

University of Hawai‘i Community Colleges  
Functional Map by Major Accreditation Topic

Accreditation Topic	UH Community College System/UH System	College
1.A Mission	The UH mission is adopted by the Board of Regents and reflected in UH policy. All colleges are expected to conform their mission statements to the UH mission.	Individual college missions are derived from the UH system mission and approved by the Board of Regents. Colleges are responsible for disseminating the mission statement and ensuring that college planning and resource allocation decisions reflect the mission statement.
1.B Academic Quality	UH Community Colleges establish system-wide institution set standards as well as system metrics and goals to achieve student success. System student success metrics are used in planning and resource allocation at the UHCC system level.	Colleges manage the process of establishing course and program based student learning outcomes and assessment and are responsible for using the assessment information to improve student learning.
1.B Institutional Effectiveness	Both the UH System and UHCC system provide data analytics to measure student success, including differentiating the outcomes by targeted student populations. The UHCC system also provides data to the colleges in support of program review and accreditation compliance.	Colleges use data analytics provided by the UH System and UHCC system, along with their own analysis of assessment and achievement results, to improve student success. Data pertinent to student achievement are disaggregated to allow analysis of sub-populations.

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1.C Institutional Integrity	UH System and UHCC system publish information for prospective students, including cost of attendance. Some policies regarding institutional integrity exist in University system policies or system-wide collective bargaining agreements.	Colleges are primarily responsible for communicating accurate information, including accreditation information, to students, prospective students, and the general public.
2.A Instructional Programs	Policies relating to degrees and certificates are established at the UHCC system level. Degree programs and Certificates of Achievement require Board of Regents approval after review by the college, the UHCC system, and the UH system. Internal UH articulation agreements, general education core agreements, and transfer policies are established at the UH system and UHCC system level.	Colleges are responsible, through their internal curriculum processes, for approving all courses and programs, including course and program SLOs, and ensuring that both programs and courses meet commonly understood higher education standards. Some methods of assessment or evaluation of student performance may be covered in curriculum review.
2.B Library and Learning Support Services	UH System provides a common library services software and shared services agreements to all ten UH campuses. Some learning support services such as course management software and on-line tutoring, are provided by the UH and/or UHCC system to all students.	Colleges establish the on-campus library and learning support services, assess their effectiveness, and improve services as appropriate.

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2.C Student Support Services	UHCC system provides shared services for back office financial aid and coordinates other delivery of student support services.	Colleges are responsible for on-campus student support services, including establishing service level outcomes, assessment, and analysis of the services for different sub-populations. All co-curricular services are based at the colleges. Some UHCCs have intramural athletic programs.
3.A Human Resources	HR policies and classifications are determined by UH and UHCC system and applicable collective bargaining agreements. UHCC System facilitates the establishment of faculty academic qualifications for both regular and adjunct faculty. UH and UHCC system act as appeal levels on HR related matters. System and colleges share professional development responsibilities.	Colleges implement the applicable HR policies and CB contracts. Most hiring and other HR decisions are based on the campus. Selected higher level appointments and classifications require system approval.
3.B Physical Resources	Development of long-range physical plans and implementation of capital improvement projects is a shared responsibility of UH System, UHCC System and the colleges.	Colleges take the lead in creating and maintaining their own long-range development plans, and provide input into plans and priorities for capital projects. Colleges are responsible for regular maintenance of the physical plant at the college.

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3.C Technology Resources	Technology resources including network infrastructure and enterprise software systems are managed by UH System. UH System and UHCC System plan and coordinate system wide on-line learning support and program delivery.	Colleges are responsible for on-campus networks, technology resources, and technology support. College are responsible for training faculty in the use of online delivery and management.
3.D Financial Resource Planning	UH System and Board of Regents set reserve policies, approve the annual operating budgets, and approve the UH request for new operating funds submitted to the State legislature. The development of the budget and budget requests are based on a policy paper derived from the strategic plan and approved by the Board of Regents. The UHCC system is appropriated funds by the State legislature and allocates those funds to the colleges. The UHCC system does not receive funds on an FTE or other formula basis from the Legislature.	Colleges are involved in the system budget planning, including adhering to all reserve requirements established by the Board. Colleges are responsible for internal allocation of funds based on the allocations and revenue generated by the colleges.
3.D Financial Resource Stability	University fiscal systems are managed by UH System. Regular audits are conducted of the UH system, including separate schedules for the UHCC system. The UH internal auditor conducts several audits per year focusing on internal controls and	Colleges implement fiscal systems in accord with University fiscal policies. When audits identify weaknesses or needed improvements, colleges respond with improvement plans that are incorporated into the audit reports.

