC, which then makes recommendations to the program, as well as College Council and the Chancellor, so that requests can be integrated into institutional planning and resource allocation. (I.B.4)

Hawai'i CC assesses the accomplishment of its mission through the program and unit review process, evaluating program learning outcomes and student achievement data to develop action plans and resource requests for programs and administrative units. In addition to conducting outcomes assessment, programs receive and analyze an extensive, program-specific dataset about student achievement. Achievement data includes disaggregation of specific student populations of interest to the College as well as data specific to the College's distance education offerings. (I.B.5)

Student achievement data is disaggregated and analyzed at a number of levels at Hawai'i CC. The College's Institution-Set Standards include metrics specific to student populations of interest, specifically Native Hawaiian, Pacific Islander, and Filipino students. These data priorities are mirrored in the "ARPD" data used in the program and unit review process. Through PUR, the College has the processes in place to allocate resources when performance gaps are identified. The College demonstrated that learning outcomes data is disaggregated, on a limited basis, by some student subpopulations primarily focused on success data. To ensure the success of all students, the team encourages the College to take a more systematic approach to disaggregating learning outcomes data by other subpopulations. Taking this approach will allow the College to more easily identify and address any equity gaps. (I.B.6)

Per Hawai'i CC policy, college policies are reviewed every three years. Additionally, college committees are required to review their charters on a periodic basis. In addition to formal policy review, the PUR process provides a mechanism for the ongoing review and improvement of practices throughout the College. (I.B.7)

The results of assessment are shared broadly among the college community. This includes assessment at the course and program level through the PUR process, where all reviews are published on the college website. Additionally, data on the College's achievement of institutional goals are reviewed and shared regularly through presentations made by the Vice President of Community Colleges for the UH Community College system and is shared in College Council. (I.B.8)

Driven by policy and its Institutional Effectiveness Plan, Hawai'i CC conducts continuous, broad-based, and systematic planning and evaluation, driven primarily by the Program and Unit Review process. This process functions on a set timeline and drives both action planning and resource requests that are aligned and based on the assessment of outcomes and achievement data. These plans and requests are aligned with longer-term college and system goals and priorities such as the University of Hawai'i Strategic Plan and the University of Hawai'i Community Colleges Strategic Plan. (I.B.9, ER 9)

Conclusions:

The College meets the standard.

Recommendation 2: In order to increase effectiveness, the team recommends the College take a more systematic approach to disaggregating and analyzing learning outcomes data by other demographics to assist with identifying gaps and increasing outcomes for all students. (I.B.6)

I.C. Institutional Integrity

General Observations:

Hawai'i Community College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and other community members. The College provides accurate information related to its mission statement, learning outcomes, educational programs, and student support services to students and the public. Systematic review of public information for clarity, accuracy, and integrity ensures that the College maintains accurate and current information. Administrators, faculty, and staff at the College perform their duties honestly, ethically, and fairly.

Findings and Evidence:

The College provides clarity, accuracy, and integrity regarding information about the College to its students and other community members. The College's website and catalog list its mission, vision, and institutional learning outcomes. There are also several student support services listed in the catalog and on the "Services for Students" and "Services for DE Students" webpages. Accreditation status and information are up to date on the "Accreditation" webpage. (I.C.1, ER 20)

The College has a catalog available on the website and as a PDF download. Catalog sections include general information about courses, programs, degrees, student learning outcomes, academic calendars and program lengths, student financial aid and learning resources, as well as requirements for admissions and graduation. The catalog is updated annually for accuracy. (I.C.2, ER 20)

Constituencies, including current and prospective students and the public, are made aware of student achievement data, academic quality, and assessment of learning outcomes. The College maintains an "Assessment" webpage, which includes the College's approach to assessment, schedules for assessments, and links to the College's assessment reports and presentations. (I.C.3, ER 19)

The College has descriptions of the offered certificates and degrees, which include the purpose, content, course requirements, and expected learning outcomes. These can be found in the College's catalog and on the college website. (I.C.4)

There are practices and procedures in place for regular reviews of institutional policies, procedures, and publications to ensure alignment with the College's mission, programs, and services. The College operates under Board of Regents policies, UH Executive policies, UHCC policies, and Hawai'i CC policies. A review of procedures is scheduled every three years. Additionally, the Academic Senate Charter, Article VII states that the Senate policies will be reviewed every five years or as needed. (I.C.5)

The College has the cost of tuition and fees published in their catalog annually and on their website. The UH at Hilo Bookstore webpage also lists the costs of new and used textbooks. The College has “Textbook Cost Zero” courses identified in the class availability listing, STAR registration portal, and the UH Hilo Bookstore. Additionally, CTE program webpages include a “Cost of Attendance” link. (I.C.6)

The College clearly articulates and publishes its statement of Academic Freedom on the website. This statement states 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.” Additionally, the faculty union (UHPA) and the Board of Regents negotiated contract includes language that protects academic freedom, and significant sections of this contract are included in the college catalog. (I.C.7, ER 13)

The College has established and publishes clear policies and procedures for academic integrity, honesty, and responsibility for the UH community. There is a Systemwide Student Conduct Code, which lists and defines impermissible behavior and the consequences for such behavior. This can be found on the college website, and portions of the code are also in the catalog. (I.C.8)

The College provides guidance for faculty to support them in distinguishing between personal conviction and professionally accepted views in their discipline. Faculty present data and information fairly and objectively. The Statement on Professional Ethics provides guidance for faculty. The College also provides syllabus guidelines and other resources on its “Teaching Resources” webpage. (I.C.9)

This standard does not apply to Hawai’i CC. (I.C.10)

This standard does not apply to Hawai’i CC. (I.C.11)

The College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College has a 2019 seven-year ACCJC Certificate of Accreditation, has completed a comprehensive ISER, midterm report, follow-up reports, action letters, and has regularly communicated with the ACCJC. These items can be found on the “Accreditation” webpage of the College’s website. (I.C.12, ER 21)

The College demonstrated honesty and integrity in its relationships with external agencies. The College is compliant with all regulations and statutes that it is subject to. The Accreditation webpages for the College include the College’s accreditation status and the ACCJC Certificate of Accreditation. Additionally, the College is compliant with all state and federal regulations. (I.C.13, ER 21)

The College is committed to providing high quality education, student achievement, and student learning. These commitments are prioritized over generating financial returns for investors or supporting external interests. The College's mission and vision statements, as well as the ILOs and strategic plan, support these goals. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Hawai'i Community College delivers accessible, high-quality programs across all locations and modalities, aligned with its mission to foster lifelong learning, academic success, and workforce readiness. Faculty regularly engage in ensuring content and methods of instruction meet accepted academic and professional standards through systematic program review, course SLO assessment, and analysis of student achievement data to improve instructional courses and programs. The program review process fosters continuous improvement by enhancing instructional quality, ensuring program relevance, advancing teaching strategies, and promoting student success. The degrees and program length follow practices common to higher education and maintain breadth, rigor, appropriate course sequencing, time to completion, and synthesis of learning. The College awards course credit, degrees, and certificates based on student attainment of learning outcomes as reflected in their institutional policies and offers courses based on federal standards for clock hours. Course and program level SLOs and PLOs, as well as degree pathways, transfer credits, and articulation agreements are appropriate to the College mission and are included in the course catalog and on the College website. General Education Learning Outcomes (GELOs) are aligned with program and degree learning outcomes and are clearly distinguished through a course numbering convention to distinguish pre-collegiate courses. CTE programs ensure graduates demonstrate technical and professional competencies through engagement with their Program Advisory Council to ensure student skills and learning meet the changing needs of industry.

The team applauds the College's deep commitment to engagement with community leadership, continued development of partnerships that serve community needs, and offering unique experiential learning opportunities for students. The impressive commitment by the College to the Model Homes project is an example of the innovative spirit and transformative power of hands-on learning approaches that empower students to witness the efficacy and agency of their work in improving their communities.

