

**STANDARD IV:
LEADERSHIP AND GOVERNANCE:
A: DECISION-MAKING ROLES AND PROCESSES
B: BOARD AND ADMINISTRATIVE ORGANIZATION**

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Standard IV: Leadership and Governance

The Institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the Institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Governing Board and the Chief Administrator.

IV.A. The Institution recognizes that ethical and effective leadership throughout the organization enables the Institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Institutional leaders at Honolulu Community College provide opportunities for administration and representative faculty, staff, and students to engage in decision-making processes. Governance at the College is the joint responsibility of these institutional leaders. Discussions and planning for improvements in the practices, programs, and services of the College occur in standing committees, ad hoc committees, academic division forums, campus-wide forums and between individuals. The Standard IV Team identified the following individuals and committees as crucial participants in discussions and decision-making activities related to governance:

- Chancellor
- Vice Chancellor of Academic Affairs (VCAA)
- Vice Chancellor of Administrative Services (VCAS)
- Program Deans and Directors
- Dean of Student Services
- Division Chairs
- Planning Council (PC)
- Campus Leadership Team (CLT)
- Kupu Ka Wai Council (KKW)
- Faculty Senate Executive Committee (FSEC)
- Staff Senate Executive Committee (SSEC)
- Associated Students of the University of Hawai'i – Honolulu Community College (ASUH-HCC)

The College involves representatives of all major campus constituencies in campus decision-making and prioritization processes. The FSEC, SSEC, KKW, ASUH-HCC and PC are made up of elected and/or appointed representatives; these bodies carry out activities related to

governance decisions including review and approval of policies and providing input into planning and budgeting formulation and prioritization.

The Planning Council was formed in 2006 and is charged with carrying out long-range institutional planning and budget prioritization based on College and UHCC System strategic plans. The Faculty Senate Executive Committee (FSEC) is the faculty governance committee on campus and oversees numerous subcommittees dealing with issues or procedures affecting faculty and students. The Staff Senate Executive Committee (SSEC), made up of representatives from APT and civil service staff, reviews governance decisions and provides input regarding institutional discussions and decisions. The Associated Students of the University of Hawai'i - Honolulu Community College (ASUH-HCC) is the student senate, charged with representing students and their concerns. Most governance committees and major subcommittees include a committee seat for student representatives from the ASUH-HCC, including the Committee of Programs and Curricula, the Committee on Student Affairs, and the FSEC.

The focus of serving the indigenous people of Hawai'i has led to changes in the system and College missions, as well as the governance at both the system and College level. The University of Hawai'i recognizes the unique political status Native Hawaiians have with the United States and Hawaii State governments, respectively. The University also recognizes the important role it plays as a State institution of higher education in addressing societal and educational challenges facing Native Hawaiians as a political entity. At the system level of operations, a governance group comprised of Native Hawaiian representatives across all ten campuses, named the Pukoa Council, provides direct consultation to the President of the system. In 2011, Honolulu Community College replicated that structure with the formalization of the campus Kupu Ka Wai council, which provides recommendations directly to the chancellor of the college. With the approval of that governance group, the Kupu Ka Wai council has become one of the major governance groups that works on policy development, planning, and budgeting, similar to the planning council, FSEC, SSEC, and ASUH-HCC.

Additionally, the Vice Chancellor of Academic Affairs (VCAA) convenes a group titled the Campus Leadership Team (CLT). This broad-based group is comprised of all administrative / leadership representatives including Vice-Chancellors, Deans, Divisions Chairs, and a representative from every campus division or unit. This committee addresses issues related to day-to-day operational issues of the campus, which vary from notification of construction, to changes in enrollment policies, to announcements of student government events. The group makes operational decisions regarding instructional issues such as scheduling, student information systems, and records procedures. The committee invites others as needed to address specific topics; for example, the financial aid officer provides updates on laws and federal policies impacting students. The group meets frequently to resolve and improve campus operations.

Beginning in Fall 2011, the VCAA began convening a group of all the Deans and Division Chairs titled the Deans and Division Chairs working group (DDC). The purpose of this group is to coordinate leadership regarding instructional issues. Examples of issues dealt with include clarifying program review schedule, submission, and review process; and lecturer and new-hire

materials. Current work includes the assessment and alignment of student learning outcomes and program outcome mapping and assessment.

Governance decisions are based on meeting institutional goals of the College, which are clearly outlined and available to the campus. College goals reflect a focus on student learning and improvement. These strategic goals are posted on the college intranet and are periodically reviewed and discussed at General College Meetings or Town Hall meetings. The UHCC VCAA also makes annual visits to the College to provide updates on College performance related to institutional goals and outcomes.

To reinforce the need for decision-making to be aligned with institutional goals, the College adopted policy HCCP #4.101, "Integrated Planning, Resource Allocation, and Assessment." This policy clarifies responsibilities and processes by which the College integrates assessment, planning activities, and budget allocation decisions. This policy identifies responsible parties and makes explicit the links between UHCC system and College strategic goals, and College planning activities; the policy reinforces the imperative that planning is to be informed by assessment results. The policy is intended to ensure a "transparent planning, resource allocation, and assessment process that has established tasks and milestones to ensure systematic participation from among the established college governing bodies as well as program faculty, staff, and administrators; and is able to be completed in time to meet established University system budget making deadlines" (HCCP #4.101, Purpose # 2). Campus members have the opportunity to link requests for divisional and department funding to fulfillment of institutional goals through the budget prioritization process. The budget proposal form explicitly requires that budget requests indicate how funding will help better meet the College's mission, the University of Hawai'i's mission and facilitating implementation of institutional strategic plan goals.

Campus members have the chance to learn about planning and policy topics at bi-annual General College Meetings where information about current and future initiatives are announced. Email updates are periodically used to inform the College community, as are minutes from College committees. Campus members have the chance to provide input for planning and implementation of changes through standing committees with regularly scheduled meetings and through Town Hall Meetings.

Self Evaluation

The College meets the Standard.

The College has addressed many concerns indicated in the 2006 report. Actions taken to improve representation include revision of membership on committees, for example charter revisions clarifying membership and functioning of the Planning Council and Faculty Senate. The current reorganization is intended in part to further improve representation in governance functioning.

There have been several significant initiatives undertaken by the campus over the past six years, including restructuring of developmental education curriculum and delivery, integration of

campus goals with UHCC system strategic planning outcomes, Achieving the Dream innovations, revision of the College's General Education program for CTE divisions, and significant structural reorganization. In most cases, campus members were provided opportunities to be informed and/or give feedback regarding the goals, activities, and implications of these initiatives and organizational changes through campus-wide meetings and periodic email updates. Alternative plans, as well as implications of final decisions, were also discussed in relevant standing committees.

In terms of establishing budget priorities as related to implementation of the campus strategic plan, there is consensus among administrators, and faculty and staff leaders, that this process has greatly improved in that it is more inclusive, transparent, and participatory. The three major faculty/staff governance groups (FSEC, SSEC, KKW) have a major role in creating the priority list for budgeting. Each committee has a representative on the Budget Committee, which establishes preliminary ranking of budget proposals. Then, the ranking list goes to individual governance bodies for further discussion and prioritization. The Planning Council summarizes and finalizes findings of the governance bodies. In implementing this process last year, some problems were identified and improvements made in the 2011-2012 implementation, including more reasonable timelines, more complete information provided regarding budget proposals, and clarification of ranking criteria. Because this process is more inclusive and entails substantive review of proposals, it does require substantial time and level of responsibility on the part of governance representatives; evidence gathered also indicates there needs to be improved communication between representatives and constituents to enable their input into decisions made.

Administrators indicate that standing committees are important venues through which campus members can raise questions, assist in clarification of disseminated information, and make suggestions. These committees are valuable forums for representatives to raise concerns that can and have led to visible responses and improvements. Representatives on committees share agendas and minutes with the campus community although there needs to be more consistent and timely sharing of information to maximize awareness and inclusion. Feedback from present and past faculty and staff leaders indicates that there is a need for better orientation for all faculty and staff, in particular new hires and lecturers, so that they are completely aware of opportunities for input. Furthermore, Committee Chairs should be more fully trained to ensure that the committees' representation duties are fulfilled. These duties include sharing information, soliciting topics for discussion, and providing meaningful opportunities for input from the campus community.

The HCC Accreditation Self-Study conducted in Spring 2012 indicated that the greatest degree of satisfaction regarding opportunity to participate is at the level of divisional/unit decision-making. More than half of respondents believe there is sufficient opportunity to participate in campus-wide decision-making, and a little over half believe campus-wide decision-making is fair. The results are generally positive although they reflect room for improvement. Positive results from the Governance and Leadership survey conducted by Standard Four also reflected the perception that at the more immediate level (e.g. the Dean or supervisor), leaders do provide necessary opportunities for input.

Campus responses to the more narrowly focused Governance and Leadership survey, conducted in Fall 2011 by the Standard Four committee regarding opportunities for input, communication, and efficacy of existing governance structure and processes, helped clarify areas in need of improvement. Concerns were also made clear via spoken and written comments solicited from faculty and staff leaders, and student senate representatives. In terms of how well institutional leaders create an environment for empowerment, innovation, and institutional excellence, the lowest scoring areas in this survey were related to communication, specifically, over institutional reorganization and recent initiatives for creating new policies. These results indicate that Institution leaders should better provide meaningful opportunities for dialogue and input related to major campus initiatives. Content analysis of the survey's written comments further clarified areas in need of improvement. Several comments related to lack of timeliness of information provided to campus. Another concern was the lack of explanations to the campus once decisions were made.

Staff respondents ranked their degree of inclusion consistently lower than that of faculty. Staff results were notably less positive for all but one of the questions on the survey, indicating that staff members feel less informed and view their input as less valued. A staff survey conducted in Summer 2011 reinforced these findings; written comments point to lack of effective dissemination of information and to inadequate institutional support for being more fully engaged in campus discussions and committees. Ensuring meaningful staff participation in governance has been a long-standing issue on this campus as staff find it difficult to secure coverage and time to participate, and there are fewer structural professional incentives or rewards for participation. These issues need to be addressed by the campus leadership.

The evident need to improve communication between campus leaders and campus constituencies requires addressing Administrative communication strategies as well as campus members' disinterest and lack of effort to stay informed and be involved. Creating strategies to improve sharing of and access to necessary information to build empowerment and involvement requires more timely communication from leaders and directly addressing the obstacles to faculty and staff engagement.

To evaluate the involvement and efficacy of student governance representatives, there was a focus group meeting with Student Senate and club representatives as well as the soliciting of their written feedback. Student Senate and club representatives indicated the need for better and more direct communication between institutional leaders and all student leaders. The consensus was that structures for necessary inclusion in decisions and discussions are in place; specifically, a Student Senate representative has an established seat on major campus committees, and through this membership, students learn about campus issues and are given the opportunity for input. For example, in recent discussions regarding revising the College mission, the ASUH-HCC President took an active role in revising the language to be more inclusive. Minutes also indicate that the Student Body President has been a participating member of the Planning Council. However, recruiting students who will be able to responsibly and consistently participate as members of major committees has proven challenging. Thus, the intended dissemination of information and the inclusion of the student voice and perspective does not occur consistently. Students consulted suggested that expanded, regular use of communication

technologies (e.g. emails updates) to all student leaders would help improve student awareness of campus issues and initiatives.

Standard Four members also conducted a survey of the general student body regarding the effectiveness of the ASUH-HCC members. The survey of students revealed that, while the Student Senate is perceived as effective in representing student interests, the senate needs to better share information with students about changes in College policies that directly affect them. The Senate has already taken steps to improve its website as a primary communication venue; student leaders are also increasing their use of the campus newspaper as a way to get information out to fellow students. An additional suggestion was for the campus to provide accurate and accessible information about the College's bureaucratic structure, indicating the individuals in key positions so that students know who to go to with their concerns and input.

Actionable Improvement Plans

There should be orientation materials and established guidelines for all institutional leaders—Administrators, and members of major campus committees—to ensure consistent levels of communication that inform constituents of discussions; represent necessary efforts to solicit input prior to decision-making; delineate resulting decisions; and create clear avenues for response to decisions.

IV.A.2. The Institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive summary

Board of Regents' policies have shifted a significant degree of control to the Vice President of Community Colleges or Chancellors of specific campuses. While faculty retain responsibility over curricular matters, and governance committees provide a faculty, staff, and student voice on issues, the Chancellor has final decision-making authority. As stated in BOR policies, the faculty and Chancellor must work together to create a governance structure in which all issues affecting the Institution's ability to achieve its mission can be discussed. Campus leadership is to have a major advisory voice in all decisions about those issues.