	management processes. UH System centrally manages all extramural funds.	
3.D Financial Resource Liabilities	Fringe benefits, including post-retirement pensions and other post-retirement benefits are not managed or funded by the University. These expenses and liabilities are funded and managed by the State of Hawai‘i. UH System manages all UH debt obligations.	Colleges monitor loan default rates and implement action plans as appropriate.
3.D Financial Resource Contractual Agreements	UH System establishes and manages all contracts in accordance with State procurement laws.	Colleges adhere to UH policies and practices in the procurement of all contracts for goods, services, and professional services.
4.A Decision-making Roles and Responsibilities	Board of Regents policy establishes a commitment to shared governance. UH System and UHCC System confer regularly with college governance groups. Formal consultation with collective bargaining units is governed by State statute.	Colleges implement shared governance policies and processes for internal college decision-making.
4.B Chief Executive Officer	UH System and UHCC System delegate to the college CEO authority for college operations within the policy limits of the UH System.	College CEOs are responsible for all college actions, subject to UH policies and delegation of authority as reflected in Board of Regents policy, UH executive policy, and UHCC system policies.

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4.C Governing Board	<p>The Board of Regents is established by statute. Members are selected by the Governor with the consent of the Senate from a list recommended by a review committee. Board policies are regularly reviewed and posted. Board by-laws govern Board and Board member behavior. All Board actions are subject to State open meeting and public information laws and regularly published.</p> <p>The VP for UHCC acts as the liaison to the Board of Regents for all CC matters, including accreditation.</p>	Colleges submit action items to the Board of Regents through the VP for UHCC and the UH System.
4.D Multi-College Districts or Systems	<p>The Board of Regents appoints the UH System president who is responsible for the entire 10-campus system of higher education in Hawai‘i. The UH President appoints the VP for Community Colleges who is responsible for the 7-campus community college system. The VP appoints and supervises the individual community college Chancellors.</p> <p>UH System is responsible for UH executive policies, UH system planning and coordination, and for selected system</p>	Colleges operate within the policy and planning framework established by the UH System and UHCC System.

	<p>wide support services such as financial services, facilities planning, UHCC system is responsible for CC wide policies, CC budget and resource allocation, and CC system planning and coordination, and selected system services.</p>	
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University of Hawai'i Community Colleges  
Detailed Functional Map by Standard

<b>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</b>				
Standard	College	UHCC	UH Sys	Comments
<b>A. Mission</b>				
A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees And other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	SH	SH	SH	<p>The college is responsible for developing and obtaining approval for the college mission. UHCC and UH System are responsible for developing and obtaining approval for the UH mission.</p> <p>The college mission statements are expected to align with the UH System mission</p>
A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S	S	Primary responsibility for assesses the effectiveness of the college in meeting the mission rests with the college. UHCC and UH System provide data, analytics, and tools in support of this assessment and monitor college success.
A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S	S	Primary responsibility for alignment with the mission rests with the college. UHCC and UH System provide data, analytics, and tools in support of this assessment and monitor college programs. Major new programs require system approval which includes reviewing alignment with mission.



A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	SH	S	College is responsible for development, publications, and periodic update of the mission. UHCC presents the mission update to the Board of Regents on behalf of the college.
<b>B. Assuring Academic Quality and Institutional Effectiveness</b>				
<b>Academic Quality</b>				
B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	SH	SH	SH	The University aligns its focus on academic quality through shared goals and targets at the UH System, UHCC, and college level. These goals and related plans address all aspects of academic quality identified in the standards.
B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S	S	The college has responsibility for defining and assessing student learning outcomes. UHCC monitors and supports cross campus conversations for common programs.
B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	SH	SH	S	The UHCC system has adopted common institution set standards to assure alignment with strategic goals and to provide a common framework for the colleges. Standards have both baseline minima and improvement goals. Colleges are responsible for assessing and addressing improvements in pursuit of the standards.
B.4 The institution uses assessment data and organizes its institutional processes to	SH	SH	SH	All levels of the organization use assessment data to establish goals to improve student achievement and