Findings and Evidence:

The team confirmed that instructional programs across all locations and modalities are well-aligned with the College's mission to promote lifelong learning, academic achievement, and workforce readiness. The programs of study are appropriate to higher education and culminate in attainment of clearly defined student learning outcomes (SLOs), leading to degrees, certificates, and employment or transfer to other institutions of higher education for more advanced degrees. The institution provides student achievement and completion data through the program review and assessment processes. In review of the college catalog program descriptions, programs of study identify expected student learning outcomes and listed degrees and certificates that can be earned. The catalog also stated the recommended courses for

student completion over four semesters. The catalog also described the College's course review policy, describing how the University Council on Articulation policy requires that all of Hawai'i CC's general education core courses be reviewed over a five-year period, with procedures for reviewing 20% of all its approved courses each year. CTE programs utilize Program Advisory Councils, composed of community and industry-based experts to provide currency and relevance in instructional content. (II.A.1, ER 2, ER 9, and ER 11)

The faculty are involved in curriculum development and ensure that course content and methods of instruction meet generally accepted academic and professional standards through several supporting processes: program review process, course and program level SLOs, and student achievement assessment. Each course outline of record demonstrates alignment between course learning outcomes (CLOs) and program learning outcomes (PLOs), and PLOs are further aligned with institutional learning outcomes (ILOs). Regular assessment supports continuous improvements to promote student success. The Faculty and Staff Development Committee promotes professional development workshops on teaching and learning strategies and current practices in higher education instruction. The College further provides training through their annual UHCC Hawai'i Student Success Institute focused on sharing best practices for effective learning and innovation in teaching. (II.A.2)

The College identifies a clear process for ongoing program improvement through the program and unit review process as well as assessment of SLOs and PLOs. Faculty resources and assessment tools provide access to student success and outcomes data. This data is used to assess learning and the quality of instruction. Processes and procedures for course-level and program-level learning outcomes are clearly identified in the College's catalog. The college catalog also describes the course review policy, describing how the University Council on Articulation policy requires that all of Hawai'i CC's general education core courses be reviewed over a five-year period, with procedures for reviewing 20% of all its approved courses each year. (II.A.3)

The College clearly distinguishes between pre-collegiate level and collegiate-level courses through a course numbering system such that pre-collegiate courses are numbered below 100. These courses also undergo program review and systematic assessment and are aligned with program PLOs and ILOs. Students are provided additional support through tutoring programs at multiple campus sites. (II.A.4)

The College has clear policies and processes for course and program approval, assessment, and review to ensure that all associate degrees contain the minimum 60 credit hours and that programs align with national standards regarding length, breadth, depth, rigor, course sequencing, and synthesis of learning. (II.A.5, ER 12)

The College places emphasis on students completing program requirements in appropriate time frames. This is guided by UHCCP 5.213 and UHCCP 5.203. To improve course scheduling, the University of Hawai'i system uses STAR Guided Pathways System (GPS), enabling students, faculty, advisors and counselors to view courses needed for graduation in the chosen major and

minimizing confusion about course requirements towards degree completion. Reports from the STAR system enable the College to predict the number of students who will need specific course requirements in the subsequent semesters, which greatly informs scheduling, enrollments, and fill rates to improve accuracy in course scheduling. (II.A.6, ER 9)

The College provides instruction and learning support in multiple delivery modes, including face-to-face instruction, synchronous, asynchronous, and hybrid classes, with varied teaching methodologies. The Instructional Technology Support Office (ITSO) provides individualized training and workshops to support faculty in distance education instruction and best practices. ITSO created a course design template to assist faculty in developing online courses that address key elements of an effective online class. Instructional designers work collaboratively with faculty to transform courses to the online format based on the evaluation rubric standards, including principles for universal design for learning accessibility. The Course Evaluation System (CES) enables students to provide confidential instructor ratings and feedback on all courses. All survey results are shared with instructors after final grades are posted. The team recognizes the student support teams at all Hawai'i Community College sites across the island for the deep care, in-depth support, and numerous services they provide both HCC and UHCC students through all modalities. (II.A.7)

The College ISER indicates that there are no internally developed department-wide examinations. For the Prior Learning Assessment (PLA) program, the College relies upon valid National Equivalency Exams. Credits earned for prior learning are determined by UHCCP 5.302. (II.A.8)

The College awards credits, degrees, and certificates based on student attainment of learning outcomes. Students receive grades, reflecting mastery of course learning outcomes that are aligned to program learning outcomes. Passing grades earn course credits towards program requirements, which are aligned with federal guidelines. Faculty engage in a rigorous process when creating, reviewing, and evaluating courses and developing learning outcomes. Through the College's course and program review cycle, groups of faculty who teach each course will norm, evaluate, and discuss outcome achievement. From those discussions, recommendations for improvement occur, which are then implemented. The College awards credits in alignment with the Federal Regulation 34CFR parts 600-603. This includes one hour of classroom or direct faculty instruction and a minimum of two hours of outside of class student work each week for approximately 15 weeks for one semester. Other academic activities established by the institution include laboratory work, internships, practica, studio work, and other work leading to the award of credit hours. Additionally, UHCCP 5.228 indicates that academic credit is awarded using the following formulas for one semester unit of credit, based on a 15-week semester: (1) one hour of lecture per week; (2) two hours of lecture/lab per week; or (3) three hours of lab per week. Vocational education classes require one hour per week of lecture plus three hours per week of work experience. Distance education classes are subject to the same credit hour policies as face-to-face classes. (II.A.9, ER 10)

Across the UH System, numerous multi-campus agreements and program articulation policies facilitate the mobility of students from one campus to another without penalty. Students are informed of transfer procedures and articulation agreements through the College Catalog, website, and advising. (II.A.10, ER 10)

The College's programs include general education learning outcomes (GELOs) that address communication competency, information competency, qualitative competency, analytical inquiry skills, ethical reasoning and the ability to engage with diverse perspectives. Student CLOs and PLOs are aligned to GELOs through ILOs. The course level assessment process ensures that SLO achievement fulfills general education requirements. (II.A.11)

The College incorporates GE requirements in all its degree programs based on UHCCP 5.200. These GE requirements align to the competencies listed in this standard. 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. The College's GE philosophy is clearly articulated on its website and in the college catalog. The College established GELOs and benchmarks, dividing its GE core requirements into two categories: foundations and diversifications. Foundation courses equip students with knowledge and skills fundamental to a college education, including written communication, symbolic reasoning, and global and multicultural perspectives. Diversification courses provide students with broad exposure to different disciplines that include humanities, social sciences, and natural sciences. The Foundations and Diversifications requirements ensure quality GEs align seamlessly with other institutions within the UH System. (II.A.12, ER 12)

The College offers focused study in all degree programs. This provides students with an opportunity to work through at least one area of inquiry or in an established interdisciplinary core. Through the course approval process, course assessment, and program review, 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. The team was impressed by the intentional and meaningful interdisciplinary cross-collaboration of faculty to create programming responsive to student and community needs. (II.A.13)

CTE programs rely upon Program Advisory Councils (PACs) to advise on their program standards and training needs with new developments in their specific field and industry. This is one of the most effective partnerships employed to maintain currency with employment standards and new innovations, while providing students with valuable internship opportunities. CTE courses, certificates, and degrees undergo systematic curriculum review, annual and comprehensive program review, and course assessment. Using faculty knowledge of graduate job placement, CTE programs provide context for the system-provided employment data. This ensures the quality of the CTE experience for students and the alignment of student learning outcomes to technical and professional workforce development competencies. (II.A.14)

The College adheres to RP 5.201 regarding termination of programs and is committed to transparency about program changes and program elimination. Students who are enrolled in programs that are due to be eliminated can maintain their coursework for up to two years for associate degrees. No new student admissions into the program will take place during this period. This commitment enables students to complete their course of study without having to start over with a new degree goal. (II.A.15)

The College improves all instructional programs through systematic review and assessment. Student learning outcomes and student achievement data guide evaluation and improvement of each program and course. Ongoing professional development is an additional avenue to maintain currency and relevance of programs along with local industry collaborations. Hawai'i CC courses, in all delivery modes and locations, undergo evaluation to ensure quality education and learning outcomes to support student achievement. The College abides by UHCCP 5.203, which articulates the standards for all degrees and certificates awarded in the UHCC System. The standards for all degrees and certificates awarded by the College are maintained through their commitment to assessment of all program offerings, and engagement with faculty and staff using student success data to inform improvement in program offerings. Students completing career technical education and occupational certificates must demonstrate technical and professional competencies that meet employment and industry standards and are prepared for external licensure and certification. PACs assist faculty in maintaining the currency of its CTE programs to ensure high-quality practices with their specialized accrediting bodies. All non-credit, pre-collegiate, continuing and community education courses are delivered through the Office of EDvance and utilize surveys from participants enrolled in sessions, courses, and programs to evaluate and enhance offerings. They also improve the quality of programming through membership in the Learning Resources Network (LERN) that provides ongoing training, updates in the field, and certification for staff. (II.A.16)