The Faculty Senate Executive Committee (FSEC) is the body established to represent all faculty members on matters of academic decisions and academic policy making. This authority is made explicit in BOR policy general provisions, which states explicitly that through the established College faculty senate, the faculty "...has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research."

Governance processes and responsibilities have been explicitly articulated in several recent College policies. Beginning in April 2011, policies that make more explicit the roles, responsibilities, and rights to participate have been adopted, as have policies that outline linkages between planning, assessment, and budgeting activities. These include HCC #4.101, “Integrated Planning, Resource Allocation, and Assessment”; HCC #1.101, “Participation in College Decision-Making Processes”; and HCC #5.202, “Review of Established Programs.” These policies were reviewed and formally approved by the College’s governance bodies.

HCCP #1.101, “Participation in College Decision-Making Processes” makes explicit both the representative bodies included in campus governance processes and their responsibilities. As stated in the policy, the intent is to 1) facilitate discussion of ideas and assure effective communication among the administration, faculty, staff, and students for the good of the College; and 2) assure that faculty, staff, and students have a substantive and clearly-defined role in institutional governance and the opportunity to exercise a substantial voice in College policies, planning, and budget decisions that relate to their areas of responsibility and expertise. The policy establishes guidelines to ensure transparency in committee representation and functioning, including mandated charters to include definition of membership, mission, scope of authority, and operating processes. The policy makes explicit the need for posted minutes. The policy also includes the requirement that program administrators and supervisors provide individuals under their supervision sufficient time away from primary work assignments to participate as members of decision-making bodies. Making clear what is expected of governance bodies is an important step accomplished by the College; further work is needed to increase awareness of and to ensure compliance with these stated policy expectations.

The College’s Strategic Plan is the primary document guiding institutional planning and budget formulation. While the ultimate decision in matters of budgeting priorities rests with the Chancellor, governance committees have a strong voice related to specific areas of responsibility and expertise. These committees are the primary means by which faculty, staff, and students participate in decision-making and provide leadership within the College community. Policy HCCP: #4.101, “Integrated Planning, Resource Allocation, and Assessment,” is the comprehensive policy that mandates links between program review and assessment, and planning and resource allocation. The policy includes a timeline for assessment activities and requests for resources, and other important milestones to be carried out each year. It explicitly states the role of established governing bodies in this process. HCC #5.202, “Review of Established Programs,” states the role of governing bodies in utilizing program review results to prioritize budget proposals so they are in alignment with the College’s strategic goals.

Self Evaluation

The College meets the Standard.

Policies that articulate the role and responsibilities of campus governance bodies are in place. The College has established committees to ensure that faculty, staff, and students have a clearly defined role in governance; committees also address critical areas such as curriculum, use of technologies, student affairs, accommodating students with special needs, student academic honors, faculty development, and social equity. Committees review their charters on a periodic

basis to assess whether the mission or membership needs revision. Minutes and agendas are posted and/or shared via email with the campus at large. The Planning Council has improved the process by which campus representatives participate in discussions related to setting campus budgeting and strategic planning priorities. The College is now in its second year of utilizing the Planning Council to handle the final recommendations to Administration. A budget prioritization list of all items identified through the program review process, or new items needing funding which are tied to the strategic outcomes, is provided to all the governance groups and they are asked to prioritize those items. A final list of priorities is compiled and rated. The Budget Planning subcommittee, made up of members of the Planning Council, then reviews the prioritization items and are provided with detailed information about the current budget and the five-year financial plan. This process is providing a great deal of transparency among the groups represented by subcommittee members.

Despite progress made in transparency and formalization of participatory processes, Governance and Leadership survey results as well as written and spoken feedback from campus leaders indicate areas needing improvements, for example lack of adequate time and opportunity for representatives to solicit informed input from constituents prior to finalization of decisions. It is important to note that these comments are the results of the first-year roll-out of this process implementing HCCP #4.101, resulting in a learning curve for the campus. Now in the second year of the budgeting and planning process, the Administration has developed a timeline and is on track and addressing the concerns of the previous year.

The surveys carried out by Standard Four and by staff leaders also clearly indicate that staff do not feel that they have a substantive and supported role in governance. Written comments reflected staff concerns that they are unable to readily participate in committees and that the role of the SSEC is less significant in governance as a result. Although policy HCCP #1.101, "Participation in College Decision-Making Processes," was adopted by the College, much more needs to be done to change this sentiment felt by staff. Adoption of policies is a significant starting point. However, it will take the work of administrators, immediate supervisors, staff, and faculty as a whole to change this cultural mindset.

Actionable Improvement Plans

The campus must address the structural and attitudinal barriers to ensuring campus-wide representation of staff of the SSEC. SSEC will work with key administrators to create and implement a plan to address this issue, and a major factor will be getting the supervisors and staff to play an integral part of making the plan work.

IV.A.2.b. *The Institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

Descriptive summary

The Board of Regents grants primary responsibility regarding curriculum matters to the faculty. Faculty retain primary responsibility for overseeing curricula matters. Faculty, via the FSEC,

have delegated that responsibility to the Committee on Programs and Curricula (CPC). The CPC acts on recommendations from specific divisional curriculum committees. Three Division Curriculum Committees (DCC) exist for Trades and Transportation (Tech 1), Communications and Services Division (Tech 2), and the University College (UC). Elections are held by divisions to determine membership, which is staggered to ensure continuity on the committee. Courses requiring additional review and certification (e.g. distance courses, those fulfilling General Education designations) undergo additional review processes. Following DCC review and comments, a proposal is submitted to the Committee on Programs and Curricula (CPC) for review. The CPC is made up of administrators, faculty, and students across the campus and includes representatives from the DCC's.

The General Education Board is a subcommittee of the Committee on Programs and Curricula (CPC) and consists of six sub-boards: four Focus Boards (Contemporary Ethical Issues, Writing Intensive, Hawaiian/Asian/Pacific Issues, Speech), a Foundations Board (Global/Multicultural, Symbolic Reasoning, Written Communication), and a Diversifications Board (Arts, Literature, Humanities, Social Sciences, Biological Science, Physical Science, Laboratory). The General Education Board acts as a clearinghouse for information on courses that have been articulated, and for publishing course articulation procedures and system-wide articulation requirements and status.

The Distance Education Review Board was revised in Fall 2011 to ensure involvement of those directly charged with the integrity of the curriculum and those with knowledge of DE issues: Division Chairs, Deans, the Distance Education coordinator, and experienced DE faculty. All courses being offered in DE format have been reviewed and certified by the DERB.

Self Evaluation

The College meets the Standard.

The major faculty-based curriculum committees are carrying out their responsibilities effectively. An updated and expanded Curriculum Reference Manual has been created to clarify process and procedures and to enhance faculty knowledge of standards, procedures, precedents, and expectations for curriculum actions. The bodies responsible for providing specific curricular review (e.g. to evaluate meeting of General Education hallmarks) have clear and explicit policies, criteria, and cycles for review and certification. The College structures reflect the belief that successful student learning is a campus-wide responsibility.

Actionable Improvement Plans

No action is required.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the Institution. These processes facilitate discussion of ideas and effective communication among the Institution's constituencies.

Descriptive Summary

The established governance structures at the College include the Planning Council, CLT, FSEC, SSEC, Kupu Ka Wai Council, ASUH-HCC, and other campus committees. These committees regularly meet, discuss, vote, and take actions on matters that concern the College. Charters for these committees require that impacted divisions on campus are represented on these committees either by election, assignment, or as guest participants. Minutes of meetings are posted on the Intranet website. Town meetings are held to discuss campus issues as needed. Communication with members of the College community is frequently conducted via email and the Intranet website. Some policies and procedures are available through this internal website. In an effort to reduce usage of paper, many forms are also available via the website.

Over the past year, the campus has undertaken a substantive reorganization, which impacts governance representation at the College. The proposed reorganization proposal affects Academic Affairs, the Pacific Center for Advanced Technology Training, and the Administrative Services units. The proposal calls for abolishment of the Pacific Aerospace Training Center; related academic units will be subsumed under Academic Affairs. The reorganization is intended to create a structure that enhances efficient and effective management, alignment of campus resources, greater ability to address operational issues impacting student performance, and meeting strategic outcomes set as campus performance measures. The proposed reorganization is also specifically intended to improve communication within and between other units.

The process of organizing, communicating, and soliciting feedback and advice of campus faculty and staff regarding reorganization has been an ongoing process. Beginning in Fall 2010, there were re-organization meetings with all parties involved invited. All meetings were open and meeting minutes posted on the campus Intranet. All of those directly impacted by the proposed changes were provided opportunities to be directly involved in the development of the organizational structure needed to ensure the College can meet its mission, strategic goals, and outcomes. In most cases the groups affected by the changes were asked to design their own departmental structures that would allow for better service or better overall organization. Examples of this include the consolidation of IT services. Their task was to design their reporting structure to allow for better operations. Another example was the suggestion that came from the Native Hawaiian center on the creation of a Native Hawaiian Studies division within the University College.

Implementation of proposed reorganization changes is anticipated to be completed by Spring 2012 and in place by the start of the Fall 2012 semester. The College Administration will continue to provide opportunities for members of the campus community to give feedback on the impact and effectiveness of the reorganized leadership structure through town meetings and formal assessment.

Self Evaluation

The College meets the Standard.

The established governance structure at the College provides opportunities for input from faculty, staff, and administrators. Major campus committees meet regularly. The issues these committees discuss in their meetings are critical to campus decision-making; these committees make recommendations to the Chancellor and Vice Chancellors regarding budget and organizational issues as well as curriculum.

The Standard IV Accreditation Committee met with campus governance committee members, past and present, to solicit feedback on progress made and areas needing improvements. The feedback reinforced what was indicated on survey results. Communication emerged as a dominant theme. There is a clear need for improvement in governance committees communicating with each other. Their roles and functions touch upon common concerns; this heightens the importance of better communication to avoid duplication of effort and the confusion of mixed or confusing messages to the campus. The number of governance committees and the volume of deliberations and decisions are sufficiently complex that simple posting of minutes is inadequate and it is unrealistic to expect faculty and staff to extract information relevant to their individual needs and interests.

There is evident need for improvement in communication between committee members and constituents they represent. Campus survey results reveal that some governance bodies are perceived as more communicative than others; information for some governance committees is incompletely posted on the web or shared via email. In recognition of the fact that sharing agendas and minutes by major committees has been inconsistently carried out, the Standard Four committee issued a template for reporting committee minutes to standardize such record-keeping. Campus leaders must ensure this best practice is maintained regardless of committee turnover.

Also discussed was the need to ensure consistent end-of-the-year reporting by all committees, to facilitate a smooth transition to the next year and avoid redundancies and dropped initiatives. There needs to be training of committee members regarding important expectations such as the necessity of including key decisions and pending issues in committee minutes and end-of-year reports. These recommendations were passed on to all concerned committees for follow up.

Actionable Improvement Plans

No action is required.

IV.A.4. The Institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The Institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive summary

The College engages in requisite and expected public disclosure of accreditation standing and relations. The College has moved to respond to major recommendations from the 2006 report in

several areas including formalizing processes and leadership of its distance education program and clarifying duties of key governance bodies. The College's Accreditation Oversight Committee, the Planning Council, College committees, and those in leadership positions have been working to address recommendations compiled in the Planning Agenda from the 2006 self-study. Several recommendations have been met; others are in process, for example review CTE General Education requirements. In 2009, the College's Midterm Report was fully accepted with no additional requirements for follow-up reporting.

The College successfully achieved ACCJC-WASC approval for Substantive Changes in three programs since the last self-study: a new degree program in MELE, a degree in Construction Management, and approval for students to receive degree completed with a majority of distance education courses in the FIRE program and for the Associate of Arts degree. The College acted directly to address recommendations accompanying those approvals, in particular strengthening student support services for distance education students.

As for public disclosure, information is available and disseminated through printed publications, and online documents and websites. The HCC website accessible to the public provides the most current accreditation report.

In addition, there are several CTE programs that are accountable to external licensing bodies. These include Aeronautics Maintenance Technology (AERO), Auto Body Repair & Painting Technology (ABRP), Automotive Technology (AMT), Commercial Aviation (AVIT), Computing Electronics and Network Technology (CENT), Cosmetology (COSM), and Early Childhood Education (ECE). All of these programs conscientiously and successfully maintain their accredited status.