support student learning and student achievement.				learning. Colleges are responsible for the use of assessment data at the course and program level and for service level outcomes at the college.
<b>Institutional Effectiveness</b>				
B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	SH	SH	SH	UHCC and UH System are responsible for policies relating to program review and program planning and assessment. Both also provide analytic information and tools to support college level review. Colleges are responsible for full implementation of the policies on campus and for integration of the assessment data into college processes and improvement efforts.
B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	SH	SH	SH	Analytic information at both the system and college level is disaggregated. The system strategic goals identify specific populations that are a priority for eliminating performance gaps.  Colleges address improvements based on the results within their own programs and campuses.
B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and	SH	SH	SH	Primary responsibility for program review rests with the colleges. UHCC and UH System establish governing policies, provide supporting data, and monitor compliance. All levels of the organization regularly evaluate and update policies, as appropriate. In some instances, UHCC wide policies and practices are adopted to address

accomplishment of mission.				improved service and/or student achievement.
B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	SH	SH	SH	Each level of the organization is responsible for sharing with the public and with internal constituencies the performance of the colleges and the system.
B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	SH	SH	SH	UH System and UHCC policies establish the requirements and framework for integrated planning. UH System undertakes long-term program and facilities planning across the ten campus higher education system. UHCC addresses planning within the seven college community college system. Colleges are responsible for the development of the planning systems within the college. The planning systems are designed to be integrated and interdependent.
<b>C. Institutional Integrity</b>				
C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support	P	S	S	The college is primarily responsible for the accuracy of information. Some public information is also maintained on UHCC and UH System websites for use by students and the general public.

services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)				
C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (ER 20)	P	S	S	College catalogs are the responsibility of the colleges.
C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S	S	All public information is consistent with known assessment and evaluation information and is accurately reported to the various constituencies.
C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	SH	SH	SH	Degree and certificate types are defined by UHCC policy. Colleges are responsible for accurately reporting the content, course requirements, and expected learning outcomes for its degree and certificate programs.
C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all	SH	SH	SH	All levels are responsible for the periodic review or policies, procedures, and publications under their jurisdiction and control.

representations of its mission, programs, and services.				
C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S	S	The college is responsible for posting total cost of education to prospective and current students.
C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	SH	S	SH	The Board of Regents and UH System has adopted policies related to academic freedom and responsibility. Policies are also addressed in faculty collective bargaining agreements. Colleges are responsible for the implementation of these policies.
C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	P	S	S	Colleges are responsible for implementing policies and procedures relating to academic honesty.
C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and	P	S	S	Colleges are responsible for implementing policies and procedures relating to faculty presentation of information and ideas.

information fairly and objectively.				
C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	SH	SH	SH	Generic codes of conduct are promulgated for various constituencies, including Board members, administrators, faculty, and students. There are no codes of conduct related to specific beliefs or world views..
C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	NA	NA	NA	No college operates in a foreign location at this time.
C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	SH	SH	SH	All levels of the organization are expected to comply with accreditation rules and regulations.
C.13 The institution advocates and	SH	SH	SH	All levels of the organization are expected to act

demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)				with integrity. Colleges are responsible to proper notification of accreditation status and/or changes in accreditation status.
C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	NA	NA	NA	The colleges have no relationship with investors, parent organizations, or external interests and operate solely as a component of the University of Hawai‘i System.
<b>Standard II: Student Learning Programs and Support Services</b>				
<b>Standard</b>	<b>College</b>	<b>UHCC</b>	<b>UH Sys</b>	<b>Comments</b>
<b>A. Instructional Programs</b>				
A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified	SH	SH	SH	Colleges develop and initiate all instructional programs. New programs or termination of programs requires approval by UHCC and UH System. Programs comply with UHCC and UH System policies relating to the type of credential and must be congruent with college mission and scope.