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

The Hawai'i CC, Hilo Campus, has a comprehensive library, student academic support programs, and associated collections. The team also visited the Palamanui Campus and was impressed by the satellite site and services available. Librarians and staff have consistently responded to the needs of students and support the currently offered curriculum while maintaining a focus on the goals of the college. Specialists are tasked with collecting, developing and procuring resources that reflect access in multiple modalities, including distance education, while supporting the strategic goals and directions the campus has transitioned to in the last several years. Instructional support in orientations and instruction at the libraries reflects ongoing evaluation of student needs for critical thinking and research assistance. Learning services, computer labs, and academic support are well structured to facilitate multiple modalities with ongoing support for several physical locations. All centers consistently show adaptations in place and variable services, as they meet students where there is need, via ongoing and comprehensive surveys, program review documents, and review of SLOs. The team recognizes the librarians and support staff at all sites for their committed support of HCC and UHCC students, providing support services in all modalities to ensure learning and student success.

Findings and Evidence:

Library collections are sufficient in size and scope for the size of the libraries and student populations of the college and centers. Students are well supported in their academic goals and pursuits through consistent work and ongoing evaluations of collections, instructional programs, operations, and services. Each library ensures the collections and services offer an impressive variety that includes periodicals, books, cameras, course reserves, government documents, and more. (II.B.1, ER 17)

Hawai'i CC's multiple learning centers offer access in person to computer labs and via zoom to a testing center. This facilitates essential services needed by the students to succeed in their academic journey. The team recognizes the librarians and staff for their exemplary efforts in expanding services to distance education modalities, developing areas of specialization, and curating collections and operations that ensure equitable access and support for all students. Learning support at Hawai'i Community College is thoughtfully coordinated by the Writing Center's coordinator and manager, ensuring a wide range of tutoring options across multiple modalities. Support is available in-person, via Zoom, and through third-party providers, covering a broad spectrum of subject areas and at multiple locations. Academic assistance is further enhanced through robust offerings such as computer labs, IT support, and well-resourced libraries. Clear distinctions are made on websites and instructional guides between general education and upper-level course support, helping students easily access the right resources for their academic needs. These support centers and departments regularly engage in ongoing evaluation and assessment to ensure continued excellence and effectiveness. (II.B.2)

Ongoing support and evaluation are evidenced through the program and unit review evidence provided. The mission of each library and learning support center is clear, with assessments of student learning outcomes. TLC and HKATC also go through program annual review, which has a strong mission connection to the college, with ongoing assessment of SLOs. Each of the libraries and academic support centers do this extremely well, with attainable plans for outreach and collaboration goals in the future. (II.B.3)

Hawai'i CC collaborates with all sites and UHCC for databases, collections, and student access to resources. Tutoring and learning support is available through both in-person facilities and online options, providing equity in services. (II.B.4, ER 17)

Conclusion:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Hawai'i Community College has designed and maintains student support services that are consistent with its mission and provide students with opportunities to participate in co-curricular activities, academic advising, and supplemental workshops. Policies and procedures are in place, and students' rights are ensured through the proper handling of records. The team was deeply impressed by the in-depth care, proactive approach, and community spirit embodied by the student services teams at all sites.

Findings and Evidence:

The College ensures that distance education students have equitable access to support services through multiple modalities, including online chat, telephone and Zoom appointments, and in-person assistance. Additionally, the College has demonstrated adherence to its established policies for assessment, ensuring quality and consistency across all services. (II.C.1, ER 15)

The College effectively identifies and assesses learning and service outcomes, offering targeted support to help students achieve them. Data is consistently used to inform the continuous improvement of programs and services. Notable examples of excellence include the integration of internship opportunities and the comprehensive mental health support provided by the College's on-campus therapist. Evidence shows that clinical supervision and training protocols are regularly evaluated, and outcome data is considered in program planning and enhancement. The College also demonstrated alignment with institutional policies and procedures throughout these efforts. (II.C.2)

The College ensures equitable access by providing comprehensive student services across all locations and modes of delivery. Its commitment to high-quality, accessible dual enrollment opportunities is clearly demonstrated through the Early College and Running Start programs, which effectively support high school students in achieving academic success. The team acknowledged and appreciated the added support that HCC student services professionals provided to UHCC students and the broader community. (II.C.3, ER 15)

Hawai'i Community College offers programs that align with its mission and meaningfully contribute to the social and cultural development of its students. The College ensures that cocurricular offerings follow established policies and standards, promoting both structure and quality. Through the Student Life Program, students are empowered to develop leadership skills and a strong sense of social responsibility. These cocurricular activities are intentionally designed to reflect the mission and values of the institution. Evidence of student engagement and achievement is demonstrated through student-created publications, which are guided by clear college policies ensuring appropriate oversight. Institutional policies also confirm sound management of programs and fiscal resources. The team acknowledges and appreciates the College's thoughtful improvement plan to rebuild student life capacity and further strengthen student engagement in cocurricular experiences. (II.C.4)

Hawai'i Community College provides robust counseling and advising services that foster student development and academic success. Faculty and staff are well-prepared to deliver accurate and timely guidance, ensuring that students clearly understand program requirements, graduation pathways, and transfer opportunities. These services are accessible through multiple modalities including telephone, video conferencing, and email, enhancing equity and access for all students. An impressive array of workshops further supports student success by addressing academic planning, personal growth, and career readiness. The College's multi-pronged approach ensures that students have a variety of pathways and touchpoints for support throughout their academic journey. (II.C.5)

Hawai'i Community College adopts and upholds policies aligned with its mission, ensuring that student success is supported throughout programs with defined admissions requirements. By clearly outlining academic pathways and offering proactive advising, the College positions students for timely and informed progress toward their educational goals. When additional support is needed, recommended courses are available to guide students effectively. Tools like the "What If Journey" provide students with a risk-free way to explore alternative pathways, empowering them to make informed choices. Additionally, the UH System's "15 to Finish" initiative serves as a strong model for promoting on-time completion. Admissions policies and qualifications are communicated clearly, and advising services help students navigate requirements with confidence as they work toward degree completion. (II.C.6, ER 16)

The College utilizes multiple measures, determined by the UHCC system, to place students into select courses. If there are concerns about bias, a system-wide workgroup is established to review data and make adjustments, as needed. (II.C.7)

Hawai'i Community College maintains student records with a strong commitment to security, confidentiality, and permanence. The institution adheres to established policies for the appropriate release of records, in full compliance with FERPA and relevant college regulations. Medical records are handled with the same level of care, maintained by a third-party vendor using secure electronic storage systems. The College provides clear procedures for students to access their records and ensures ongoing accuracy through defined verification processes. These practices reflect the institution's dedication to protecting student information while supporting transparency and access. (II.C.8)

Conclusions:

The College meets the Standard.

Standard III Resources

III.A. Human Resources

General Observations:

Hawai'i Community College has established and follows clear policies and procedures to recruit, hire, and retain qualified faculty, staff, and administrators in alignment with its mission and goals. The College verifies qualifications during the hiring process, including academic credentials and relevant professional experience. Recruitment practices reflect a commitment to diversity, equity, and inclusion, consistent with Board of Regents policies, University of Hawai'i System executive policies, and collective bargaining agreements. Equal Employment Opportunity practices are embedded throughout the hiring process, and hiring committees receive required training prior to conducting interviews.

The College supports employee success through comprehensive onboarding, regular performance evaluations, and professional development opportunities. Funding to support and maintain adequate staffing is integrated into the College's planning and budgeting processes, and faculty and staff levels are regularly assessed to ensure institutional needs are met. Hawai'i CC has demonstrated an intentional focus on cultural responsiveness, including training opportunities grounded in Native Hawaiian values and perspectives. This approach reflects the College's unique commitment to Kauhale, its inclusive academic village model, and contributes to cultivating a supportive, equity-minded, and student-centered campus environment.