The College's ABRP and AMT programs are certified by NATEF (National Automotive Technicians Education Foundation, Inc.) and recertified every five years. ABRP was recently recertified this semester (Spring 2012), and AMT was last recertified in 2008. Documentation is filed with the program. The Federal Aviation Administration (FAA) is the external certifying agency for the AERO program, which is certified under the Title 14 Part 147 of the Code of Federal Regulations and is inspected and reviewed annually. The AVIT program is also certified by the FAA as an approved Part 141 flight school. This certification is valid for twenty-four months. The academic instruction provided by HCC professors and lecturers in some courses was also approved as certified Part 141 ground instruction. The CENT program, in partnership with the Pacific Center for Advanced Technology Training, is part of the Cisco Network Academy, Microsoft IT Academy, VMware IT Academy and the Comptia Academy. Students can take certification exams to become certified as Cisco Certified Network Associate, Cisco Certified Network Professional, Microsoft Certified Professional, VMware Certified Professional, A+ Computer Technician, and Security +. AutoDesk requires an online evaluation of the teacher and the training itself after each course. The COSM program is part of Pivot Point International; maintaining this contract requires annual continuing education for instructors. Program instructors are also part of the International Dermal Institute, which mandates training requirements. In the ECE program, the Children's Center is accredited by the National Association for the Education of Young Children (NAEYC). Recertification occurs every five years. An NAEYC assessor makes a site visit to look such requirements as safety, compliance of

the Department of Human Services, the required State child/teacher ratios, and developmentally appropriate interaction with the children. The ECE instructional program is currently undergoing a self-study for the Early Childhood Associate Degree Accreditation also offered by NAEYC.

Self Evaluation

The College meets the Standard.

Actions have been taken in a timely manner to address major concerns from past Accreditation reviews and reports. The processes in place to ensure continued attention to accreditation recommendations include communication from the Accreditation Liaison Officer, who publishes periodic bulletins in the form of a newsletter. Additionally, committees are informed of the planning agenda items related to their body and areas needing follow-up. Campus survey results did not reveal any major concerns about how the leadership of the College demonstrates integrity in relationship to accrediting agencies.

The College also relies on the Accreditation Oversight Committee (AOC). The AOC was active in creating the Self-Study committees for the 2012 report, at which point oversight was primarily carried out by the accreditation steering committee. The intention is to have the AOC take on the direct role for oversight after this Self-Study is submitted. The AOC serves as the oversight group, ensuring campus awareness of and attention to accreditation recommendations during years when there are no active accreditation committees. When accreditation committees are formed for the next Self-Study, these groups and the steering committee take on that more active role. The campus will continue to use a planning agenda generated from each Self-Study report to keep the campus on task in dealing with recommended changes. This will be done with the new planning agenda emerging out of the 2012 Self-Study.

Areas for improvement include the recognized need to ensure adequate time be given when planning for and implementing recommended changes that require inclusion, review, and input from many constituents. Also, with shifting membership in committees, there needs to be a systematized method for ensuring that institutional memory is preserved and that initiatives are carried on by new committee members. The annual review and publication of planning agenda items will be useful in this regard. Those programs, which must be externally evaluated and certified, have attained and maintained industry certifications and accreditations.

Actionable Improvement Plans

No action is required.

IV.A.5. The role of leadership and the Institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Administrators are currently evaluated internally by “360” surveys. Constituents, peers, subordinates, and partners of administrators are selected at random from a list reviewed by the supervisor; those selected carry out anonymous reviews. The results of these surveys are the basis for discussion between Administrator and Supervisor. If called for, a plan of action is devised to respond to concerns reflected in these survey results.

In Fall 2009, the Chancellor requested that a faculty committee create an assessment tool to measure administrative leadership. The "Proposal for Administration Self-Assessment Based on the Program Review Model and a Non-Quantitative Measurement of Leadership" was completed in Spring 2010. This comprehensive outline proposes that the administration focus on College Leadership Outcomes, institutional objectives, services, administration support, analysis, planning, and leadership. Implementation is scheduled for Fall 2011-Spring 2012.

In carrying out this assessment, the administration created a Mission Statement and identified Campus Leadership Outcomes (CLOs) which will be the standard against which administrative leadership and performance is measured. After completing its self-assessment, the Administration submitted its evaluation findings to a committee composed of the chairs of seven campus governance committees who evaluated the Administration's self-assessment. By the end of the spring semester, this committee will begin reviewing the assessment and the Administration will have the option of responding to the Committee of Seven's evaluation, but without altering its content. This process will enable identification of ways administration can improve its performance and be more effective in supporting the campus.

In implementing this process for the first time, areas of improvement were identified including realigning the timing of this process and further delegating steps of the process throughout the administrative structure. This self-assessment will be conducted annually.

All governance bodies report to the campus via minutes and periodically through end of the year reports. There have also been specifically targeted surveys conducted, for example by the Student Senate. These governance bodies are also evaluated as part of cyclical surveys conducted primarily for accreditation purposes. However there have not been standardized cycles and processes for evaluating the effectiveness of decision-making structures and processes for FSEC, SSEC, KKW, PC, or ASUH-HCC.

Self Evaluation

The College partially meets the standard.

Progress has been made in that a defined process for evaluating Administration has been established and is under way. The College needs to complete this cycle of evaluating administrative meeting of established CLOs, identifying improvement steps, implementing these steps, and then conducting another evaluation for a comprehensive report on this process. Standardized assessment processes have not been established for all decision-making bodies and processes.

Governance and Leadership survey results reveal there is work to be done in systematizing and publicizing results of assessment of Administrative functions and outcomes. The critical comments related to lack of accountability of Administration will be addressed by the implementation of the new transparent method of Administrative assessment.

Comparable efforts to evaluate the efficacy of governance and other major campus committees will need to be systematized and carried out on a consistent cycle, with results shared with the campus. In discussions with campus leaders, it was suggested that required end-of-year reports explicitly include self-assessment by committee members. This would require establishing a template to make clear expectations of the end-of-year reports, thereby explicitly merging end-of-year reports with self-assessment of the committee.

Actionable Improvement Plans

Governance bodies should establish systematic processes and cycles for carrying out assessment activities.

The College will carry out follow-up assessment activities to evaluate effectiveness of the new organizational structure.

IV.A: EVIDENCE

Accreditation Steering Committee Documents:

[Accreditation Oversight Committee](#)

[Accreditation Bulletin Newsletters](#)

[Administration Assessment Process](#)

[ASUH-HCC Website](#)

[Board of Regents Policies and Bylaws - General Provisions](#) (see Section 1-10)

[Annual Budget Development Flow Chart](#)

[Planning Council Budget Information](#)

[Campus Reorganization Proposal - November 15, 2011](#)

[Campus Communication](#)

[Committee of Seven Results (review by governance bodies)]

[Curriculum Reference Manual](#)

[Distance Education](#) (see under DE Curriculum Review):

[Accreditation Self-Study Spring 2012 Executive Summary](#) (broader survey carried out by Accreditation Steering Committee)

[Approved Re-Organization Charts - Fall 2012](#)

[[FSEC Survey Instrument](#)]

[FY 2012 Budget Plan](#)

[FSEC Budget Rankings – February 24, 2012](#)

[General Education](#)

[Participation in College Decision-Making Processes - HCCP # 1.101](#)

[Integrated Planning, Resource Allocation, and Assessment - HCCP # 4.101](#)

[Strategic Plan 2008-2015](#)

[Strategic Planning](#)

[HCC Policies and Procedures](#)

Links to Campus Committee minutes:

[Minutes, Planning Council Budget Subcommittee Meeting - September 2, 2011](#)

[Summary of Responses - Questions Asked of Faculty and Staff Leaders](#)

[Summary Notes, Standard Four Meeting with ASUH-HCC Members - November 2011](#)

[Notes from meetings with the Chancellor]

[Committee on Programs and Curriculum Minutes](#)

[Faculty Senate Executive Committee Minutes](#)

[Kupu Ka Wai Minutes](#)

[Planning Council Minutes](#)

[Staff Senate Executive Committee Minutes](#)

[VPCC Campus Visits](#)

[Content Analysis of Comments from Standard IV Governance Survey](#)

[Fall 2011 Governance and Leadership Survey Results](#)

[Spring 2012 Student Engagement Survey Results](#)

[Annual Budget Development Cycle and Timeline](#)

[Town Hall Meetings](#)

[UHCC Strategic Planning/Budget Documents](#)

IV.B: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the Chief Administrator for the effective operation of the Institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

In 1907, the University of Hawai‘i was established on the model of the American system of land-grant universities created initially by the Morrill Act of 1862. In the 1960s and 1970s, the University was developed into a system of accessible and affordable campuses.

These institutions currently include:

- A research university at Manoa offering a comprehensive array of undergraduate, graduate, and professional degrees through the doctoral level, including law and medicine.
- A comprehensive, primarily baccalaureate institution at Hilo, offering professional programs based on a liberal arts foundation and selected graduate degrees.
- A baccalaureate institution at West O‘ahu offering liberal arts and selected professional studies.
- A system of seven open-door community colleges spread across the islands of Kaua‘i, O‘ahu, Maui, and Hawai‘i, offering quality liberal arts and workforce programs. In addition to the seven colleges, outreach centers are located on the islands of Molokai and Lanai (administered by UH Maui College), on the island of Hawai‘i in Kealahou (administered by Hawai‘i CC), and in the Waianae/Nanakuli area of O‘ahu (administered by Leeward CC).

The University of Hawai‘i Community College system, led by the Vice President for Community Colleges, is located on the UH Manoa campus on O‘ahu.

University System:

The current UH System organization is a result of the June 2005 BOR approved reorganization of the community colleges which included the creation of a Vice President for Community Colleges, responsible for executive leadership, policy decision-making, resource allocation, development of appropriate support services for the seven community colleges, and re-consolidated the academic and administrative support units for the community colleges. A dual reporting relationship was created whereby the Community College Chancellors report to the Vice President for Community Colleges for leadership and coordination of community college matters, and concurrently report to the President for University system-wide policymaking and decisions impacting the campuses. The dual reporting relationship preserves previous BOR action that promoted and facilitated campus autonomy in balance with system-wide academic and administrative functions and operations. College chancellors retain responsibility and control over campus operations, administration, and management. [[President's System Level Reorganization - Community Colleges - June 2005](#)]

All ten chancellors continue to report to the President and collectively meet as the Council of Chancellors to advise the President on strategic planning, program development, and other matters of concern. The Community College Chancellors meet as the Council of Community College Chancellors to provide advice to the President and Vice President for Community Colleges on community college policy issues and other matters of community college interest.

The Regents Candidate Advisory Council of the University of Hawai‘i – 2007:

The advisory council was created by Act 56, 2007 Hawai‘i Legislature, in conformity with the amendment to Article X, Section 6 of the Hawai‘i State Constitution ratified by the voters on Nov. 7, 2006. The council is tied to the University of Hawai‘i for administrative purposes. The Council identifies candidates for the University System’s governing Board of Regents. The council presents to the Governor of Hawai‘i pools of qualified candidates from which candidates are nominated and, with the consent of the State Senate, appointed by the Governor. [[Office of the Board of Regents](#)]

The Regents Candidate Advisory Council of the University of Hawai‘i Amended 2008, 2010:

Seven members comprise the Advisory Council. They establish the criteria for qualifying, screening, and forwarding candidates for membership on the UH Board of Regents. The council advertises pending vacancies and solicits and accepts applications from potential candidates. [[UH Regents Candidate Advisory Council](#)]

Act 56 was amended by Act 9 in 2008 which, in part, established residency within the county. In 2010, Act 9 was amended by Act 58 which, in part, ensured student involvement by the creation a student advisory group. [[Act 9](#); [Act 58](#)]

Change in Board of Regents Structure:

As a result of changes in State law, the BOR was increased to fifteen members with all Regents nominated by a Regents Selection Advisory Committee, selected from this nominee list by the Governor, and confirmed by the State Senate.

While the Community College Committee of the BOR continues in existence, Community College actions requiring Board approval are discussed and acted upon by the full Board through the regular Board meetings. There have been no difficulties in moving items to the Board or in getting timely approval of action items. The VPCC remains the principal liaison with the full BOR and the standing Community Colleges Committee on all Community College matters. The standing committee met as a separate committee in March, April, and November 2010 and January 18, 2012. A report from the standing committee chair to the full BOR is included in the November 19, 2010, meeting. The BOR intentionally holds meetings on all campuses within the UH system. [[Board of Regents Committee on Community Colleges](#); [Board of Regents Meeting Minutes and Agendas](#)]

The main agenda items for the standing committee meetings were listed as “Campus Issues and Concerns – Information Only and Campus Tour.” Within “Issues and Concerns,” the standing

committee's schedule is structured to include an open comment period for the community, and meetings with student leaders, faculty leaders, and administration.