student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)				
A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S	S	Responsibility for quality control and improvement of instruction and services resides primarily with the instructional faculty.
A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S	S	Responsibility for the creation, assessment, and communication of student learning outcomes resides with the college.
A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that	SH	SH	S	Policies relating to course numbering and application of credits toward degrees are set at the



curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.				system level. Colleges implement these policies. The UHCC system plan has a major focus on successful developmental education for students who are not yet college ready.
A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	SH	SH	S	UHCC system policies define credit length and rigor for all degrees and certificates. Colleges are responsible for assuring that learning outcomes within the programs are at common higher education levels.
A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S	S	Colleges manage course scheduling and student advising to assure timely completion of certificates and degrees. UHCC and UH System provide tools to support guided pathways and other systems to promote student completion.
A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S	S	Colleges offer a variety of teaching methodologies and assess student success against those methodologies.
A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used,	P	S	S	Where applicable, colleges are responsible for the validation of department or program wide examinations.

including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.				
A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	SH	SH	S	UHCC System policies establish credit and contact hour requirements for college credits and number of credits required for degrees and certificates. Colleges are responsible for adhering to these policies and for ensuring that the awarding of course credit aligns with student learning outcomes. At present no courses are offered on a clock hour basis.
A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	SH	SH	SH	UH System and UHCC policies govern student transfer among the ten campus system. Articulation agreements with non-UH institutions may be developed either as UHCC wide agreements or as individual college agreements. Courses accepted as transfer meet all student learning outcomes and satisfy all degree requirements and course pre-requisites satisfied by the college course. Students may view all articulated courses through a publicly available web site.
A.11 The institution includes in all of its	P	S	S	Program learning outcomes covering the topics

programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.				indicated are incorporated into one or more courses within the program. The depth of competency is tied to the expectations of the employment or transfer curriculum for which the student is being prepared.
A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S	S	General education outcomes covering the required topics are included in all degree programs. The depth of the general education program varies by program type. While the specific general education courses are determined by the college, the UH system has articulated general education outcomes across the system.
A.13 All degree programs include focused study in at least one area of inquiry or in an	P	S	S	The design of the core program focus is based on input from employers and/or transfer baccalaureate

established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level of key theories and practices within the field of study.				requirements.
A.14 Graduates completing career technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	SH	SH	S	UHCC policy sets institution set standards for all programs requiring external licensure and certification.
A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	SH	SH	SH	By Board of Regents policy, students must be able to complete a terminated program within a reasonable period of time. The UH System must approve all terminations, including a specific plan for program completion. Colleges are responsible for designing and implementing the completion plan.
A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to	SH	SH	SH	Board of Regents and UH System Executive policy establish program review requirements. The UHCC further establishes CC system review policies and provides data and other information to support program review. Colleges are responsible for program and service level reviews for programs at the college, including the improvement efforts based on the reviews.

enhance learning outcomes and achievement for students.				
<b>B. Library and Learning Support Services</b>				
B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	SH	S	SH	<p>Students have access to all libraries within the UH system. Library software is managed by UH Manoa for all libraries.</p> <p>Colleges are responsible for local library services and all on-campus learning support.</p> <p>On-line services such as library services, tutoring services, learning management systems, and other academic support are available to all students, including distance education students, through central services.</p>
B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S	S	Colleges are responsible for instructional and learning support equipment on campuses. A central funding pool is maintained by the UHCC for capital equipment replacement for items over \$5000.
B.3 The institution evaluates library and	P	S	S	Colleges are responsible for program and service

other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.				level review of library and other learning support services.
B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	SH	SH	SH	Other than shared services within the UH system, there are no contractual or other relationships with external colleges or entities to provide library or learning resources.  Some services, particularly for on-line tutoring, are contracted to outside third parties.
<b>C. Student Support Services</b>				
C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence	P	S	S	Colleges are responsible for program and service level review of student support services.