Findings and Evidence:

The College has four classifications of employees: Executive/Managerial; Faculty, Administrative, Professional and Technical (APT); and Civil Service. Each group has policies that prescribe qualifications developed by the BOR or State of Hawai'i for Civil Service positions. Hiring procedures follow UH Office of Human Resources guidelines and comply with EEO requirements. Position descriptions are reviewed internally and reflect position duties, responsibilities, and authority. Sample job descriptions reflect the requirements and are related to the mission of the College. (III.A.1)

Hawai'i Community College follows clearly defined hiring procedures aligned with University of Hawai'i Board of Regents and System-level policies to ensure the recruitment of highly qualified faculty. Faculty hiring practices comply with UH Community Colleges' Minimum Qualification (MQ) guidelines, which require appropriate academic degrees and discipline-specific credentials. In addition to academic qualifications, the College considers professional experience, teaching ability, and alignment with the College's mission, particularly its commitment to cultural responsiveness and Native Hawaiian values. Faculty job descriptions clearly articulate responsibilities that include curriculum development, program review, student learning outcomes assessment, and fostering student success. These practices ensure that faculty possess the academic and professional expertise necessary to support high-quality instruction and promote institutional effectiveness. (III.A.2, ER 14)

Administrators and other personnel must have the qualifications outlined by the University of Hawai'i System, which are established through University of Hawai'i Board of Regents policies and UH System Executive Policies. The College affirms that position descriptions explicitly include responsibilities related to institutional effectiveness and academic quality. Job postings clearly outline minimum and desired qualifications, including required knowledge, skills, and abilities. Applicants are required to submit documentation verifying that they meet these qualifications through the NeoGov applicant tracking system. All job descriptions are reviewed by Human Resources and appropriate administrators to ensure alignment with institutional needs and mission. This process ensures that employees are well-qualified to support Hawai'i Community College's commitment to excellence and student success. (III.A.3)

Required degrees for all employees must be from institutions recognized by U.S. accrediting agencies or, if earned outside the United States, must be reviewed for equivalency by a member of the National Association of Credential Evaluation Services (NACES). Hawai'i Community College, following University of Hawai'i System policies, ensures that official transcripts are collected during the hiring process and verified for degree conferral. Job postings clearly state the degree requirements, and the College's Human Resources office, in coordination with the University System, oversees compliance with these standards. This process ensures that all academic credentials meet the institutional, state, and federal requirements for employment. (III.A.4)

The College has several procedures and policies, aligned with the University of Hawai'i System and collective bargaining agreements, that govern personnel evaluations. Executive/Managerial (E/M) personnel are evaluated annually through a process that includes anonymous feedback from peers and subordinates. Faculty are evaluated through a dossier system every two years during their probationary period and every five years thereafter. Lecturers are evaluated more frequently and may be recommended for rehire based on performance, as determined by the Department Chair. Administrative, Professional, and Technical (APT) personnel are evaluated annually, and civil service employees follow a similar evaluation cycle. (III.A.5)
Standard III.A.6 is no longer applicable.

As of spring 2024, Hawai'i Community College employed 80 full-time faculty and had a pool of 84 lecturers to support instruction and meet enrollment demand across its campuses. When faculty vacancies occur, the College reassesses its instructional needs and prioritizes hiring accordingly. The College affirmed that it has a sufficient number of qualified faculty to fulfill teaching responsibilities, support student learning, and carry out essential academic functions such as curriculum development, assessment, and program review. Faculty hiring is guided by institutional priorities, program needs, and the College's mission, with decisions informed by data and planning processes. The College's resource allocation and budgeting practices help ensure that adequate full-time and part-time faculty are available to maintain the quality and integrity of educational programs and services. (III.A.7, ER 14)

The College provides for the orientation and integration of part-time faculty in several ways. It maintains an online resource called “Resources for Faculty & Staff” with information about the College and its processes. Also, each department provides an orientation and part-time faculty are encouraged to participate in Convocation Week. Notably, the College provides funding for professional development opportunities, including an annual Hawai’i Student Success Institute. (III.A.8)

The College is working to fill vacancies, and has faced challenges due to retirements, resignations and internal transfers. The College has improved the efficiency of its process for the recruitment and hiring of staff, including the development of a streamlined hiring process and a vacancy master plan to prioritize positions for hiring and recruitment. While the College self-reported that it does not currently meet this standard, the team did not observe any evidence to demonstrate that the reduced staffing levels are inadequate to sustain essential educational, technological, physical, or administrative operations. (III.A.9, ER 8)

The College employs nine administrators, including three vice chancellors, three directors, and two instructional deans. The College reports that this level of administrative staffing is sufficient to support institutional operations and provide effective leadership. Administrators possess the appropriate preparation and expertise to oversee academic programs, student services, administrative functions, and strategic initiatives aligned with the College’s mission. (III.A.10, ER 8)

The College abides by personnel policies at multiple levels, including University of Hawai’i Board of Regents policies, UH System executive policies, administrative procedures, UHCC System policies, State of Hawai’i policies, and Hawai’i Community College policies. Collective bargaining agreements also guide personnel practices and interactions. These policies and agreements are developed through participatory governance processes, made publicly available, and regularly reviewed for relevance and compliance. The College’s personnel policies are applied consistently and equitably, supporting fair treatment across all employee groups. (III.A.11)

The College has established policies regarding nondiscrimination and affirmative action in hiring, aligned with Board of Regents and University of Hawai’i System policies. These policies reflect the institution’s stated commitment to diversity, equity, and inclusion in employment practices. No evidence was provided that the College is regularly assessing its record in employment equity and diversity consistent with its mission. To ensure college personnel is reflective of its student demographics and to assist with creating and maintain appropriate programs, practices, and services the College needs to establish a regular cycle of review and assessment of employee demographic data to identify and address any equity gaps. (III.A.12)

The State Ethics Code governs all Hawai'i Community College employees, ensuring ethical conduct across all personnel. Faculty are additionally guided by a Statement of Professional Ethics, reinforcing their responsibilities to students, colleagues, and the broader campus community. All employees are required to complete and submit the University of Hawai'i Conflicts of Interest Disclosure Form, promoting transparency and accountability. These measures collectively support a culture of ethical behavior aligned with institutional values and public trust. (III.A.13)

Hawai'i Community College demonstrates an exceptional, mission-aligned commitment to professional development that is comprehensive, culturally grounded, and continuously evolving to meet institutional and community needs. The College provides a wide array of high-quality professional learning opportunities for all employees, including support for participation in local, systemwide, and national conferences; sabbatical programs; the President's Emerging Leaders Program; WO Learning Champions; and Innovative Educators webinars. These offerings are bolstered by a strong and intentional culture of collaboration across the UHCC system, which fosters shared growth, digital learning fluency, and instructional excellence. Faculty also receive ongoing training in distance education pedagogy and technology to ensure equitable learning experiences across modalities and locations. A standing Faculty/Staff Development Committee thoughtfully plans, evaluates, and improves these professional development efforts each year.

What distinguishes Hawai'i Community College and warrants special recognition is its integration of indigenous values and intercultural frameworks into professional learning. The College's Pāmaomao program, for example, offers a transformative experience that elevates cultural responsiveness, belonging, and mutual respect among employees, anchoring professional development in a profound sense of place and kuleana (responsibility). New employee orientation similarly emphasizes care, inclusion, and connection to the land, people, and culture of Hawai'i Island, cultivating a welcoming and inclusive environment from the start. Additionally, the College provides robust academic and technology support for all employees and encourages lifelong learning through tuition waivers for UH employees. The team commends Hawai'i Community College for building a professional learning ecosystem that is not only strategic and multifaceted, but deeply rooted in its role as an indigenous-serving institution. The integration of rigorous evaluation processes, intentional cross-campus collaboration, and cultural grounding makes professional development a cornerstone of institutional excellence and a model for equity-minded, inclusive practice across the system. (III.A.14)

The College keeps personnel records secure within the Human Resources department, with access limited to authorized staff. All employees who handle or access sensitive information are required to sign a confidentiality agreement. In accordance with UH System policies and applicable collective bargaining agreements, employees may view their personnel records by scheduling an appointment. These practices ensure that employee records are securely maintained, and privacy is upheld. (III.A.15)

Conclusions:

The College meets the Standard except III.A.12.