Achieving the Dream – 2006:

In Fall 2006, the then-interim Vice President for Community Colleges (VPCC), on behalf of the UHCCs, filed a letter of intent to join the national initiative, Achieving the Dream (AtD.) Implementation began in July 2006 and will continue through June 2012. A Core Team and a Data Team were set up under the VPCC. Members include an Initiative Director representative from each of the community colleges, and staff from the OVPCC. The five AtD Goals for Student Success were adopted with particular focus on the success gaps for Native Hawaiian students. Although the UHCC focus is on increasing Native Hawaiian student success and achievement, because of the evidence-based strategies implemented, all students benefit from the initiative. The commitment to the initiative is evidenced by the inclusion of many AtD goals within the UHCC Strategic Plan, thus ensuring a life beyond the time frame of AtD. [[Achieving the Dream Goals](#)]

Act 188 Task Force (2008):

Act 188 was adopted by the 2008 State Legislature to establish a task force that would make recommendations on a budgetary system that “includes an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various University of Hawai‘i campuses.”

UHCC Strategic Planning Council (2008):

In Spring 2008, the Planning Council began to evaluate and report performance data that contributes to UHCC Strategic Outcomes and Performance Measures 2008-2015 Appendix B. The Vice President for Community Colleges visited each college to review benchmarks, baseline data, and suggested targets. The colleges were asked to review the proposal and agree to the proposals or suggest new targets. Each college was starting from a different point and had different capacity – all of which were taken into account in establishing UHCC System Strategic Outcomes and Performance Measures, 2008-2015. Underlying the system goals and outcomes are college-level goals and outcomes. In Fall 2008, the Planning Council finalized the strategic outcomes, performance measures (definitions and sources), and expected levels of performance and made public the results of their work. The Office of the Vice President for Community Colleges (OVPCC) distributes updated annual performance data in the spring of each year and the VPCC holds forums at each college to discuss the UHCC system and college-level performance. [[UHCC Strategic Outcomes and Performance Measures 2008-2015 Appendix B](#); [UHCC System Strategic Outcomes and Performance Measures, 2008-2015](#); [Strategic Planning Annual Performance Data](#)]

Assessment of the strategic planning process is conducted regularly using the Community College Inventory survey. Survey data are used for determining progress for Goal E performance measures in the Strategic Plan: “Develop and sustain an institutional environment

that promotes transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation.”

UH Community College Enrollment Growth Funding (2008):

Beginning with the FB-2007-09, general funds have been appropriated by the Legislature to the University of Hawai‘i Community Colleges (UOH 800) to cover the differential cost (additional costs net of tuition revenue) for additional credit classes/credits required to meet student demands. These general funds are to be used only to defray the cost of additional credit classes/credits with any remaining funds not used for this specific purpose lapsing to the State general fund at the end of each fiscal year.

[Community College Enrollment Growth Cost Differential Funding - Final FY 2011 Allocations](#)

Change in Accreditation Status and Name Maui Community College (2009):

Effective August 2009, Maui Community College’s accreditation was transferred from the WASC Junior to the WASC Senior Commission and renamed the University of Hawai‘i Maui College. The college remains part of the University of Hawai‘i Community College System for administrative and organizational reporting and funding.

Change in University of Hawaii System Presidency (2009):

On August 1, 2009, Dr. M.R.C. Greenwood became the 14th President of the University of Hawai‘i. Dr. Greenwood previously served as Chancellor of the University of California Santa Cruz and Vice Chancellor for Academic Affairs within the University of California System. During her tenure with the UC system, Dr. Greenwood had close working relationships with area community colleges and is very familiar with WASC and the accrediting requirements. Dr. Greenwood highlighted the work of the UH Community Colleges in her inaugural speeches, focusing on both the extraordinary enrollment increases and the emphasis that the community colleges have placed on student success through the Achieving the Dream (AtD) and National Association of System Heads (NASH) Access to Success initiatives. Dr. Greenwood is firmly committed to the establishment of measurable outcomes and effective planning and budgeting to reach those decisions. There are no immediate plans to change the current organizational structure as it relates to the Community Colleges.

Hawaii Graduation Initiative and Complete College America (2010):

Hawaii Graduation Initiative aimed at increasing the number of college degrees awarded by 25 percent by the year 2015. Hawai‘i, along with sixteen other states, form the Complete College Alliance of States, a select group of leading states committed to significantly increasing the number of students successfully completing college and closing attainment gaps for traditionally underserved populations. As part of the initiative, the University of Hawai‘i President will lead a team of leaders to advance the Complete College America policy agenda and to coordinate local initiatives within the Complete College America agenda. The Hawai‘i team members include the Vice President for Community Colleges, University of Hawai‘i; President, Chaminade

University; Director, Hawai'i Department of Business, Economic Development and Tourism; Chair, Hawai'i State Senate Committee on Higher Education; Chair, Hawai'i House of Representatives Committee on Higher Education; Superintendent of Schools, Hawai'i Department of Education; Executive Director, Hawai'i Workforce Development Council; and Executive Director, Hawai'i P-20. [[UH System Complete College America](#)] Amendments to Board of Regents' By-laws (2011)

Section 304A-104 of the Hawaii Revised Statutes changed to read that Officers of the Board of Regents shall consist of a Chairperson and up to two Vice Chairpersons. The Chairperson and up to two Vice Chairpersons shall now be elected by the Board at a meeting preceding July 1 of each year. [[Hawaii Revised Statutes 304a-104 \(2010\)](#)]

IV.B.1. The Institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the Institution. The governing board adheres to a clearly-defined policy for selecting and evaluating the Chief Administrator for the College or the district/system.

IV.B.1.a. The Governing Board is an independent policy-making body that reflects the public interest in Board activities and decisions. Once the Board reaches a decision, it acts as a whole. It advocates for and defends the Institution and protects it from undue influence or pressure.

Descriptive Summary

Governance of the University of Hawai'i is vested in a fifteen-member Board of Regents nominated by a Regents Selection Advisory Committee, selected from this nominee list by the Governor, and confirmed by the State Senate. Membership of the BOR is controlled by State Law. That statute states that the "affairs of the university shall be under the general management and control of the Board of Regents." That statute indicates the membership and size of the BOR, how the members are selected, their terms of office, when the BOR is expected to meet, and how they are compensated. [[Hawaii Revised Statutes 304a-104 \(2010\)](#)]

Board of Regents By-Laws and Policies define the duties and responsibilities of the Board and its officers and committees. The BOR is responsible for the internal organization and management of the University, including, but not limited to, establishing the general mission and goals of the system and approving any changes to them; adopting academic and facilities planning documents for the system and the campuses; adopting broad policy that guides all aspects of University governance; appointing and evaluating the President; establishing the Administrative structure and approving major Administrative appointments; approving all major contractual obligations of the University; approving new academic and other programs and major organizational changes; reviewing all fiscal audits of University operations; and approving the University budget, long-range financial plans, and budget requests for state funding.

The BOR appoints and evaluates the President of the University and approves other executive appointments, including Vice Presidents, Chancellors, and Deans. Evidence of the BOR as an independent policy-making body that reflects the public interest in board activities and decisions can be traced to a constitutional amendment that gave greater autonomy to the University of

Hawai‘i. Although the Constitution had previously granted the BOR of the University authority to manage the University, a clause “in accordance with law” had been interpreted to mean that the BOR could not take action unless legislation specifically permitted the action. The constitutional amendment removed that clause. The BOR and Administration are currently working with external and internal constituents to establish and carry out the principles that will guide the changed relationship the University seeks with the State. [[Hawaii Revised Statutes 304a-105 \(2010\)](#)]

The BOR elects its own officers and hires its own staff. Currently, the BOR has two professional staff members (the Executive Administrator and Secretary to the BOR and the Executive Assistant) and three secretaries. System administrative staff also provide support to the BOR as needed.

BOR Policy Chapter 9, Part III, addresses recruitment and appointment of Executive and Managerial personnel. BOR Policy Chapter 2 details the evaluation of the President. [[Board of Regents Policies and Bylaws](#)]

In accord with the State’s Sunshine Law, all meetings are public, except those involving discussion of personnel and legal matters. Board of Regents By-Laws and Policies—as well as agenda and minutes of meetings—are publicly available at the BOR website. [[Hawaii Revised Statutes 92](#); [Office of the Board of Regents](#)]

Self Evaluation

The College meets the standard.

The College Administration works effectively with the BOR. Recent actions the College has requested and the BOR has approved include the recent update of the campus Long Range Development plan, approval of the Construction Management Associate of Science degree and the Associate of Science in Music and Entertainment Learning Experience as provisional programs.

The College has a strategic plan aligned with the system and CC system strategic plans. A number of initiatives the system and BOR have approved have helped the campus better focus on student success and measures the campus is accountable for meeting. Examples of these initiatives include the Achieving the Dream project and the Hawaii Graduation Initiative. Another example of system initiatives’ assisting the campus operations is the enrollment growth funding that began in 2008, which allows the campus to respond to student demand by adding courses in great need.

Actionable Improvement Plans

No action is required.

IV.B.1.b. The Governing Board establishes policies consistent with the Mission Statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

BOR policies are implemented through administrative policies and procedures and delegations of authority published and promulgated by means of the University of Hawai'i System-Wide Executive Policies and the University of Hawai'i System-Wide Administrative Procedures Manual. These documents are available on the Web at: [Systemwide Administrative Procedures](#).

The issues of the community colleges are being addressed appropriately by the Board of Regents. The BOR minutes show many agenda items focused on the needs and issues of the community colleges. The BOR practice of meeting at the colleges was designed to give Regents a better understanding of each college's climate and culture. The Regents have had a long-standing practice of annually holding its meetings on each of the University's campuses. [[Board of Regents Meeting Minutes and Agendas](#)]

The University of Hawai'i Community Colleges Strategic Plan 2002-2010 was adopted by the BOR on November 22, 2002. UHCC Strategic Plan states that within the overall mission of the University of Hawai'i, the Community Colleges have as their special mission: [[Minutes, UH Board of Regents, November 22, 2002](#); [UHCC Strategic Plan](#)]

- Access: To broaden access to post-secondary education in Hawai'i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.
- Learning and Teaching: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.
- Work Force Development: To provide the trained workforce needed in the state, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.
- Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
- Community Development: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.
- Diversity: By building upon Hawai'i's unique multi-cultural environment and geographic location, through efforts in curriculum development and productive relationships with

international counterparts in Asia and the Pacific, UHCC students' learning experiences will prepare them for the global workplace.

In 2008, the UHCC System updated the Strategic Planning Context UHCC Strategic Planning Context Appendix A and developed Strategic Outcomes and Performance Measures 2008-2015 Appendix B that provide a more uniform method with which to evaluate progress. The plans and performance measures are in line with the University of Hawai'i System Strategic Plan. UHCC Strategic Planning is overseen by the Community College Strategic Planning Council. The roles and responsibilities of the Strategic Planning Council are codified in UHCCP 4.101. The Council is made up of Chancellors, Faculty Senate Chairs, and Student Body Presidents from each college, and the Vice President and Associate Vice Presidents for the CC system. Each college has a college strategic plan that is integrated in the UHCC Strategic Plan. [[UHCC Strategic Planning Context Appendix A](#); [Strategic Outcomes and Performance Measures 2008-2015 Appendix B](#); [Strategic Academic Planning - UHCCP # 4.101](#)]

Self Evaluation

The College meets the standard.

The College has recently revised its mission statement to better align with the new system mission focused on success of Native Hawaiian students. The Strategic Planning Council includes members of the Honolulu CC campus and allows for input into the strategic planning process, development of strategic measures and outcomes, and overall vision and planning.

Actionable Improvement Plans

No action is required.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The descriptive summary for Standard IV.B.1.b above addressed the BOR's responsibility for educational quality. Regarding legal matters and financial integrity, the BOR is responsible for the internal organization and management of the University. Increased autonomy granted to the University by the Legislature over the past decade guarantees that the University has the right to determine where budgets will be cut or reallocated when State appropriations are reduced. Implementation of BOR policies is the responsibility of the President and the Executive Managerial team.

The University of Hawai'i System President prepares a budget that includes all elements of the University. When approved by the BOR, the budget is submitted to the State Legislature. Allocation of resources is system-wide after the appropriation from the legislature is known. The community college allocations are determined through a budget process overseen by the Strategic Planning Council and submitted to the President for inclusion in the larger University

budget. The UHCC Strategic Plan set benchmarks and numeric goals. The Colleges set local goals, relying on program review data. In this way, the Colleges' planning aligns with the overall goals set by the Strategic Planning Council. The President's final budget recommendation is communicated to the Community College Chancellors.