education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)				
C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S	S	Colleges include assessment and achievement results in the program review process and identify areas for improvement, especially for targeted sub-populations of students.  UHCC strategic plan identifies enrollment and achievement goals for targeted populations.
C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	SH	SH	S	Most student support services are delivered and assessed by the colleges. Some services, particularly back office support services, are centralized to provide more consistent and efficient service to students.
C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S	S	Co-curricular programs are the responsibility of the colleges. There are no athletics programs within the UHCC system.
C.5 The institution provides counseling and/or academic advising programs to	P	S	S	Colleges are responsible for providing the counseling and academic advising programs for

support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.				students.
C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	SH	SH	SH	<p>General college admission standards are set by law and UH System policy and are generally open admission. Some programs have program specific admission criteria.</p> <p>UHCC and UH System provide system software tools to provide both college personnel and students with information on their pathways, degree or transfer requirements, and their progress toward degree.</p>
C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	SH	SH	S	<p>UHCC system evaluates common placement instruments and practices.</p> <p>Colleges evaluate admission practices for select admissions programs.</p>
C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and	SH	S	SH	Colleges are responsible for maintaining all documents managed by the colleges. UH System manages all electronic student records, including provision for secure back-up. UH system policies govern record retention and data use.



follows established policies for release of student records.				
<b>Standard III: Resources</b>				
<b>Standard</b>	<b>College</b>	<b>UHCC</b>	<b>UH Sys</b>	<b>Comments</b>
<b>A. Human Resources</b>				
A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH	SH	<p>Faculty, professional staff, and executive/managerial personnel are Board of Regents appointees subject to classification and qualification rules established for these employees. Support staff including clerical and grounds and maintenance staff are State of Hawai‘i civil service employees subject to civil service classification and qualification rules. All employees, except executive/managerial are subject to collective bargaining agreements.</p> <p>Hiring authority varies by employee type. Generally, the primary hiring decision and compliance with EEO and HR procedures in the hiring process, are the responsibility of the college, subject to review.</p> <p>All recruitment includes publication of duties, responsibilities, and qualifications required.</p>
A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for	SH	SH	S	Faculty classification including duties, academic qualifications, generic job descriptions, and criteria

the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)				<p>for tenure and promotion are established at the UHCC level for all faculty. Academic qualifications for lecturers (adjunct) are identical to those for regular faculty.</p> <p>Colleges use these system policies in hiring, retention, and promotion decisions.</p>
A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	S	SH	<p>Duties, academic qualifications, and job descriptions, are established at the UH System level for all professional support personnel (APT) and executive/managerial employees.</p> <p>Colleges use these system policies in hiring, retention, and promotion decisions.</p>
A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	S	P	UH System policies and practice are consistent with the standard and colleges must comply with the policy.
A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities	SH	SH	SH	Evaluation policies and processes are established by the UH System and/or UHCC system for each classification of employee – executive/managerial, faculty, lecturer(adjunct), APT (professional staff), and civil service. The evaluation processes and frequency vary for each classification.

and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.				Colleges comply with these policies in the evaluation of college employees.
A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	SH	SH	S	Community college faculty classification and duties and evaluation processes (contract renewal, tenure and promotion, and post-tenure evaluations) include the use of the results of learning outcomes as a duty and criteria for evaluation. Lecturers (adjunct) evaluation also includes this criteria.  UHCC policy also includes assessment of learning outcomes as a component of executive/managerial evaluation.
A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S	S	While no formal policy governs the ration of full-time to part-time/adjunct faculty, the ratio is monitored by UHCC system and the colleges to assure compliance with the standard.
A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional	SH	SH	SH	Lecturers (adjunct) teaching half-time are members of the faculty collective bargaining unit and covered by the collective bargaining agreement. UHCC policies govern the step advancement and

development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.				evaluation of lecturers (adjunct). Colleges are responsible for the orientation, oversight, evaluation, and professional development of lecturers.
A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	SH	SH	S	<p>UHCC positions are controlled through legislative appropriation. By policy, UHCC system reallocates positions that have gone unfilled by colleges. Colleges may also reallocate positions within their authorized number of position counts.</p> <p>While no formal staffing ratios are established, the staffing levels for various classifications of employees are reviewed and compared across the colleges.</p>
A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	SH	SH	S	<p>UHCC positions are controlled through legislative appropriation. By policy, UHCC system reallocates positions that have gone unfilled by colleges. Colleges may also reallocate positions within their authorized number of position counts.</p> <p>While no formal administrative staffing ratios are established, the staffing levels for executive/managerial employees are reviewed and compared across the colleges.</p>
A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently	SH	SH	SH	Personnel policies are established and published at multiple levels, including Board of Regents, UH Executive Policies, UHCC System policies, and college policies. Additionally, collective bargaining agreements govern personnel actions for