Recommendation 1: In order to meet the Standard, the team recommends the College regularly assess its record in employment equity and diversity consistent with its mission. (III.A.12)

Commendation 1: The team commends the College for its comprehensive, inclusive, and thoughtfully constructed professional development offerings, rooted in indigenous practices, that foster a collegewide sense of belonging, care, and dedication to student success and mission fulfillment. (III.A.14)

III.B. Physical Resources

General Observations:

Hawai'i Community College spans three primary locations, Manono, Pāalamanui, and the Kō Education Center, as well as additional offsite centers. Each site provides distinct educational offerings tailored to the needs of the communities they serve, including rural and underserved areas. In partnership with the University of Hawai'i System and the UH Community Colleges (UHCC) System, the College shares responsibility for ensuring physical resources are safe, sufficient, and responsive to institutional needs. The College uses program and unit reviews, along with a repair and replacement cycle, to evaluate and prioritize physical resource needs and to ensure that facilities and equipment remain current and conducive to student learning. While the College demonstrates a commitment to maintaining its facilities, the team noted the absence of a comprehensive facilities master plan and a defined scheduled maintenance plan. The development of a long-range, integrated facilities plan would enhance the College's ability to align its physical resources with institutional goals, support strategic growth, and ensure the sustainability of infrastructure across all sites. Strengthening systematic planning in this area would provide a more robust framework for managing and improving physical resources.

Findings and Evidence:

Physical resources are sufficient to support and sustain its academic programs and services across its distributed campus locations. Hawai'i CC uses program and unit reviews and engages with the UH System for facilities oversight, which allows for ongoing assessment of space, equipment, and infrastructure needs. Classrooms, labs, and student support spaces are appropriately maintained and adequately resourced to fulfill the College's educational mission. Evidence of how physical resources are aligned with broader institutional planning in a systematic, forward-looking manner is limited. (III.B.1)

The College uses program and unit reviews to identify and prioritize physical resource needs. These reviews inform the resource allocation process and help ensure alignment with program goals. While the College considers space utilization and instructional demand, there is limited evidence of a formal rubric or consistent criteria used to evaluate and prioritize requests. A more transparent and structured prioritization process would strengthen alignment between needs and resource allocation. (III.B.2)

The College considers the feasibility and effectiveness of physical resources through its program and unit review process, which informs resource allocation decisions. The integration of more systematic evaluation processes would strengthen alignment between physical resources and institutional goals. (III.B.3)

Hawai'i Community College manages its physical resources, particularly for maintenance and repair needs. Plans provided by the UH and UHCC systems reflect total cost of ownership. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

Hawai'i Community College, in collaboration with the University of Hawai'i Community Colleges (UHCC) System and the broader UH System, maintains a strong foundation of technological infrastructure to support student learning, institutional operations, and administrative functions. The College is equipped with essential hardware, software, and network services, and it provides students, faculty, and staff with access to tools that facilitate both in-person and distance education. Training and support for technology use are offered through the College's Instructional Technology Support Office (ITSO), and systemwide services such as IT Help Desk, MyUH, and Lulima (the learning management system) ensure consistent and reliable access.

Findings and Evidence:

The College ensures that classrooms, labs, and employee workspaces are equipped with current technology, and regularly updates hardware and software to meet instructional and operational needs. The Instructional Technology Support Office (ITSO) plays a central role in providing technical assistance, faculty training, and online course development. Systemwide IT services further support institutional operations, including cybersecurity, data management, and enterprise systems such as MyUH and Lulima. (III.C.1)

Hawai'i Community College engages in ongoing technology planning through its alignment with the University of Hawai'i System's Integrated Academic and Facilities Plan and UHCC systemwide initiatives. Technology needs are identified through the College's program and unit review process and annual resource requests, incorporating input from faculty, staff, and students. These processes ensure that technology planning supports the College's mission, programs, and services. The College demonstrates that its planning and resource allocations for technology are systematic and mission driven. (III.C.2)

The College benefits from robust systemwide IT infrastructure and security protocols, including data protection measures, network monitoring, and regular updates to ensure cybersecurity. Students are supported through technology orientations, equipment loan programs, and access to UH Help Desk services. Faculty and staff receive technical support and equipment to ensure access across modalities, including remote work and online instruction. These coordinated efforts help maintain reliable and secure access to technology resources that support teaching, learning, and institutional operations. (III.C.3)

Hawai'i CC provides ongoing support and training for faculty, staff, and students in the effective use of technology. The College's Instructional Technology Support Office (ITSO) offers one-on-one assistance, online resources, and workshops to help faculty integrate technology into their instruction, particularly in online and hybrid environments. Technical support for staff and students is available through multiple formats, including phone, email, and online help desks. Systemwide resources, such as the UH Help Desk and Lulima support, further expand access to technology assistance. These efforts ensure the campus community is well-supported in leveraging technology for teaching, learning, and operations. (III.C.4)

The College adheres to a comprehensive set of University of Hawai'i System policies and procedures that govern the appropriate use of technology. These policies address areas such as responsible computing, data security, and acceptable use. Faculty receive guidance and instructional support through the Instructional Technology Support Office (ITSO), which offers training and resources on Lulima, video tools, and other instructional technologies. These structures help ensure the responsible and effective use of technology across the institution. (III.C.5)

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

Hawai'i CC benefits from stable and sufficient financial resources, supported through the University of Hawai'i (UH) and UH Community Colleges (UHCC) System. The College engages in integrated planning and budgeting processes that are mission-driven and responsive to both short-term and long-term institutional needs. Budget development is informed by program and unit reviews and guided by the UHCC Biennium Budget Request and Strategic Planning Framework. The College follows established fiscal policies and practices that ensure transparency, accountability, and alignment with systemwide priorities. External audits are conducted annually, and the College demonstrates strong internal controls and financial integrity. Resource allocation decisions are communicated across the institution and are designed to support student learning and institutional effectiveness. While local flexibility is somewhat limited by systemwide structures, the College effectively manages its financial resources to meet current obligations and future planning goals.

Findings and Evidence:

Hawai'i Community College participates in a structured budgeting process that integrates institutional priorities with available financial resources. Budget development is informed by program and unit reviews, and financial planning occurs in coordination with the UHCC and UH System. The College demonstrates responsible fiscal management through adherence to established policies and regular monitoring of expenditures. Annual external audits are conducted at the system level, and recent reports show no material weaknesses. These processes help ensure that financial operations support institutional stability and the College's educational mission. (III.D.1, ER 18)

The College's financial planning is firmly grounded in its mission and strategic goals, and this alignment extends to system-wide strategic planning at both the UH and UHCC levels. The College follows an integrated planning process that incorporates program review, institutional effectiveness goals, and budget priorities. These processes ensure that financial planning supports all aspects of institutional planning. Policies such as RP 8.204 and UHCCP 8.000 guide sound financial practices and promote fiscal stability. The College disseminates financial information in a timely and transparent manner through its vice chancellor for administrative services, campus leaders, and public reporting systems like KFS and Jaspersoft. (III.D.2)

The College clearly defines and follows established guidelines for financial planning and budget development, consistent with UH System and State of Hawai'i processes. The College's budget process is informed by the UHCC System's coordination with campus chancellors and administrative leaders, and by the College's own Institutional Effectiveness Plan. All campus constituencies, including administrators, faculty, staff, and student leaders, have opportunities to participate in budget discussions through program and unit reviews, campus meetings, and input to college administrators. These practices ensure transparency and alignment between financial planning and institutional priorities. (III.D.3)

The College demonstrates that its institutional planning reflects a realistic assessment of financial resources and expenditure needs. The College incorporates tuition projections, enrollment trends, and strategic priorities in its annual and long-term financial planning processes. A six-year financial forecast, based on data from the UH Institutional Research, Analysis & Planning Office, is presented annually to the Board of Regents to inform planning and resource allocation. In addition to core revenue streams, the College actively seeks extramural funding, including grants and philanthropic support through the UH Foundation, to pilot and expand initiatives that align with institutional goals. (III.D.4)

Hawai'i CC, through its integration within the UH and UHCC Systems, demonstrates strong internal control mechanisms and a commitment to financial integrity. The College follows established Board of Regents and systemwide policies that guide financial operations, system access, and data confidentiality. Financial decisions are supported by reliable information disseminated through tools like Kualu and eThority, and regular budget updates are shared at All College meetings. The UH System undergoes two external audits annually, both of which have consistently yielded unqualified opinions with no material weaknesses. The Office of Internal Audit reports directly to the Board's Audit Committee and provides oversight and recommendations for improvement. Audit findings, when present, are addressed promptly through corrective action and campus-level communication. (III.D.5)