Upon approval by the BOR, the University's operating and Capital Improvement Projects (CIP) budget requests are submitted simultaneously to the Governor for review and incorporated into the executive budget request for the State and to the Legislature for informational purposes. The executive budget request for the State is submitted to the Legislature in December for consideration in the regular session of the Legislature in January. Appropriations by the Legislature (General or Supplemental Appropriations Act) are usually passed in May and transmitted to the Governor for approval. Upon approval by the Governor in June, allocation notices are transmitted to all state agencies, including any restrictions imposed on Legislative appropriations. The Governor can impose restrictions at any time of the year based on economic conditions.

Legislative appropriations for operating funds are specifically designated by fund type for major organizational units (UH-Mānoa, UH-Hilo, West O'ahu, Community Colleges, System-Wide Programs, etc.). State law allows the Governor to withhold or restrict Legislative appropriations. General fund allocations are made to each major organizational unit less any restrictions imposed by the Governor. The President is authorized to determine distributions of general fund restrictions as well as reallocations between major organizational units. The Vice President for Community Colleges and the Community College Chancellors determine the general fund allocations to the individual Community Colleges, normally maintaining established levels of current service funding.

Due to declining levels of State funding support, it has become necessary to assess each campus a pro rata share of certain unfunded costs that are administered on a system-wide basis. These costs include the risk management program costs (including legal settlements), private fundraising costs, and workers' compensation/unemployment insurance premiums.

In terms of financial integrity, external auditors audit the University of Hawai'i annually. The University's financial statements are prepared in accordance with generally accepted auditing standards and Government Accounting Standards (GASB) principles. In July of 2005, with changing auditing standards, the ACCJC accepted "the presentation of a combined balance sheet and income statement of the community college system as supplemental information to the University's consolidated financial statements with an opinion on such supplemental information in relation to the University's consolidated financial statements taken as a whole" as documentation of audit requirements for the University of Hawai'i Community Colleges.

Self Evaluation

The College meets the standard.

State allocations made to the system are then pushed to the campus levels via the UHCC VPCC's office. Budget determinations are made based on historical needs, legislative appropriates for

specific programs, and programmatic needs. At the campus level, budgets are determined by program. The allocations are determined based on annual meetings with Deans, Division Chairs and Coordinators. A review of the past annual budget and discussions of upcoming needs allows for tentative budgets to be in place.

Actionable Improvement Plans

No action is required.

IV.B.1.d. The Institution or the Governing Board publishes the Board by-laws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The BOR maintains a website on which the by-laws, policies, and meeting minutes are regularly posted. All of the policies mentioned in this Standard are published on this site. [[Office of the Board of Regents](#)]

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

No action is required.

IV.B.1.e. The Governing Board acts in a manner consistent with its policies and by-laws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The BOR conducts meetings and administers the business of the University System in accordance with the State Sunshine Law. BOR minutes are maintained and published following each meeting and are available on the website. BOR policy Chapter 2, Administration, Section 2-4 references BOR Policy on Board Self Evaluation. In addition, the Administration submits recommendations for policy and policy revisions as necessary. [[Office of the Board of Regents; Board of Regents Policies and Bylaws - Chapter 2 Administration](#)]

During 2010/2011, the BOR initiated and completed a review of all BOR policies to ensure they followed best practices and to meet the intent of revisions in three areas: “readily apparent changes that are long overdue; convert prescriptive statements to broader policy statements; and propose delegations of authority to enhance operational efficiency and effectiveness.” Vice Presidents were assigned specific chapters for review and revision. The University of Hawaii All Campus Council of Faculty Senate Chairs (ACCFSC) was advised about the proposed amendments as a result of the review via a memo from the BOR Chair on Feb. 3, 2011. At the Feb. 25, 2011, ACCFSC meeting concern was raised about the short turn-around time for faculty

consultation. In response to the request by the ACCFSC Co-Chair to the BOR, the deadline for feedback was extended. Individual Senates reviewed the proposed amendments and the respective Senate Chairs sent faculty feedback to the ACCFSC Co-Chairs. Proposed amendments to BOR Policies, Chapters 1-8 and 10-12, were approved by the BOR at its March 17, 2011 meeting. Language clarification through additional amendments occurred at the BOR meeting on April 21, 2011 for Chapters 1-8 and 10-12, as well as in-depth discussion of Chapter 9. All amendments and revisions were approved at this meeting. [[Minutes, ACCFSC Meeting - February 25, 2011](#); [Minutes, Board of Regents Meeting, March 17, 2011](#); [Minutes, UH Board of Regents Meeting, April 21, 2011](#); [Minutes, UH Board of Regents, January 20, 2011](#); [University of Hawaii All Campus Council of Faculty Senate Chairs](#)]

BOR Policy Chapter 2 Administration, Section 4, Policy on Board Self-Evaluation requires that the BOR shall conduct a self-study of its stewardship every two years. The policy includes the responsibility, process, and outcomes. [[Board of Regents Policies and Bylaws - Chapter 2 Administration](#)]

Minutes from the BOR Briefings and Workshop on Best Practices by the AGB's Dr. MacTaggart, Briefing and Workshop Conducted by WASC. There was another meeting of Briefing and Workshop on Best Practices conducted by the AGB's Dr. MacTaggart on September 29, 2011, but those minutes are not yet available. [[Minutes, UH Board of Regents, January 20, 2011](#); [Minutes, UH Board of Regents, April 1, 2010](#)]

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

No action is required.

IV.B.1.f. The Governing Board has a program for Board development and new member orientation. It has a mechanism for providing for continuity of Board membership and staggered terms of office.

Descriptive Summary

Governance of the University of Hawai'i is vested in a fifteen-member Board of Regents nominated by a Regents Selection Advisory Committee, selected from this nominee list by the Governor, and confirmed by the State Senate. Hawaii Revised Statutes - §304A-104 Hawaii Statutes sets the term of office as five years except for the student member, whose term is two years. The statute provides for staggered terms. Every member may serve beyond the expiration date of the member's term of appointment until the member's successor has been appointed by the Governor and confirmed by the Senate. Members may serve no more than two consecutive five-year terms. [[Hawaii Revised Statutes 304a-104 \(2010\)](#)]

The President facilitates an Annual Briefing and Workshop on Best Practices for all Regents (conducted by Association Governing Boards). New Regent Orientation has been conducted by the UH EVP/Provost. Orientations were conducted on September 21, 2011; May 20, 2011; and August 24, 2010. [Marcia, is this last date correct as far as the year?] At the BOR February 23, 2012 Meeting, the BOR adopted changes in their by-laws to reflect the obligation to conduct timely orientation of new members. The action is reflected in the March 2012 BOR minutes [hold for link]. The University has developed the Board of Regents Reference Guide as the foundation. An updated copy was released in May 2011. [[Minutes, UH Board of Regents, January 20, 2011](#); [February 23, 2012 BOR Minutes](#); [Board of Regents Reference Guide - May 2011](#)]

Self Evaluation

The College meets the standard.

The College, as mentioned in other parts of the Standard 4 Evaluation, will mirror this activity of providing an orientation to governance members. It is intended that this will address some of the communication and feedback concerns that have been expressed, and will help to ensure that representatives on governance committees regularly inform and consult with their constituents.

Actionable Improvement Plans

No action is required.

IV.B.1.g. The Governing Board's self-evaluation processes for assessing Board performance are clearly defined, implemented, and published in its policies or by-laws.

Descriptive Summary

BOR Policy Chapter 2, Administration, Section 2-4 Policy on Board Self-Evaluation Chapter 2, Section 2-4 details the purpose, policy, responsibility, process, and outcomes for BOR self-evaluation. [[Board of Regents Policies and Bylaws - Chapter 2 Administration](#)]

Self Evaluation

The College meets the standard.

The College is working on a process to also require assessment of both Administration and the Governance Boards on an annual basis.

Actionable Improvement Plans

No action is required.

IV.B.1.h. The Governing Board has a code of ethics that includes a clearly-defined policy for dealing with behavior that violates its code.

Descriptive Summary

BOR Policy, Article X, and HRS Chapter 84 address the BOR's stated process for dealing with unethical behavior. [[Bylaws of the Board Of Regents Of The University of Hawaii](#)]

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

No action is required.

IV.B.1.i. The Governing Board is informed about and involved in the accreditation process.

Descriptive Summary

Accreditation is part of the training for new BOR members. The Vice President for Community Colleges keeps the BOR informed about the accreditation process. BOR meeting minutes April 1, 2010, evidence a three-hour workshop presented by the WASC President and Executive Director and the ACCJC president. The OVPCC coordinates the schedule of College Self-Evaluations submitted to the BOR. The BOR approves the Self –Evaluations in the August or September meeting. [[Board of Regents Reference Guide - August 2009](#); [Minutes, UH Board of Regents Meeting, August 24-25, 2006](#)]

Self Evaluation

The College meets the standard.

Prior to the submission of any accreditation self study reports or progress, the BOR will review and provide approval of such reports. This process keeps the Board fully aware and up to date on accreditation issues and progress at the ten campuses.

Actionable Improvement Plans

No action is required.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system Chief Administrator (most often known as the Chancellor) in a multi-college district/system or the College Chief Administrator (most often known as the President) in the case of a single college. The Governing Board delegates full responsibility and authority to him/her to implement and administer Board policies without Board interference and holds him/her accountable for the operation of the district/system or College, respectively.

In multi-college districts/systems, the Governing Board establishes a clearly-defined policy for selecting and evaluating the Presidents of the Colleges.

Descriptive Summary

The President of the University of Hawai'i System has full responsibility and authority for execution of the policies authorized and established by the BOR. BOR Policy Chapter 2 Administration provides for the duties and evaluation of the President of the University of Hawai'i System. Minutes from the BOR January 20, 2011 meeting show approval of the President's goals for the academic year and approval extending the President's contract with the University. [[Board of Regents Policies and Bylaws - Chapter 2 Administration](#); [Minutes, UH Board of Regents, January 20, 2011](#)]

The BOR approves the appointment of the Vice President for Community Colleges who is evaluated by the President of the University System.

The BOR approves the appointment of each College Chancellor, who is evaluated by the Vice President for Community Colleges. As the Chancellors also report to the President of the University of Hawai'i, the President will also evaluate the Chancellors.

Within the time frame of this Self-Study, the University completed successful searches for two Community College Chancellors and the President of the University of Hawai'i System. BOR policies and procedures were followed in conducting the searches.

Self Evaluation

The College meets the standard.

The College was recently engaged in this process as it worked to select a new Chancellor to be in place on July 1, 2012. This process included the initial evaluation of candidates at the campus level through a search advisory committee whose members represent campus and community constituencies. A short list of candidates was then invited to visit the campus where they met with the [Executive Interview Committee](#), the UHCC VPCC, and the System President, and held public meetings. A recommendation was then made to the Board for approval. Evaluation of the campus Chancellors occurs each year with an evaluation by the President. This evaluation is also reflective of the campus' meeting the set strategic outcomes.

Actionable Improvement Plans

No action is required.

IV.B.2. The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV. B.2.a. The President plans, oversees, and evaluates an administrative structure organized and

staffed to reflect the Institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The Chancellor provides general direction for all College administration and development; plans, organizes, and directs the Institution's academic and support programs in accordance with established policy and procedural guidelines and applicable statutes. The Chancellor oversees the management and operations of the College in the following functional areas:

- Campus planning and research.
- Academic program development and delivery, including credit and degree programs and non-credit training programs and related support services.
- Management of curricula, programs, and articulation with external colleges and organizations.
- International affairs.
- Student services.
- Library and learning resources, and other learning assistance services.
- Information and media technology services.
- Public affairs, marketing, and public information.
- Resource development, including fund raising.
- Finance, accounting, and budgeting.
- Human resource management.
- Physical plant management, including parking and security.
- Institutional research.
- Accreditation process.
- Statewide Honolulu Community College/K-12 Partnerships.

The College is made aware of the Chancellor's participation in campus activities through minutes of meetings attended, as the Chancellor is a standing member of the Faculty Senate and the Planning Council. The Chancellor's office sends out periodic campus-wide messages with updates as to initiatives, achievements, and challenges. At the start of each semester, the Chancellor provides an overview of College challenges, opportunities, and goals to the campus community at the General College Meeting. Periodically, the Chancellor conducts informational town hall meetings.