administered.				the covered employees. Policies are periodically reviewed and updated.
A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and service that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH	S	Formal EEO/Affirmative action analysis is conducted by the UHCC system office on a regular basis and is incorporated into the recruitment/hiring processes.
A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	S	S	P	Formal ethics policies and procedures are established by the UH System for various employee classifications. All employees are also subject to State of Hawai'i ethics rules and regulations.
A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH	SH	Primary responsibility for professional development is with the college. UH System and UHCC also provide professional development opportunities for personnel at all colleges.
A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH	SH	Records retention policies, including security and confidentiality, are established by the UH system in accord with law and collective bargaining agreements. Colleges maintain records under their

				control in accord with these policies.
<b>B. Physical Resources</b>				
B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH	SH	Facilities planning and management is shared among the different levels of the organization Major capital projects are managed by UH System, minor projects, including all repair and maintenance and health and safety repairs, are managed by UHCC system, and regular maintenance of the buildings and campus are managed by the college. Campus security and safety is managed by the college with UHCC system providing training and oversight for compliance with Clery act and workplace violence reporting and training.
B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	S	SH	SH	Long range building and land use planning is managed by UH System and UHCC system with input from the colleges.
B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular	S	SH	SH	All facilities are monitored on a regular maintenance schedule, including planning for deferred maintenance, by the UHCC and UH system. Priorities are established for addressing both regular and deferred maintenance.

basis, taking utilization and other relevant data into account.				UHCC system maintains a regular program of review/replacement for capital equipment for the colleges.
B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	SH	SH	Planning for new facilities, including total cost of ownership is managed by UHCC and UH System for major new projects.
<b>C. Technology Resources</b>				
C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	S	SH	Technology support is shared by the UH System for major enterprise systems and for the UH technical infrastructure and by the colleges for on-campus support for students and staff using college technology resources.
C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	S	SH	UH System is responsible for planning and replacement of enterprise software and hardware systems. Colleges are responsible for replacement of college computers and other technology equipment.
C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	SH	S	SH	UH System is responsible for establishing policies and programs for information security. Colleges are responsible for implementing and complying with the security policies and for managing the on-campus computing networks.

C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	SH	S	SH	UH System provides training and support for enterprise level software. Colleges provide direct support to faculty and staff and to students on the campus.
C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	S	SH	UH System has policies governing the use of technology by faculty, staff, and students. Colleges monitor and implement these policies on the campus.
<b>D. Financial Resources</b>				
<b>Planning</b>				
D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	SH	SH	SH	UH System establishes policies relating to long term financial planning, tuition rate setting, and reserve. UHCC manages the combined UHCC budget in accordance with these policies and develops the allocation methodology to the colleges. Colleges are responsible for managing funds within their allocations, including revenue generating programs, and carrying out business practices in compliance with financial rules, regulations and good practice.
D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and	SH	SH	SH	Community college mission and goals are integral to the financial planning carried out by the UH System. The UHCC system considers the



supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.				individual college mission in planning and allocation. The allocation methodology includes outcomes funding based on common goals but with specific targets established for each college.
D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH	SH	Colleges are responsible for the development of college budgets and internal allocation decisions, including participation by various constituencies in budget development. Requests to the Legislature for new State funding are made within the context of Board of Regents policy and submitted through the UHCC to the UH System following system procedures.
<b>Fiscal Responsibility and Stability</b>				
D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH	SH	Financial plans and budgets are based on historic analysis of expenditures, enrollment and tuition revenue generation projections, known salary adjustments resulting from collective bargaining, and other factors impacting revenue, expenditures, and budgeting. Operating budgets are presented to and approved by the Board of Regents.
D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely	SH	SH	SH	Both the external UH audit and audits conducted by the UH internal auditor address control structure mechanisms and other financial practices. UHCC system and colleges are responsible for addressing

disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.				and correcting any identified weaknesses.
D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH	SH	All budget and expenditure information is derived from the University's enterprise financial system which is fully audited each year.
D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH	SH	College and UH System responses to all audit findings are reported publicly to the Board of Regents as part of the audit process.
D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	P	S	S	In addition to internal and external audit results, colleges have a responsibility to conduct service level review of business services and operations.
D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	SH	SH	SH	UH System and UHCC System establish reserve levels for different funds and monitor college compliance with meeting reserve levels. UH System manages enterprise risk management for all UH colleges.
D.10 The institution practices effective oversight of finances, including management	SH	S	SH	UH System manages all extramurally funded projects, including all compliance activities. The

of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.				external audit includes audits of the UH Foundation and the UH Research Corporation as affiliated organizations. Investments are also managed by UH System. Colleges operate extramural funded and contract activities within the structures and processes managed by the central UH services.
<b>Liabilities</b>				
D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	SH	SH	SH	Financial planning at all levels includes six year budget and revenue projections, impact of budgets on reserve levels, and known liabilities.
D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	S	SH	<p>Fringe benefits, including OPEB obligations, are budgeted and managed by the State of Hawai'i for all employees, including University employees. While the OPEB obligations are recorded within the UH audit, the obligation is held by the State.</p> <p>UH does make payments for non-State funded workers to the pension and retiree health benefits programs, as required.</p>
D.13 On an annual basis, the institution	S	S	P	All bond funds and repayments are held and

assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.				managed by the UH System. Colleges may not hold bond instruments individually although revenues from colleges may be used for bond repayment, as authorized by the bond sale.
D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	S	SH	The UH bond system monitors the expenditure of bond funds to assure compliance with bond issue purposes and applicable use laws. All fund-raising activities and expenditure of privately raised funds are managed by the UH Foundation in accordance with donor intention and IRS rules. All extramurally funded programs are monitored for compliance with grant conditions by the central UH System Office of Research Services.
D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	S	SH	The external audit includes a comprehensive audit of all Title IV activities and compliance. Any audit exceptions or issues related to default rates are addressed by the college and subsequently reviewed by the Federal government and follow-up audits.
<b>Contractual Agreements</b>				
D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the	S	S	P	All contractual agreements are subject to University policies and UH system approval. Colleges may not enter into contractual relationships on their own authority.

institution and the quality of its programs, services, and operations.				
<b>Standard IV: Leadership and Governance</b>				
Standard	College	UHCC	UH Sys	Comments
<b>A. Decision-making Roles and Processes</b>				
A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	SH	SH	SH	Leaders at all levels are expected to focus on student achievement and learning and create a climate of innovation and continuous quality improvement. Establishment of major goals, policy changes, or improvements are vetted through multiple layers of the organization.
A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals	SH	SH	SH	The Board of Regents has established University wide policies affirming the commitment to shared governance. UH System, UHCC System, and college policies define the structures and methods of engagement of the various constituencies in the shared governance process.

bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.				
A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	SH	SH	SH	The shared governance policies provide for and describe the role of faculty and administrators in the various governance structures.
A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S	S	By policy, faculty curriculum committees and faculty senates have primary responsibility for course and program decisions, subject to review by academic administrators and compliance with system academic guidelines.
A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH	SH	The shared governance system is intended to provide multiple views while allowing timely decisions. In addition to shared governance, public input is sought on major directions or decisions and strong working relationships are established with outside organizations including State and Count departments, Department of Education, and external business and community organizations.
A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH	SH	Each level of the organization is responsible for communicating the decision-making processes as well as the resulting decisions and/or actions.

A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH	SH	Periodic assessment of the governance structures is carried out at different levels of the organization and changes/improvements made as appropriate.
<b>B. Chief Executive Officer</b>				
B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S	S	The role of the college CEO is defined in the executive/managerial classification and in the job description for the CEO.
B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S	S	The CEO is responsible within the authority delegated by the UH System and UHCC system to carry out these responsibilities.
B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning	P	S	S	The CEO is responsible within the authority delegated by the UH System and UHCC system to carry out these responsibilities.