The College adheres to UHCC-established financial procedures and reporting protocols to ensure the accuracy and transparency of fiscal operations. External audits, including required A-133 federal compliance audits, are conducted regularly and made publicly available. The College's adherence to systemwide standards, along with its stated internal resource allocation and planning procedures, supports the reliability of its financial information and the appropriate use of financial resources to support student learning. (III.D.6)

The College responds comprehensively and in a timely manner to any external audit findings. The College outlines clear procedures should findings occur. These actions are communicated to external auditors and, when necessary, followed up through reviews or audits. Audit reports and related corrective action plans are reviewed by the University of Hawai'i Board of Regents Committee on Independent Audit and are made publicly available on the UH Budget and Finance webpage. (III.D.7)

The College's financial and internal control systems are regularly evaluated for validity and effectiveness through multiple channels. Additionally, UH System business and finance policies are routinely reviewed and updated to ensure compliance. The results of these assessments are used to inform staffing assignments, procedural updates, and system improvements. (III.D.8)

The Institution evaluates the validity and effectiveness of its financial and internal control systems through regular external audits conducted by the UH System and internal audits performed by the Office of Internal Audit (OIA). The College follows UH administrative procedures on business and finance, which are reviewed and updated for compliance with applicable laws and regulations. The Hawai'i CC Business Office further reviews campus programs to identify deficiencies and recommends improvements with follow-up to ensure implementation. These ongoing assessments, along with periodic reviews by extramural funding agencies, contribute to continuous improvement of internal controls and financial practices. (III.D.8)

Hawai'i CC maintains sufficient cash flow and reserve levels in alignment with University of Hawai'i (UH) and UHCC System policies to ensure financial stability and responsiveness to emergencies. This includes oversight of insurance coverage, risk assessments for high-liability activities, and implementation of strategies to minimize exposure. These systems allow the College to manage unforeseen financial events effectively while maintaining institutional integrity and stability. (III.D.9)

Hawai'i CC exercises effective oversight of its finances through a comprehensive framework established by the UH and UHCC Systems. This includes internal controls for cash management, investments, capital assets, auxiliary programs, and externally funded initiatives. Grants and contracts are centrally managed by the UH Office of Research Services, with local support provided by the College's fiscal staff. Financial aid operations are documented and aligned with federal Title IV requirements and are subject to regular internal and external audits. The College also maintains oversight of revenue-generating and auxiliary programs, which are required to submit business plans and budgets to ensure fiscal responsibility. All contractual agreements undergo multiple levels of review to ensure alignment with the College's goals and regulatory compliance. (III.D.10)

The College demonstrates a strong commitment to both short-term and long-term financial solvency through integrated budget planning processes. The College, in coordination with the UH and UHCC Systems, prepares annual operating budgets, a six-year Capital Improvement Plan (CIP), and a multi-year financial forecast. The College also prioritizes nondiscretionary obligations and maintains sufficient reserves at both the College and system levels to support financial stability. (III.D.11)

Hawai'i CC plans for and allocates appropriate resources to meet its obligations for Other Post-Employment Benefits (OPEB), pensions, and other employee-related liabilities. The State of Hawai'i conducts annual actuarial evaluations of these obligations, which are reflected in the UH System's audited financial statements. While the State funds OPEB and pension costs for general-funded employees, the College is responsible for reimbursing the State for these costs for non-general-funded employees through payroll-based fringe benefit assessments. These costs are built into the College's budget planning, ensuring the institution maintains compliance with accounting standards and fulfills its financial obligations. (III.D.12)

Hawai'i CC has locally incurred debt associated with the development of the Pāalamanui campus, which was financed through revenue bonds. Although the UH System issues and services the bonds, the College is assessed its portion of the debt service, which it transfers to the UHCC System annually. These obligations are incorporated into the College's annual operating budget and multi-year financial forecast to ensure financial stability. All debt service payments are planned and do not negatively impact the College's financial condition. (III.D.13)

The College uses all financial resources, including long-term debt instruments, auxiliary activities, fund-raising efforts, and grants, with integrity and in alignment with the intended purpose of each funding source. Revenue bonds, approved by the University of Hawai'i Board of Regents, were used for the development of the Pāalamanui campus and are incorporated into the annual budget and financial planning process. Fundraising activities are managed by the University of Hawai'i Foundation and audited independently, while grants and externally funded programs are overseen by the UH Office of Research Services to ensure compliance with applicable rules and donor restrictions. (III.D.14)

Hawai'i Community College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal regulations, including Title IV of the Higher Education Act. The Financial Aid Office regularly reviews federal guidance, attends professional trainings, and coordinates with UHCC system officials to maintain compliance. Student loan cohort default rates are monitored and remain well below the federal threshold. The College also ensures timely submission of its Program Participation Agreement to the U.S. Department of Education and maintains regular reporting of loans to federal systems. (III.D.15)

Hawai'i Community College ensures that all contractual agreements with external entities are consistent with its mission and goals. Agreements undergo a multi-level review process, including department, Business Office, and senior administrative review, and are governed by applicable UH policies and procedures. Contracts include clearly defined responsibilities, termination clauses, and provisions to uphold institutional integrity and program quality. Affiliation and sheltered class agreements are monitored through established routing and post-audit processes to ensure alignment with instructional direction and risk tolerance. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Hawai'i Community College demonstrates a commitment to inclusive, participatory governance that supports institutional excellence and student success. Through clearly defined structures and policies, the College engages administrators, faculty, staff, and students in collaborative decision-making processes that align with its mission and values. Innovation is encouraged at all levels, with multiple forums and professional development opportunities supporting continuous improvement. Governance bodies, such as the College Council, Academic Senate, ASUH-Hawai'i CC, and Ho'olulu Council, provide representative input, and decisions are communicated widely across the institution. Processes and structures are regularly evaluated to ensure their integrity and effectiveness, reinforcing a culture of transparency, accountability, and shared leadership.

Findings and Evidence:

Hawai'i Community College leaders empower all members of the campus community, regardless of title or role, to take initiative and contribute to the continuous improvement of programs, practices, and services in support of institutional excellence. Rooted in the spirit of 'E Imi Pono ("seeking excellence"), the College fosters a culture of innovation through participatory structures such as shared governance, All College convocation events, student government, committee work, and advisory councils. This commitment to excellence is further reflected in robust professional development opportunities, including participation in the Hawai'i National Great Teachers Seminar and the Hawai'i Student Success Institute. The Faculty/Staff Development Committee organizes training and workshops throughout the year to support institutional growth. The College also leverages its program and unit review process, along with the College Effectiveness Review Committee (CERC), to collect, evaluate, and implement innovative ideas through collaborative planning and reflection. (IV.A.1)

Hawai'i Community College defines and supports a clear shared governance model through HAW 3.303, outlining the roles and responsibilities of its three primary governance bodies: the College Council, the Academic Senate, and the Associated Students of the University of Hawai'i, Hawai'i Community College (ASUH-Hawai'i CC). Each body operates under a charter or constitution that defines its purpose, membership, and procedures, ensuring broad participation from administrators, faculty, staff, and students. The College Council provides advice to the Chancellor on college-wide matters, the Academic Senate addresses academic policies and curricula, and ASUH-Hawai'i CC represents student interests and participation in decision-making. Governance structures and committee responsibilities are further detailed in the Committee Handbook and HAW 3.301. Regular evaluation of each governance group ensures the integrity and effectiveness of decision-making processes across the institution. (IV.A.2)

The institution defines clear roles for administrators and faculty in institutional governance processes through policy and planning documents, EP 1.201, Faculty Involvement in Academic Policy, the organizational chart, and the College's functional statement. These documents outline the framework for participatory contributions to institutional policies, planning, and budget decisions. The College's Integrated Planning for Institutional Effectiveness policy, HAW 4.201, provides a systematic, collegewide process that connects program and unit review, resource allocation, and planning efforts to promote continuous improvement of academic quality and effectiveness. These structures ensure that governance is transparent, collaborative, and strategically aligned with institutional goals. (IV.A.3)