A document (Delineation of Duties) clarifies the roles of the Chancellor and the VCAA, VCAS, and Executive Assistant. This matrix outlines specific roles and duties of the Chancellor and Vice Chancellor of Academic Affairs. It differentiates roles and responsibilities related to reporting structure, leadership, governance and management, communication, outreach, long-range planning, and grant management. Specific actions and/or examples of tasks to be carried out by each position are cited to clarify the nature of these responsibilities. This chart of official duties and responsibilities was used in drafting the hiring advertisement and developing the screening criteria used to fill the position of Chancellor, and included information derived from the chart of official duties.

This delineation of administrative roles and responsibilities chart is posted on the College internal Intranet site. The most recent University of Hawai'i system "functional statements" memo-outlining position descriptions for key administrative positions is posted on the College's Intranet site. This chart outlining the duties and authority of all four administrative positions was shared with the campus at the February 2009 Town Meeting. There is an established system of coverage when key administrators are absent from campus. The Chancellor's Secretary sends an email to the campus whenever the Chancellor, VCAA, or VCFAS are absent from the campus; this email indicates who has authority in his or her absence.

Honolulu Community College's primary focus is ensuring student success. As part of the College's mission, "the College is committed to providing the academic and student support to assist students as they progress through their respective courses and programs." The campus leadership routinely evaluates student success data, student engagement data, and other measures that indicate the performance of the campus in meeting established institutional outcomes. To effectively manage the student support services needed to facilitate a student-centered focus, the campus undertook a major reorganizational effort beginning in Fall 2010. In an effort to better manage campus resources and a student-centered learning environment, the reorganization revolved around consolidating IT services, establishing a Dean for Academic Support for better management of support services for instruction, establishing of a Student Success Coordinator, consolidating non-credit activities under one Administrator, placing the Native Hawaiian program division within University College, placing the Music Entertainment and Learning Experience (MELE) under the Communications and Services division, and abolishing the Pacific Aerospace Training Center (PATC).

The College continues to prioritize filling administrative posts on a full-time basis as a major leadership need. Due to retirements and other personnel changes, the leadership continues to be somewhat fluid. The Chancellor was assigned as Interim Chancellor in July of 2008 and was appointed Chancellor in July of 2009; he recently announced his planned retirement as of June 30, 2012. A Chancellor Search Committee was formed in November 2011 and hopes to identify a new Chancellor to begin July 1, 2012. The Vice-Chancellor of Administrative Services (VCAS) retired December 31, 2011. The campus appointed an Interim VCAS while a search takes place. The Vice-Chancellor for Academic Affairs has been with the campus in that capacity since August 2007. There are three Academic Deans that oversee the instructional divisions; one appointment is currently an interim one and the process of selecting a new permanent Dean is in the beginning stages. This is also the case for the Dean of Student position, and the goal is to have these two positions filled by August 2012. The College continues to undergo senior leadership changes. Once in place, the new Chancellor will begin searches for the Vice Chancellor of Administrative Services and the Director of PCATT. Both positions report directly to the Chancellor, and it is imperative that the new Chancellor have an opportunity to select these members of the administrative team. It is expected those two positions would be in place by Spring 2013.

A concern in the last Self-Study was clarification of the duties and responsibilities of the Chancellor's Executive Assistant. The Chancellor appointed a new Executive Assistant in April 2011. As consistent with the other community colleges with Executive Assistant positions, a

common job description was used for recruitment. A search committee consisting of current administrators was formed to review applications and conduct interviews and provide recommendations to the Chancellor. The Chancellor relies on the Executive Assistant (EA) to help in carrying out administrative duties. The role of the EA continues to shift depending on the needs of the Chancellor's office. A primary focus of the current EA's role is coordinating external affairs conducted through the Chancellor's office, including donor activities, marketing functions, and international agreements. The Executive Assistant's appointment or assignment will change based on the skill set and priority needs identified by the Chancellor.

Self Evaluation

The College meets the Standard.

The Chancellor has set forth several initiatives intended to improve the campus's functioning, including the formalization of College policies, improving an inclusive system of budgeting and planning decision-making, and implementing a reorganization intended to improve campus functioning. The efficacy of the new administrative structure established under the Chancellor's leadership will need to be evaluated once in place.

The Spring Accreditation Survey reflects that more than half of respondents believe the College's organization structure is effective and conducive to progress. The Governance and Leadership survey results indicate that improvements are needed in the performance of the Chancellor's office in facilitating College communication, including ensuring the integration of budgeting and planning prioritizations. Issues raised in survey comments indicate a need to ensure more timeliness in announcing pending issues and explaining final decisions, including publicizing supporting evidence and rationale for decisions. Comments in the survey and input from those providing feedback indicate that in part these concerns are caused by the frequent absence of the Chancellor due to external obligations. Another area of concern was use of long-standing interim appointments to fill administrative positions, which diminishes the opportunity for meaningful involvement by the campus community in the selection of key Administrators. The Chancellor's office must demonstrate hands-on engagement in addressing concerns about timely and meaningful inclusion in decisions as well as transparent and accountable appointment of administrators.

Actionable Improvement Plans

No action is required.

IV.B.2.b. *The President guides institutional improvement of the teaching and learning environment by the following:*

- *Establishing a collegial process that sets values, goals, and priorities.*
- *Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.*
- *Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.*
- *Establishing procedures to evaluate overall institutional planning and implementation*

efforts.

Descriptive Summary

In March 2008, a Memorandum of Understanding on the “Collegial Relationship Among Campus Constituencies” was adopted by the Planning Committee and signed off by the Chancellor. This document explicitly articulates expectations and responsibilities of all parties on campus, specifically Administration, Faculty, Staff, and Students, in communication, respect, and participation in decision-making processes. This MOU is posted on the College’s Intranet website.

The Chancellor, the Vice Chancellor for Academic Affairs, and the Vice Chancellor of Administrative Services have conducted several presentations to the campus, sharing data and report information related to the College’s strategic goals and outcomes, budgeting needs, and priorities. These presentations have taken place at standing committee meetings, town meetings and General College meetings. PowerPoint presentations are also posted on the Intranet.

The increased commitment of the College to implementing data-based decisions is reflected in increased funding for IR personnel and efforts. It is also seen in the increased emphasis on use of data to justify resources for departments, reflected in prioritization of a budget implementation plan and applications for Perkins grant funding.

The Chancellor has led the College in efforts to align College strategic goals and outcomes, defined by data measures, with the UHCC System strategic plan. Policies that formalize expectations regarding the linking of assessment, planning, and budgeting activities have been implemented. The Chancellor participates with system leadership in carrying out and publicizing system measures of institutional outcomes.

Self Evaluation

The College meets the standard.

There have been revision and formalization of policies in a number of these areas, including conduct and use of program review data, integration of budgeting and assessment results, and expanding inclusion in dialogue of prioritization. The campus is part of system-wide efforts to function based on meeting strategic goals and measurement of outcomes.

While the procedures and structures are in place, the results from the Governance and Leadership survey and the Spring Accreditation Survey indicate that there is work to be done in informing and engaging campus awareness of these processes.

Actionable Improvement Plans

No action is required.

IV.B.2.c. The President assures the implementation of statutes, regulations, and governing board

policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The Chancellor has all necessary authority to implement statutes and to assure that institutional practices are consistent with statutes, regulations, Board policies, and the College's mission and policies.

Self Evaluation

The College meets the standard.

The Chancellor has the necessary authority to fulfill these responsibilities and maintains the institutional role of ensuring implementation of the College's Mission Statement, as well as relevant statutes and regulations. The Chancellor was active in the recent process of redrafting and revising the College's mission statement. The results of the Accreditation Survey indicate the campus community knows and understands the College's mission, believes that mission is appropriate, and believes the College's actions reflect its mission. College policies proposed and adopted are in alignment with Board policies.

Actionable Improvement Plans

No action required.

IV.B.2.d. *The president effectively controls budget and expenditures.*

Descriptive Summary

The College's strategic planning and budgeting process guides budget decisions. The Chancellor is responsible for implementing that process. The process has been developed and refined; the current system entails Administration, Faculty, Staff and Student leaders analyzing programs and data to develop a strategic plan and an operating budget. The Planning Council and all governance bodies are directly part of the process. The budget requests are finalized by the campus and sent to the Board for approval. The approved budget then moves on to the Legislature and Governor for additional scrutiny.

Self Evaluation

The College meets the standard.

The PC has been in place for six years and has formalized and carried out several cycles of a participatory process for prioritizing budget decisions. In the past two years, improvements have been made to increase opportunities for governance bodies to evaluate, rank the order of, and discuss campus priorities. Policies are in place and the PC has kept the campus as a whole informed through posted documents regarding processes and opportunities for input into

prioritization of the budget.

Governance and leadership survey results indicate there remain concerns about the effectiveness of the Chancellor in demonstrating leadership to ensure this integration of planning with use of resources. Processes and policies are in place to ensure this integration. Therefore, this response likely reflects lack of campus awareness, related to previously discussed needs to improve communication by all institutional leaders and governance committees.

Actionable Improvement Plans

No action required.

IV.B.2.e. *The President works and communicates effectively with the communities served by the Institution.*

Descriptive Summary

To fulfill the College's mission, the Chancellor is a member of numerous community associations, advisory boards, and executive committees. The means by which the Chancellor communicates with communities include 1) an Executive Advisory Board, 2) sharing of the Annual Report with local constituencies, and 3) membership in local, regional, and national organizations.

Executive Advisory Board:

Members of the Chancellor's Executive Advisory Board consist of individuals from a range of industries in the community including education (High School, Early Education, private/public sector); automotive; finance; construction; non-profit sector; communications; advance technology; and alumni. Although the Board has not held meetings recently, the Chancellor communicates with members on an individual basis and his office is in the process of reconstituting and reorganizing the Board.

Annual Report:

One of the larger, highly visible, communication efforts recently undertaken was distribution of HCC's Annual Report for 2009-2011 to all government officials, community and business partners, DOE partner schools, and the UH system. The Annual Report presents the Institution's strategic and long-range plans, revenues and finances, and initiatives. Beginning in 2012, the Chancellor's office will launch a blog site that will feature the Chancellor with updates about the College. The plan is to have the blog open for public viewing.

Membership:

The Chancellor is a member of several community organizations at the local, regional, and national levels including the following:

- ATCAH (Apprenticeship & Training Coordinators Association of Hawaii).
- KBA (Kalihi Business Association).
- Epic Ohana Youth Opportunity Initiative Community Partnership Hui.
- PCATT Advisory Board.

- The Oahu Workforce Development Council – A public/private partnership appointed by the mayor to advise the City and County of Honolulu on workforce development programs, expenditures, and policies.
- The Smaller Learning Communities Advisory Council – a public/private partnership advising the consortia of Hawai‘i public high schools that are the recipients of a multi-year federal school reform grant.
- PPEC (Pacific Post-Secondary Education Council).
- CHEA (Council for Higher Education).
- AACC (American Association of Community Colleges).
- ACCJC (Accrediting Commission for Community and Junior Colleges—Commission Chair).

Self Evaluation

The College meets the standard.

The Chancellor is a participating member in several local and national community organizations which represent groups served by and/or working with the College in its efforts to meet student needs.

Actionable Improvement Plans

No action is required.

IVB.3. In multi-college districts or systems the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly-defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IVB.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the College and consistently adheres to this delineation in practice.

Descriptive Summary

The University of Hawai‘i Community College system (UHCC) includes the seven community colleges (UH Maui College now accredited by WASC Senior). Colleges are located on the main Hawaiian islands of Hawai‘i, Kaua‘i, Maui, and O‘ahu. The islands of Lana‘i and Moloka‘i are served by Education Centers staffed and operated by University of Hawai‘i Maui College. The UHCC office is located on O‘ahu at a central site independent of the seven colleges. The seven colleges of the system form an interdependent network that is nested within the ten-institution University of Hawai‘i System.

Community College Chancellors have dual reporting to the President of the University of Hawai‘i System for University system-wide policy-making and decisions impacting the

campuses, and to the Vice President for Community Colleges for leadership and coordinating of Community College matters. The dual reporting relationship is designed to preserve BOR actions promoting and facilitating campus autonomy in balance with system-wide academic and administrative functions and operations. [[Reorganization Functional Statement - June 2005](#)]

The Office of the VPCC functional statement and the position description for the VPCC include descriptions of the executive leadership work of the Vice President, who provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the Community College System and assures support for the effective operation of the Community Colleges with staff support. The functional statement also makes clear that the Community College Chancellor has full responsibility and authority to implement and administer delegated system policies and is accountable for the operation of the College. The 2005 organization expanded the authority and responsibility of the Chancellor (e.g. personnel decisions).