<p>environment by:</p> <ul style="list-style-type: none"> <li>•establishing a collegial process that sets values, goals, and priorities;</li> <li>•ensuring the college sets institutional performance standards for student achievement;</li> <li>•ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;</li> <li>•ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;</li> <li>•ensuring that the allocation of resources supports and improves learning and achievement; and</li> <li>•establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.</li> </ul>				
<p>B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.</p>	SH	SH	S	<p>The college CEO has responsibility for accreditation standards and compliance for all college related standards. The Vice-President for Community Colleges has responsibility for UHCC system related standards including acting as liaison to the UH System and Board of Regents on accreditation matters.</p>
<p>B.5 The CEO assures the implementation of</p>	P	S	S	<p>The CEO is responsible within the authority</p>



statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.				delegated by the UH System and UHCC system to carry out these responsibilities.
B.6 The CEO works and communicates effectively with the communities served by the institution.	P	S	S	The CEO is responsible within the authority delegated by the UH System and UHCC system to carry out these responsibilities.
<b>C. Governing Board</b>				
C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	S	P	The Board of Regents is established by statute that provides the authority addressed in the standard.
C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	S	S	P	Board of Regents by-laws stipulate the requirement to act as a collective entity.
C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	S	SH	SH	The Board of Regents selects and evaluates the University of Hawai'i System President. The President is delegated the authority to select and evaluate the Vice-President for Community Colleges who is delegated authority to select and evaluate the college CEOs.

C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	S	S	P	The Board of Regents independence and role in setting policy and advocating for the University is embodied in the State Constitution and statute.
C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	S	P	These responsibilities are reflected in Board policies and in statute.
C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	S	P	All Board policies, by-laws, agendas, and minutes are published on the BOR link from the University home page.
C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	S	S	P	The Board of Regents (and UH executive policy) system identifies the last date the policy was revised and the next scheduled review date. This information is publicly available.
C.8 To ensure the institution is	S	S	P	The Board of Regents approves the University

accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.				strategic directions including specific improvement goals for student success. The Board also reviews specific programmatic improvements through its committee structure.
C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	S	P	Board development, including new member orientation is encoded in Board by-laws. The membership of the Board, including staggered terms, is proscribed by statute.
C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices And performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	S	S	P	The evaluation process for the Board of Regents is described in Board by-laws.
C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code	S	S	P	The Board of Regents ethics policy and its implementation are described in the Board by-laws. Board members are expected to publicly disclose and recuse themselves from any matter in which they may have a conflict of interest.

and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)				
C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	S	S	P	The primary governance relationship is between the Board of Regents and the University of Hawai'i System President. Authority delegated to the President is clearly delineated in Board policy, including whether the President may further delegate the authority to the UHCC Vice-President for Community Colleges and/or the Community College Chancellors.
C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	S	SH	SH	The UHCC system office is responsible for liaison with the Board of Regents on all matters, including accreditation. Primary communication to the Board on accreditation matters is through the Academic and Student Affairs Committee. All self evaluation reports, as well as other submittals to the ACCJC, are made available to the full Board.

D. Multi-College Districts or Systems				
D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	SH	SH	The UH Community College system operates as a system within the larger University of Hawai‘i system. The VP for Community Colleges oversees the seven community college system, including establishing system policies, budget allocations, system strategic directions, and carrying out other responsibilities as defined by the Board of Regents and the University President.
D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	SH	S	Delineation of responsibilities from the VP for Community Colleges to the Colleges is established in University executive policy and Community College system policies. The VP for Community Colleges does set community college system goals and allocates resources in support of those goals and the College operations. Internal resource allocation is the responsibility of the colleges.
D.3 The district/system has a policy for	S	P	S	The VP for Community Colleges has policies

allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.				describing the allocation and reallocation methodologies for the CC system. All funds are managed through the University fiscal management system and monitored by the office of the Vice-President for Community Colleges. The University audit includes a separate schedule for the community colleges within the larger University audit.
D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	S	P	S	The authority of the college CEO is defined in University executive policy and in community college system policy.
D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH	SH	University of Hawai'i System, UH Community College system, and individual college plans are integrated through adoption of common goals and metrics and areas of emphasis.
D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH	SH	Multiple communication channels are employed including posting of information and regular meetings with system governance groups and the colleges, and college wide presentations of system goal achievement and strategic plan success.
D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and	S	P	S	Policies of the UH Community College system are reviewed on a regular basis. Individual governance processes are reviewed on a periodic basis and may be adapted in response to changes in the University

effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.				system governance processes.
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