Hawai'i CC's faculty and academic administrators share responsibility for making recommendations about curriculum and student learning programs and services, as outlined in clearly defined policies and governance structures. EP 1.201 and RP 1.210 affirm the central role of faculty in academic governance across the University of Hawai'i system. At the college level, these responsibilities are operationalized through the Academic Senate and its standing committees, including Curriculum Review, General Education, Educational Policy, and others. Faculty and academic leaders collaborate through regular meetings, program and unit reviews, and committees like the College Effectiveness Review Committee (CERC), ensuring that curriculum development and student learning initiatives are data-informed, collaborative, and aligned with institutional goals. (IV.A.4)

By design, Hawai'i Community College operates under the authority of the State of Hawai'i Constitution, which grants the University of Hawai'i Board of Regents (BOR) oversight of the system. BOR policy RP 1.210, implemented through EP 1.201, ensures that faculty play an active role in developing and maintaining academic policy and instructional quality. At the college level, shared governance policies such as HAW 3.303 guide institutional decision-making through structured participation of faculty, staff, students, and administrators. Decision-making is aligned with the expertise of each group and occurs through established processes, including program and unit review and the College Council, ensuring timely and inclusive action on institutional plans, policies, and curricular changes. (IV.A.5)

The College ensures transparency in its decision-making by utilizing a variety of communication methods to disseminate processes and outcomes. Updates on college progress and institutional planning are shared by the chancellor during collegewide meetings. Administrators also provide updates through division meetings, campuswide emails, and announcements. Key decision-making bodies such as the College Council, Academic Senate, and ASUH-Hawai'i CC maintain and publish meeting minutes on the College website. Additional channels include listservs and the student newsletter, Ka'lo, helping ensure decisions are widely communicated across the institution. (IV.A.6)

Hawai'i Community College regularly evaluates its leadership roles and governance and decision-making processes to ensure their integrity and effectiveness. These evaluations are guided by the College's organizational chart and functional statement, as well as institutional policies such as HAW 1.001. Governance bodies, including the College Council, Academic Senate, and ASUH-Hawai'i CC, review and revise their charters to ensure continued relevance and alignment with institutional goals. The Committee on Committees, which reports to the College Council, conducts periodic reviews of committee structures and communicates updates to ensure governance processes support continuous institutional improvement. (IV.A.7)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

The chancellor of Hawai'i Community College, serving as the institutional chief executive officer (CEO), holds primary responsibility for the quality, effectiveness, and integrity of the institution. Clearly defined by the University of Hawai'i Board of Regents policy and the UH System classification plan, the chancellor provides visionary and effective leadership in institutional planning, budgeting, personnel selection and development, and the assessment of institutional effectiveness. The chancellor maintains oversight of all campus units and facilitates participatory governance by working closely with the College Council, Academic Senate, and broader campus community. Through systematic engagement in integrated planning and budget processes, the chancellor ensures that college operations are aligned with institutional goals, external standards, and the mission of the College. The chancellor actively supports a collegial environment, sustains clear communication with both internal and external stakeholders, and leads the College's accreditation processes. In doing so, the chancellor affirms a strong commitment to student learning, community responsiveness, and continuous institutional improvement.

Findings and Evidence:

The chancellor serves as the chief executive administrative officer (CEAO) of Hawai'i Community College and holds primary responsibility for the overall quality and effectiveness of the institution. The chancellor oversees all administrative and academic functions of the College, including Academic Affairs, Student Affairs, Administrative Services, EDvance, the Kō Education Center, and the Pālanui branch campus, as well as responsibilities in budget planning and execution, human resources, facilities management, community outreach, fundraising, and long- and short-range administrative planning. As part of the College's participatory governance structure, the chancellor regularly meets with the administrative team, the chairs of the College Council, and the Academic Senate to communicate institutional values, priorities, and institution-set standards related to planning and student achievement. The chancellor also provides updates and engages in dialogue through monthly reports to the College Council, demonstrating a commitment to collaborative leadership and shared responsibility in support of institutional effectiveness and student success. (IV.B.1)

Through the integrated planning process, encompassing program review, planning, and budget prioritization, the chancellor of Hawai'i Community College oversees and evaluates the administrative structure to ensure it aligns with the College's mission and meets the diverse needs of the Hawai'i Island community. The organizational structure reflects appropriate levels of staffing and delegation to address institutional complexity and purpose. Annual evaluations of executive management staff are conducted per UHCCP 9.202 and related systemwide personnel policies, allowing for the development of individualized goals and work plans. The chancellor delegates authority to vice chancellors and administrators with clearly defined roles and responsibilities consistent with institutional priorities, promoting accountability and ensuring that leadership at all levels contributes effectively to the institution's operational and strategic goals. (IV.B.2)

Through established policies and procedures, the Hawai'i Community College chancellor guides continuous institutional improvement of the teaching and learning environment. The chancellor ensures that program review, strategic planning, and data-informed decision-making are central to advancing student learning and achievement. Student performance standards are monitored and assessed through UHCCP 4.203, and planning is integrated across the institution via HAW 4.201 and the Institutional Effectiveness Plan. Under the campus philosophy of collegiality, faculty play a central role in curriculum development and academic quality through the Academic Senate, while the chancellor delegates oversight of curricular maintenance to the vice chancellor for academic affairs. Institutional resources are aligned with educational goals through a transparent, collegial process that ensures funding is directed toward initiatives with the greatest potential to enhance student outcomes. (IV.B.3)

The Hawai'i Community College chancellor holds the primary leadership role for accreditation, ensuring the institution meets all ACCJC standards, Eligibility Requirements, and Commission policies at all times. The chancellor assigned a faculty member as the Accreditation Liaison Officer (ALO) to lead coordination and communication efforts, including email updates and presentations at collegewide meetings. To support the development of the 2025 Institutional Self Evaluation Report (ISER), the chancellor initiated and empowered the Accreditation Steering Committee, which included administrators, faculty, and staff, and was chartered by the College Council to guide the process. This structure reflects a collaborative and inclusive approach to accreditation, aligning institutional practices with compliance and continuous improvement. (IV.B.4)

The college chancellor ensures the implementation and communication of statutes, regulations, and Board of Regents policies, maintaining alignment with the College's mission and institutional practices. As a member of the Council of Community College Chancellors, the chancellor works directly with University of Hawai'i System leadership to address system-wide priorities, including budget negotiations, institutional performance standards, FTE targets, and College reserves. Through this collaborative engagement, and in partnership with the College's administrative team and governance bodies, the chancellor ensures that fiscal and operational decisions reflect the College's mission, uphold policy compliance, and support effective budget control and implementation. (IV.B.5)

The Hawai'i Community College chancellor maintains active and consistent engagement with the communities served by the institution through leadership and service on local boards, including the Hawai'i Island Chamber of Commerce, the Japanese Chamber of Commerce and Industry of Hawai'i, and the Workforce Investment Board. The chancellor reports on community board activities during weekly administrative team meetings to ensure alignment between community needs and institutional priorities. Additionally, the chancellor supports Program Advisory Councils (PAC) that meet regularly to provide input on Career and Technical Education programs, ensuring they reflect local workforce needs. The chancellor and administrative team also support Hawai'i's statewide P-20 initiatives, strengthening K-12 and postsecondary partnerships to enhance educational outcomes and community alignment. (IV.B.6)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Board of Regents (BOR) of the University of Hawai'i includes a student regent and is responsible for the general management and control of the UH System that incorporates all public higher education, including the University of Hawai'i Community College (UHCC) System. Deriving its authority through state constitution and statute, the BOR ensures academic quality, financial integrity and institutional effectiveness.