Through a series of meetings in Spring 2006, the VPCC, the seven Community College Chancellors, and senior staff from the VPCC Office developed and agreed upon a functional roadmap delineating the operational responsibilities and functions of the University of Hawai'i System Offices, the UHCC System Office, the BOR, the State of Hawai'i, and the Colleges. The functions are regularly reviewed by the Council Community College Chancellors and updated as needed. Following a major review of BOR policies in Spring 2011 and the delegation of some functions to the President, Vice President, and Chancellors, UHCC Chancellors reviewed and revised the UHCC Functional Road Map in 2011-2012. [[UHCC Campus-System Functions Map - January 27, 2012](#)]

A number of UH System-Wide committees/workgroups and UHCC System-Wide committees/workgroups exist where discussion, information sharing, and consultation take place to advise/inform/make recommendations to the Chancellors and Vice President and the leaders of the System as appropriate. Several UHCC faculty and administration groups continue to work on developing new UHCC Policies and converting the former Chancellor for Community College Memoranda (CCCMs) CCCM Conversion to UH Community College Policies, as appropriate. The conversion begun in 2005 is ongoing. [[UHCC Policy Conversion Analysis](#)]

Self Evaluation

The College meets the standard.

The campus Chancellor and both Vice-Chancellors routinely meet with system groups to focus on coordinating and developing standard policy and practices. The implementation of those policies is then governed and monitored at the campus level where the delineation of duties occurs. Important policy formations that focus on budget, human resources, and academic-related issues are underway.

Actionable Improvement Plans

No action is required.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

The Office of the Vice President for Community Colleges provides centralized support services in the areas of Administrative Affairs and Academic Affairs. The Associate Vice President for Community Colleges Academic Affairs (AVPCCAA) is responsible for providing leadership in internal operational policy-making that has impact on the development and implementation of Community College System-Wide academic plans, goals, objectives, and assessments. The office provides leadership, assistance, and coordination in the areas of 1) Academic Support Services, 2) Academic Planning, Assessment, and Policy Analysis, 3) Career and Technical Education, 4) Student Affairs, and 5) Workforce Development. June 2005 Reorganization Functional Statement

The Office of the Associate Vice President for Community Colleges Administrative Services (AVPCCAS) is responsible for facilitation and coordination in all aspects of administrative services for Community Colleges. The Office provides leadership, assistance, and coordination in the areas of 1) Budget and Planning, 2) Equal Employment Opportunity and Affirmative Action (EEO/AA), 3) Facilities and Environmental Health, Human Resources, [Marcia, should “Human Resources” be a separate item?] 4) Marketing Communications, and 5) Research, Training, Commercial Enterprises and Emergency Management. The University of Hawai‘i Capital Improvements Projects (CIP) is managed at the System level by the Office of Capital Improvements. The BOR established the UH Office of Capital Improvements to manage major CIP projects on University campuses. Overall Community College repair and maintenance and capital improvement are under the AVPCCAS. Colleges have responsibility for routine maintenance, and health and safety issues. Colleges work with consultants to develop Long Range Development Plans (LRDP) which are used by the System to develop capital improvement plans. [[Reorganization Functional Statement - June 2005](#); [Office of Capital Improvements](#)]

Self Evaluation

The College meets the standard.

The College benefits greatly from the support provided by the various System Offices. Assistance is routinely sought regarding issues pertaining to personnel, large procurement needs and capital improvements. Coordination around emergency management training is also provided by the UHCC system.

Actionable Improvement Plans

No action is required.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

In accordance with State law, the University submits a biennial budget request, program, financial plan, and program performance reports to the Governor and Legislature for consideration by the Legislature when it convenes in regular session in every odd-numbered year. A supplemental budget request to amend any appropriation for the current fiscal biennium may also be submitted to the Legislature for approval when it convenes in regular session in even-numbered years. Operating and Capital Improvement Projects (CIP) funds for the University are appropriated by major organizational units, for instance, UH Manoa, UH Hilo, UH West O'ahu, UH Community Colleges, and System-Wide Support. The statutes governing the State of Hawai'i budget preparation process are primarily reflected under Chapter 37 of the Hawaii Revised Statutes. [[Hawaii Budget Preparation Statutes](#)]

The UHCC System Office coordinates the budget development and request process for the UHCC System which is viewed as a single unit in the University of Hawai'i budget. The budget process is grounded in the strategic plans of the University of Hawai'i System, the UH Community College System, and the individual College Strategic Plan. The Community College Strategic Planning Council (SPC) is the primary body for assuring system-wide participation in the UHCC strategic planning process. The membership of the SPC consists of the Chancellor, Faculty Senate Chair, and Student Government Chair from each college, and the Vice President and Associate Vice Presidents for the community colleges. The SPC develops a planning context which identifies system budget request categories and priorities to ensure consistency with UHCC Strategic Plan goals and objectives. SPC oversight ensures that strategic planning and budget development remain closely-linked processes. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the Strategic Planning Council (SPC), are codified in UHCCP 4.101. The development process of the College budget request is described earlier in this report and available online. [[Strategic Academic Planning - UHCCP # 4.101](#); [Office of the Vice President for Community Colleges Budget Preparation](#)]

At the UHCC system level, the seven Community College Chancellors, with support from the Associate Vice Presidents and their staff, collaboratively review, categorize, and prioritize the individual college budget requests. A key determinant in approving budget requests are quantifiable and measurable goals supporting the achievement and advancement of strategic planning goals. Although budget details are maintained at the individual college level, the Community College budget is summarized and consolidated at the University of Hawai'i Community College system level.

All major organizational units participate in the University's Budget Preparation Process and present budget proposals to the UH System Biennium Budget Advisory Committee. The UH Biennium Budget Committee is comprised of representatives from the baccalaureate campuses, the Community College System, the All Campus Council of Faculty Senate Chairs, the Puko'a (Native Hawaiian) Council, the UH Student Caucus, and members of the UH System Senior Management Team. The Biennium Budget Advisory Committee formulates and submits

recommendations to the University Executive Budget Committee. The recommendations are made in accordance with the FB 2011-13 Biennium Budget Policy Paper issued by the President, and set forth the process, strategic priorities, and timeline for the biennium budget process. The University Executive Budget Committee formulates a draft system-wide budget proposal, subject to consultation on a system-wide basis, and then submits a recommended biennium budget proposal to the President for consideration. The President reviews the budget proposal, and then submits the recommended budget proposal to the BOR for final approval. The University's final BOR approved budget is presented to the Governor and Legislature for consideration and approval. At their discretion, the Governor and Legislature may add budget items to address high priority areas of concern of the State. [[2007-2009 Biennium Budget Committee Members; 2011-2013 Biennium Budget Policy Paper](#)]

Although position counts and funding are appropriated by the Legislature at the University's major organizational level (Community College System), details on decisions related to individual campus budget requests are provided on Legislative worksheets. The practice of the UHCC system has been to appropriate College funds in accordance with Legislative intent.

While State general funds provide the most significant funding resource for the colleges, tuition revenues are a critical and growing component of college revenue streams. Tuition revenues have risen considerably over the past few years both as a result of higher tuition rates and the rapid growth in the student population. The Fall 2011 credit headcount enrollment for the Community Colleges was 34,100 students, an increase of a slight decrease from Fall 2010. Other non-general funding resources (e.g. Special funds, Revolving funds, Extramural Funds, UH Foundation, etc.) are also generated and retained by each college.

The VPCC, in consultation with the Council of Community College Chancellors, implemented a series of measures to differentially allocate resources across the colleges to meet strategic planning outcomes and address the needs identified in the program review process.

Act 188 Task Force (2008):

Act 188 was adopted by the 2008 State Legislature to establish a task force that would make recommendations on a budgetary system that "includes an equitable, consistent, and responsive funding formula for the distribution of fiscal resources to the various University of Hawai'i campuses." The formula would be linked to enrollment, assign different weights in recognition of the varying costs and revenues relating to educating different categories of students, and include an incentive and performance component. [[Act 188, SLH 2008](#)]

After deliberation and consultation with the University President and the Board of Regents, the Act 188 Task Force recommended to the Hawaii State Legislature that the University FB 2011-13 biennium budget include 1) an enrollment component that provides funds to the University based on actual enrollment increases and 2) an outcomes component that provides funds to the University, based on actual strategic outcomes related to graduation, Native Hawaiian graduation, Science Technology Engineering and Math (STEM) graduation, enrollment of low-income students and student transfer.

Due to the downturn in the State economy, funding for the requested components was not approved in the FB 2011-13. However, in FY 2012, the UHCC's internally reallocated \$3.5 million to provide incentive funding for meeting the goals contained in the UHCC Strategic Outcomes and Performance Measures, 2008 - 2015 and \$1.5 million to supplement \$1.7 million in general funds (total \$3.2 million) for enrollment growth. Enrollment growth allocations are based on the increase in the number of credit hours taught over a FY 2007 baseline and include a differential calculation to recognize the different resource requirements for remedial and non-remedial instruction. [[UHCC Strategic Outcomes and Performance Measures, 2008 - 2015; Community College Enrollment Growth Cost Differential Funding - Final FY 2011 Allocations](#)]

An additional \$2 million was also identified for system-wide reallocation to expand financial aid programs, improve remedial/developmental education, augment the Achieving the Dream initiative, and address other Strategic Planning-related requirements. Examples of other initiatives designed to ensure adequate resources system-wide include internal reallocations to support different need-based financial aid scholarship requirements at each college, Financial Aid Scholarship Allocations, and differential repairs and maintenance allocations to ensure that high priority repairs are addressed at each campus on a timely basis FY 2012 Repairs and Maintenance Plan. [[FY 2012 Need Based Tuition Scholarships/Waivers - TFSF Reallocations; Facilities Repairs and Maintenance Plans for FY 2012](#)]

The Vice President for Community Colleges has functional responsibility for providing a fair distribution of resources that are adequate to support the effective operations of the community colleges. The Vice President's work is reviewed by the President for results and effectiveness. [[Reorganization Functional Statement - June 2005](#)]

Self Evaluation

The College meets the standard.

Actionable Improvement Plans

No action is required.

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

The statutes governing the State of Hawaii budget execution process are primarily reflected under Chapter 37 of the Hawaii Revised Statutes. As required by State law, the University implements the budget execution process as provided in the Governor's Budget Execution Policies. While the University is exempt from some of the special requirements set forth in the instructions, the primary fund allocation and control processes are maintained as required. The maintenance of allocations, ceilings, quarterly allotments, Form A-19 approval process, etc., provide appropriate monitoring, controls, and safeguards in the budget executive process. [[Hawaii Revised Statutes Chapter 37; FY 12 Budget Execution Policies & Instructions](#)]

The Financial Management Information System (FMIS) of the University of Hawai'i was implemented on July 1, 1996, and provides the basic mechanism to monitor and control the financial resources of the University of Hawai'i. FMIS assures observance of legal requirements, aids in the exercise of budgetary and management controls, and provides financial information pertaining to the various functions of the University. FMIS is designed to adhere to Federal, State, and University requirements, address management information needs, and comply with accounting principles for colleges and universities. UH Admin Procedures Accounting General The quarterly allotment (Form A-19) monitoring and control requirements are programmed in FMIS with transactions edit rejections currently maintained at the campus/fund level. A separate project based, expenditure category, contracts and grants module is in place to administer these types of funds. [Marcia: can you read the previous two sentences for terminology? I'm not sure if they're accurate as is or should read differently.] Other funds (e.g. endowments, agency, bond, financial aid, etc.) are also maintained and controlled as appropriate under FMIS. [[UH Systemwide Administrative Procedures A8.600 Accounting](#)]

Fund management is accomplished through the Budget Level Summary System (BLS). The BLS system is a management tool designed to provide campus administrators with relevant data with which to appropriately manage available resources as well as to report and inform central administration, the Board of Regents, and the Legislature of the financial status of individual campus funds throughout the fiscal year. The BLS system projects the current fiscal year-end financial status of each fund based upon the consideration of current cash balances, projected current year expenditures/encumbrances (allotments), projected current year revenues, projected transfers/loans, and other relevant factors. The BLS system is integrated with the formal budget execution and control process established under FMIS and the State budget allocation system. The BLS system is updated on a quarterly basis (BLS reports are available at each campus). [[BLS System Status - FY 2011 Closing and FY 2012 Initial Allocations](#)]

The BLS system is also used to monitor the status of Special and Revolving fund cash reserves as compared with the standards set by the Community College Unrestricted Fund Reserve Policy. The UHCC's Unrestricted Reserve Policy was established to ensure financial stability through the maintenance of adequate reserves for unforeseen or emergency situations. The status of Special and Revolving fund cash reserves is provided with BLS system information on a quarterly basis. [[Unrestricted Fund Reserve Policy - General, Special, Revolving Funds - UHCCP # 8.201](#)]

The University of Hawai'i is in the process of developing and testing a replacement to FMIS. The new system, Kualii Financial System (KFS) is scheduled to go online on July 1, 2012. KFS is an open-source financial system, collaboratively designed among partner schools to meet the needs of all Carnegie Class Institutions by integrating best practice processes into its core design. The new system will improve efficiency, bring business practices up to date, and provide improved data-driven decision-making. The new system will also provide the mechanism to ensure compliance with all applicable Federal, State, and University requirements. [[Kualii Financial System](#)]

The VPCC has functional responsibility for ensuring that the Community College System effectively controls its expenditures. The Vice President's work is reviewed by the President for results and effectiveness. [[Reorganization Functional Statement - June 2005](#)]

An independent audit is conducted annually for the entire University system. The independent audits include a combined balance sheet and income statement of the Community College System as supplemental information to the University's consolidated financial statements. [[Strategic Planning/Budget Development Consolidated Financial Statements](#)]

The audits are prepared in accordance with Governmental Accounting Standards Board (GASB) principles, which establish the standards for external financial reporting for public colleges and universities. The audits provide external independent reviews of the University's financial information and are key indicators of fiscal health and sound financial management.

Self Evaluation

The College meets the standard.

The College is responsible for the sound management of its financial resources. Accountability to the system occurs annually through the annual audit process. At the campus level, budget evaluation, departmental spending, and accounting management are monitored through an administrative approval process. Deans and Directors work closely with the Vice Chancellor for Administrative Services on spending needs and budget allocations.

Actionable Improvement Plans

No action is required.

IV.B.3.e. The Chancellor gives full responsibility and authority to the Presidents of the Colleges to implement and administer delegated district/system policies without the Chancellor's interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The University of Hawai'i System has a single President, a Vice President for Community Colleges, and College Chancellors. Within the University of Hawai'i System, IV.B.3.e refers to the UH President and the Vice President for Community Colleges' giving full responsibility and authority to the Chancellors of the Colleges. The BOR approved organization of the University of Hawai'i President's office and the creation of the Office of the Vice President for Community Colleges, and the realigning of functions established an organizational infrastructure for the University of Hawai'i System of Community Colleges while retaining the integrity of the individually accredited colleges. When approving the structure and positions, the President stated "that the new Vice President for Community Colleges will be responsible for community college-related system policies, resource allocation within the community colleges, and central service and support for the seven community colleges." When asked who would control the funding at each of the community colleges, the President responded that "funding would be

influenced by the Vice President's decision but campus operations and management would be the responsibility of the Chancellors. The decision as to how the money is distributed to each of the campuses ultimately would rest with the University President." [[Minutes, UH Board of Regents, June 21-22, 2005](#)]

Community College Chancellors have authority and leadership responsibility for the immediate operation, management, administration, and governance of their campuses within BOR governing and Presidential administrative policy. [[Board of Regents Policies and Bylaws - Chapter 4 Planning](#)]

The position description of a Chancellor (GE102) gives full responsibility and authority to the Chancellor for all administrative and academic matters of the campus. [[Chancellor Position Description](#)]

The Vice President for Community Colleges has functional responsibility ensuring that Community College Chancellors have full responsibility and authority to implement and administer delegated system policies without interference and holds the Chancellors accountable for the operation of the colleges. The Vice President evaluates Community College Chancellors. The Vice President's work is reviewed by the President for results and effectiveness. [[Reorganization Functional Statement - June 2005](#)]

Self Evaluation

The College meets the standard.

Over the last several years, a delineation of authority has moved to the campus Chancellor for many areas. This decision-making structure provides for better management by the Chancellor for campus-level decisions. In terms of personnel decision making, the Chancellor has the authority to make personnel appointment decisions two levels below his/her office. This allows the Chancellor to appoint positions at the Deans and Directors level. Vice-Chancellors are appointed by the UHCC VPCC at the recommendation of the campus Chancellor. Financial and procurement delineation of duties have also occurred, which allows the area of responsibility to fall at the campus level. This provides greater flexibility in purchasing and contract development.

Actionable Improvement Plans

No action is required.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The Office of the Vice President for Community Colleges acts as liaison between the community colleges and the BOR. The VPCC serves as an Administrative Representative to the BOR Community College Standing Committee. When presentations regarding the Community College System are made to the standing committee or to the full BOR, it is the VPCC who speaks for the system (November 2005 and April 2006 BOR Standing Committee minutes, full BOR minutes). Items forwarded to the BOR for approval, such as College Strategic Plans and College Institutional Self Evaluation Report, are forwarded under the signature of the VPCC. The functional road map provides more detail. [[VPCC Position Description](#); [Reorganization Functional Statement - June 2005](#); [UHCC Campus-System Functions Map - May 8, 2006](#)]

The VPCC is a member of the President's Executive Council as well as a member on the ten-campus Council of Chancellors. The VPCC convenes regular meetings of the seven-campus Council of Community College Chancellors.

The VPCC visits each campus at least twice a year. During the Spring Campus Visits he holds an open campus forum to discuss the UHCC system and college-level performance. In the fall, he reviews major initiatives and the budget for the upcoming year. These regular opportunities to meet with the VPCC and to discuss campus issues and concerns are well-received and appreciated. [[2011 Quick Look Strategic Plan - March 31, 2011](#)]

Self Evaluation

The College meets the standard.

The College Chancellor is responsible for coordinating with the UHCC office. Items needing BOR action or approval are always consulted first with the UHCC VPCC office. The VPCC bi-annual visits and President's annual visits provide important updates on system initiatives and outcome measures. These evaluations are then filtered down to the campus level for evaluation of the campus performance. In areas where the campus does not meet performance measure, the Chancellor is then responsible for creating a plan for improvement along with other campus constituents.

Actionable Improvement Plans

No action is required.

IV.B.3.g. The district/system regularly evaluates district/system role-delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The community college system is compiling best practices and processes into policies which are posted to the Community College website. Written policies are aligned with BOR and system

executive level policies, and provide for regular review and assessment of the policies. [[UHCC Policies](#)]

The VPCC and the Chancellors have agreed to and made public a UHCC Campus - System Functions Map. One of the system's first policies (UHCCP 1.102 Community College Council of Faculty Senate Chairs) delineates the role of faculty governance and defines its advisory role to the VPCC. [[UHCC Campus-System Functions Map - January 27, 2012](#); [Community College Council of Faculty Senate Chairs - UHCCP #1.102](#)]

UHCC Strategic Planning is codified UHCCP 4.101. The policy provides for a process and establishes the Community Colleges' Strategic Planning Council (SPC) as the primary body for assuring system-wide participation in the UHCC strategic planning process. The policy identifies roles and responsibilities and includes the relationship to and responsibility of campus academic planning. [[Strategic Academic Planning - UHCCP #4.101](#)]

Self Evaluation

The College meets the standard as a result of the 2010-2011 review, revision, and approval by the BOR of all BOR policies, in consultation with system administration and faculty.

Actionable Improvement Plans

No action is required.

EVIDENCE FOR IV.B

B1.

[Minutes, ACCFSC Meeting - February 25, 2011](#)

[Achieving the Dream Goals](#)

[Strategic Planning Annual Performance Data](#)

[Board of Regents Meeting Minutes and Agendas](#)

[Board of Regents Reference Guide - August 2009](#)

[UH Regents Candidate Advisory Council](#)

Board of Regents Minutes:

[April 15, 2010 Meeting](#)

[April 21, 2011 Meeting](#)

[August 24, 2006 Meeting](#)

[February 23, 2012 Meeting](#)

[March 17, 2011 Meeting](#)

[January 20, 2011 Meeting - BOR Briefing and Workshop on Best Practices for BOR Policies and By-laws](#)

[January 20, 2011 Regular Meeting](#)

[November 22, 2002 Meeting](#)

[Board of Regents Policies and Bylaws](#)

[Board of Regents Policies and Bylaws - Chapter 2 Administration](#)

[BOR Policy on Board Self Evaluation](#)

[Board of Regents Reference Guide - May 2011](#)

[Office of the Board of Regents](#)

[Bylaws Of The Board Of Regents Of The University of Hawaii](#)

[Briefing and Workshop Conducted by WASC Executives](#)

[Board of Regents Meeting Minutes and Agendas](#)

[Board of Regents Committee on Community Colleges](#)

[UH System Complete College America](#)

[Community College Enrollment Growth Cost Differential Funding - Final FY 2011 Allocations](#)

[Hawaii Revised Statutes 304a-104 - Regents, Appointment, Tenure, Qualifications, Meetings](#)

[Hawaii Statutes- 304a-105: Powers of Regents](#)

[President's System Level Reorganization - Community Colleges - June 2005](#)

[UH Regents Candidate Advisory Council](#)

[State of Hawaii Legislative Act 9](#)

[State of Hawaii Legislative Act 58](#)

[Hawaii Revised Statutes 92 \(Sunshine Law\)](#)

[UH Systemwide Administrative Procedures](#)

[Strategic Academic Planning - UHCCP # 4.101](#)

→ http://www.hawaii.edu/offices/cc/docs/policies/UHCCP_4.101_Strategic_Academic_Planning.pdf

→ <http://www.hawaii.edu/offices/cc/docs/policies/4.101.pdf>

[UHCC Strategic Plan 2002-2010](#)

[UHCC Strategic Planning Context Appendix A](#)

[UHCC Strategic Outcomes and Performance Measures 2008-2015 Appendix B](#)

[All Campus Council of Faculty Senate Chairs](#)

B2.

[Administrative Self-Assessment Document and Results]

[Board of Regents Policies and Bylaws - Chapter 1 General Provisions](#)

[Planning Council Budget Information](#)

[Annual Budget Development Flow Chart](#)

[Mission Statement](#)

[Town Hall Meeting - Delineation of Duties - February 24, 2009](#)

[Supporting Document - Announcements](#)

[Functional Statements Memo]

[General College Meeting - PowerPoint Presentations](#)

[Strategic Plan 2008-2015](#)

[Strategic Planning](#)

[Governance flow chart]

[HCC Policies and Procedures](#)

[Town Hall Meeting - Presentation - February 24, 2009](#)

[Organizational Charts](#)

[Town Hall Meeting - December 17, 2008 - Reorganization Update](#)

[Memorandum of Understanding - March 2008](#)

[Summary notes of interviews with Chancellor]

[Annual Budget Development Cycle and Timeline](#)

[Town Hall Meetings](#)

[Strategic Planning/Budget Development](#)

[Chancellor's Letter Regarding Appointment of Michael Rota](#)

B3.

[Act 188, SLH 2008](#)

[Minutes, UH Board of Regents, June 21-22, 2005](#)

[Board of Regents Policies and Bylaws - Chapter 4 Planning](#)

[BLS System Status - FY 2011 Closing and FY 2012 Initial Allocations](#)

[UHCC Policy Conversion Analysis](#)

[Chancellor Position Description](#)

[Strategic Planning/Budget Development Consolidated Financial Statements](#)

[2011-2013 Biennium Budget Policy Paper](#)

[FY 2012 Need Based Tuition Scholarships/Waivers - TFSF Reallocations](#)

[UHCC Campus-System Functions Map - May 8, 2006](#)

[Facilities Repairs and Maintenance Plans for FY 2012](#)

[FY 12 Budget Execution Policies & Instructions](#)

[Hawaii Budget Execution Statutes](#)

[Office of the Vice President for Community Colleges Budget Preparation](#)

[UH Systemwide Administrative Procedures A8.600 Accounting](#)

[Kuali Financial System](#)

[President's System Level Reorganization - Community Colleges - June 2005](#)

[Reorganization Functional Statement - June 2005](#)

[2011 Quick Look Strategic Plan - March 31, 2011](#)

[2007-2009 Biennium Budget Committee Members](#)

[UH Office of Capital Improvements](#)

[Community College Council of Faculty Senate Chairs - UHCCP #1.102](#)

[Strategic Academic Planning - UHCCP #4.101](#)

[Unrestricted Fund Reserve Policy - General, Special, Revolving Funds - UHCCP # 8.201](#)

[UHCC Campus-System Functions Map - January 27, 2012](#)

[UHCC Campus-System Functions Map - May 8, 2006](#)

[UHCC Policies](#)

[UHCC Strategic Outcomes and Performance, 2008-2015](#)

[VPCC Position Description](#)