Findings and Evidence:

The Board of Regents is the governing board which establishes policies and provides guidance on a range of issues and ensures alignment with institutional and system mission and values. Policies and procedures assure quality, integrity, and effectiveness for all institutions which are available on the BOR website. (IV.C.1, ER 7)

The Board of Regents adheres to RP 1.202 which states that the board acts collectively and "the authority of the board reposes in the board as a whole." Once a decision is made, board members act in support of the decision. (IV.C.2)

The process for search, selection, and evaluation of UHCC Vice President and Chancellors are clear and defined in the Constitution of the State of Hawai'i, Regents Policies, and UHCC Policies. The UHCC System defines the annual evaluations of all executive personnel through UHCCP 9.202. (IV.C.3)

Article X of The Constitution of the State of Hawai'i provides the autonomy of the UH System and the related independent authority of the BOR. The Regents Candidate Advisory Council recommends individuals to the Governor of Hawai'i for consideration. The BOR includes a student regent as codified in section 26(11) of the Hawai'i Revised Statutes. The State Ethics Code provides the Standards of Conduct, to include conflict of interest for all elected officials, employees, and members of boards and commissions. (IV.C.4, ER 7)

The BOR has policies and procedures that focus on the assurance of academic quality, integrity, and effectiveness of its institutions. RP.4.207 Community College System and RP 4.205 Institutional Accountability and Performance ensure that campuses collect data to support their mission, goals, and objectives, wherein information is used to improve programs and services. On a rotating basis, the BOR holds its monthly meetings at the UH System campuses. College performance metrics and goals are presented to the BOR for their review. (IV.C.5)

BOR policies and bylaws, which include information on board membership and organization, duties and responsibilities for board members, committee structures, meeting requirements, and operating procedures are available on the BOR website. (IV.C.6)

The BOR regularly assesses its policies and bylaws as guided by Executive Policy (EP) 2.201 Systemwide Policies and Procedures. The UH Systemwide Policies and Procedures information System (PPIS) contains all board policies, UH system policies, and administrative procedures and has an automatic notification feature to constituent groups when changes are made. (IV.C.7)

The BOR reviews information on student success, including key indicators of student learning and achievement and institutional plans for improving academic quality when presented by the respective campuses. In addition, the BOR has adopted strategic goals consistent with the UH Strategic Plan. Institutions provide an annual update to the BOR. (IV.C.8)

All board members receive an orientation within one month of the beginning of their term, as stipulated in the BOR bylaws. Board members regularly participate in professional development programs offered by the Association of Governing Boards (AGB) and the Association of Community College Trustees (ACCT). (IV.C.9)

RP 2.204 defines the Board self-evaluation process. The Board reviews the results of the self-assessment and determines if action is necessary. The use of evaluation results led to the restructuring of board committees, from seven to five to reflect the priorities of the new UH Strategic Plan. (IV.C.10)

Article X of the BOR bylaws outlines the conflict-of-interest policies and procedures for regents. This topic is also covered during the orientation process. As an annual requirement, regents are required to file a financial disclosure to the Hawai'i State Ethics Commission. This ensures that individual board members maintain independence. (IV.C.11, ER 7)

RP 2.202 Duties of the President & Mitigation of Conflicts of Interest details the responsibility and authority between the UH System president, the VPCC, and the individual college chancellors. This allows the college chancellors to administer board policies and outlines the accountability for the operations of the college. (IV.C.12)

The Board of Regents is regularly updated on the status of the UH Community Colleges' accreditation status. Chancellors provide a briefing on midterm reports and the 2025 Institutional Self-Evaluation Report. (IV.C.13)

Conclusions:

The College meets the Standard.

IV.D. Multi-College Districts or Systems

General Observations:

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 University of Hawai'i System is established in the Board of Regents Policy (RP) 3.201 Major Organizational Units of the University of Hawai'i. The UHCC is further established in the Board of Regents Policy 4.207 Community College System. The UH System is governed by a Board of Regents (BOR) and overseen by the UH System president.

The University of Hawai'i System consists of a ten-campus UH System that includes the University of Hawai'i Community Colleges (UHCC) System, which is comprised of seven community colleges. University of Hawai'i Maui College is accredited by the Western Association of Schools and Colleges, Senior Division, while the other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges. Overall leadership for the UHCC System is provided by the vice president for community colleges (VPCC). The VPCC is a member of the senior administration of the UH System, reporting directly to the UH System president.

Findings and Evidence:

The VPCC delegates authority to administer and operate the college to the chancellors (CEOs) of each individual college. Chancellors report through the VPCC to the president of the UH System for policymaking and decisions that affect the campuses and to the VPCC for leadership and coordination of community college matters. The VPCC ensures that system-level leadership and support for the system and college missions are provided and coordinated. 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. The UHCC System functional map outlines the delineation of functions and the differentiation of responsibilities between the system and campus level responsibilities. (IV.D.1)

Delegation of authority to the college chancellors is defined by policies and available on the Office of the Vice President for Community Colleges (OVPCC) website. Coordination at the system level ensures that colleges are consistent with standards, benefit from shared resources and best practices, and are supported for implementing initiatives. The VPCC meets regularly with members of the Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community Council of Native Hawaiian Chairs, ensuring alignment with initiatives to support student success. (IV.D.2)

The UHCC System Office coordinates the budget development and request process for the community colleges. The VPCC ensures a fair distribution of resources, sufficient to support college operations. State appropriations provide the most significant funding, followed by tuition revenues and other internal and extramural funds. UHCCP 8.000, General Fund and Tuition and Fees Special Fund Allocation and UHCCP 8.201 Unrestricted Fund Reserve – General, Special, Revolving Funds, guide the management of non-general fund revenues. The team encourages opening the lines of communication to discuss how budget policies are implemented. All colleges maintain a sufficient reserve fund. (IV.D.3)

The UH System has a president, a VPCC, and chancellors for each of the colleges in the system. The VPCC is the CEO for the system of community colleges; chancellors serve as the CEO of each respective campus. The structure of the community college system is outlined in RP 4.207, as established in 2002. EP.102 established the authority and responsibility of community college chancellors in the overall management and governance of their campuses. (IV.D.4)

The multiple structures at the UH and the UHCC system levels facilitate the participatory process in decision-making essential to planning and implementation processes. The UH Strategic Plan 2023-29 and the UHCC Strategic Plan 2023-29 were developed to align the UH plan with the individual campus strategic plans. Goals and strategic objectives are quantified and operationalized while serving as the basis for the evaluation of institutional effectiveness. (IV.D.5)

The System employs multiple modes and avenues for communication to facilitate and support the operations of all institutions. The VPCC is a member of the UH president's senior leadership team and meets with all chancellors weekly and members of the Council of Community College Chancellors monthly. Chancellors are responsible for working with the OVPCC to extend the lines of communication to their respective leadership teams. The team suggests that the System increase its communication to the colleges to ensure the production of data is regularly disseminated and used to support campus decisions. (IV.D.6)

The UHCC System office regularly evaluates role delineations, governance, and decision-making processes through shared governance. These roles are delineated in the Functional Map, which is evaluated through the UH/UHCC Shared Governance Survey. Evaluation results indicate a need to clearly define the roles between the UH System, UHCC System, and the individual colleges. (IV.D.7)

Conclusions:

The College meets the standard.

Quality Focus Essay

The team commends Hawai'i Community College for selecting *Building Capacity* as the focus of its Quality Focus Essay (QFE), an area that is both timely and vital to the institution's mission fulfillment and student success. The College has identified an urgent and clear need to strengthen its recruitment and retention infrastructure in response to pandemic-related turnover, a changing employment landscape, and a recently lifted systemwide hiring freeze. The College's QFE reflects intentional self-reflection and a deep understanding of how staffing directly impacts student learning, institutional health, and the well-being of its Kauhale. The emphasis on creating a more efficient and streamlined hiring process, coupled with meaningful onboarding and professional development, demonstrates a commitment to institutional effectiveness and the creation of a more vibrant and equitable work and learning environment. The five activities outlined in the QFE action plan are well-scaffolded and appropriately aligned to measurable outcomes. The project incorporates continuous analysis of staffing needs, improvements in workflow, the filling of critical vacancies, intentional support for new and current employees, and ongoing feedback loops that will help refine the work overtime. These efforts are clearly connected to the College's strategic goal to build and maintain the well-being of its Kauhale, with the anticipated impact being a healthier, more balanced workplace that cultivates a stronger sense of belonging and creativity.

By focusing on this institutional priority, Hawai'i CC positions itself to not only reduce burnout and improve morale among faculty and staff, but also to ensure a more stable and engaging learning experience for students. The project reflects a genuine effort to embody the Hawaiian value of E mālama pono i ke kanaka (take good care of people) and reinforces the College's long-standing commitment to equity, excellence, and service to community.

The team encourages the College to continue gathering and acting upon stakeholder feedback as the QFE unfolds, and to use this momentum to institutionalize practices that promote long-term resilience. The College's approach reflects a strong culture of care, collaboration, and continuous improvement, all of which are essential to sustaining student achievement and institutional vitality.