# Compliance with WSCUC Standards and Federal Requirements Worksheet and Forms

## Purpose of the Worksheet

This worksheet and federal forms serve three purposes:

1. To provide reviewers ready access to evidence that the institution is in compliance with Commission Standards and federal requirements
2. To present the institution's summary reflection on its level of adherence to Commission Standards
3. To give the institution the background needed to respond to "Component 2. Compliance with Standards: Review Under the WSCUC Standards and Compliance with Federal Requirements; Inventory of Educational Effectiveness Indicators."

## The WSCUC Standards, CFRs, and Guidelines

The WSCUC Standards serve as the basis for judgments by review teams and the Commission. Each Standard is set forth in broad terms that are applicable to all institutions. Under each of the four Standards are two or more major categories that make the application of the Standard more specific. Under each of these categories are Criteria for Review (CFRs), which identify and define specific applications of the Standard. Guidelines, provided for some but not all CFRs, identify typical or common forms or methods for demonstrating performance related to the CFR; institutions, however, may provide alternative demonstrations of compliance. This worksheet contains all the CFRs and Guidelines from the *Revised 2013 Handbook of Accreditation*. An "X" in the cell indicates a cross-reference to other CFRs that touch on related issues.

## Using this Worksheet

The third column of the worksheet asks the institution for evidence. The cells in this column direct the institution as to what type of evidence should be provided. Evidence may take one of these five forms and references to this information should be entered in the cell:

1. A link to a webpage on the institution's website (**please provide the specific link**)
2. A reference to page(s) of the institutional report or appendix (**please provide the exact page number(s) of the report or appendix on which the evidence appears**)
3. A reference to specific sections of an institution's handbook, manual, or guide (**please provide the exact page numbers or attach PDFs of the relevant material, and specify the name of the document**)
4. A reference to an attachment that is included with the worksheet upon submission, with the materials as specified in the cell, e.g., "List of professional accreditation agencies" (**please provide the specific name of the attachment**)

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5.  A reference to a specially written attachment that is included with the worksheet upon submission, e.g., "Up to one page description of…" (**please provide the specific name of the attachment**). The Commission expects that specially written attachments will not exceed 20 pages in total.

**Compliance with Federal Requirements**

In addition to the main worksheet, there are four forms that team members will review during the reaffirmation of accreditation and attach to their team report in order to ensure that the institution is in compliance with the cited federal requirements. The institution is expected to complete the forms with links to the needed information in anticipation of the team's review. Please do not check the "yes" or "no" boxes on the federal requirements forms as these check boxes are intended for team members when determining compliance.

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## Institutional Information

Institution:

Date of Submission: _____/_____/_____
                            Mo     Day     Year

Institutional Contact Name and Email:

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Green:  Student Affairs
Pink:  Chancellor's Office
Blue:  IR
Purple:  Admin Affairs

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**WSC**
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| Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives | | | |
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| *The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.* | | | |
| **Criteria for Review (1)** | **Guideline(s) (2)** | **Evidence (3)** | **Team Verification (4)** |
| **Institutional Purposes** | | | |
| 1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good. | The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines. | Mission Statement<br><br>Vision Statement | |
| 1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning. X 2.4, 2.6, 2.10, 4.2 | | UH Hilo's IRO maintains a Retention and Graduation reporting webpage that is regularly updated.<br><br>Student Achievement URL (link as submitted during annual reporting process.)<br><br>UH Hilo also publishes information on Distance Learning, including enrollments.<br><br>The UH System maintains what is called the Hawaii Graduation Initiative (HGI) Completion Scorecard, which is also publicly posted and has data from 2017. | |

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| Criteria for Review (1) | Guideline(s) (2) | Evidence (3) | Team Verification (4) |
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| **Integrity and Transparency** | | | |
| 1.3 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing.<br>      X 3.2, 3.10 | The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth. | "Academic freedom" is guaranteed as "Protection of Freedom of Expression" for in the University of Hawai'i Student Academic Complaint Policy<br><br>"Academic Freedom" is guaranteed under the Collective Bargaining Agreement, Article IX, Academic Freedom: "Faculty Members are entitled to freedom in the classroom in discussing subjects of expertise, in the conduct of research and in their field of special competence, and in the publication of the results of their research. The Employer [UH Hilo] recognizes that Faculty Members, in speaking and writing outside the University upon subjects beyond the scope of their own field of study, are entitled to precisely the same freedom and are subject to the same responsibility as attaches to all other individuals. When thus speaking as an individual, they should be free from censorship or discipline" (p. 17) | |
| 1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.<br>      X 2.2a, 3.1 | The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Equity and Inclusion Policy. | UH System Executive Policy EP 1.202: "The Office of the President, University of Hawai'i, hereby declares and reaffirms its commitment to the University's equal education and employment opportunity policy. The University is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, handicap, marital status, arrest and court record, sexual orientation, and veteran status. This policy covers admission and access to and participation, treatment, and employment in the University's programs and activities. It covers employment practices such as recruitment, hiring, training, promotion, retention, compensation, benefits, transfers, and layoffs. The University shall promote a full realization of equal opportunity through a positive, continuing program of equal opportunity and affirmative action on each campus.<br>It is the policy of the University of Hawai'i to comply with the applicable federal and state statutes, rules, regulations, city and county ordinances, and provisions in the collective bargaining agreements which prohibit discrimination in University programs, activities, and employment practices. These equal opportunity | |

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| | | laws include but are not necessarily limited to the following: Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1964, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Title IX of the Education Amendments of 1972, the Equal Pay Act of 1963, Section 402 of the Vietnam Era Veteran's Readjustment Act of 1974, Chapter 378 of the Hawai'i Revised Statutes, and Executive Order 11246, and applicable provisions of collective bargaining agreements." <br><br> UH Hilo EEOC webpage <br><br> UH Hilo Diversity Committee (which sustains initiatives on campus that promote a wide array of thoughtful, inclusive opportunities to explore differing cultures, beliefs, and political perspectives). <br><br> UH Hilo's Disability Services | |
| 1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. <br> X 3.6 – 3.10 | The institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution. | BOR Policy 1.202, Relationship of the Board to Administration and University: Section III.A.1.c: "The functions of the board are concerned with the government of the university; and its duties, in nature, are legislative and at times quasi-judicial. The execution of the policies authorized and established by the board is entrusted to the president, vice presidents, chancellors, and other officers of administration of the university. The regents must not concern themselves directly with the administration of the university, or individually or take part collectively, in administration, provided that it is the responsibility of the board to satisfy itself, through proper channels, that the principles, laws and policies established by the board are, in fact, being administered and that the administration is adequate." | |

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| 1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.<br>X 2.12 | The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. | Student handbook; student conduct policies, human subject protocol, financial aid refund policies. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.)<br><br>• Student Handbook<br>• Procedures for student complaints are detailed in the Student Conduct Code<br>• Research Compliance (IRB) | |
| 1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.<br>X 3.4, 3.6. 3.7 | | Statement for 1.7 UH Hilo's commitment to integrity and transparency<br><br>Audits as submitted during annual reporting process – do not need to resubmit. | |
| 1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies. | | All communications with WSCUC is posted on our Accreditation Website under "Communication with Our Accrediting Commission."<br><br>Letter from Chancellor Certifying Accreditation Report for 2021 (March 2, 2021) | |

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## Standard 2: Achieving Educational Objectives Through Core Functions

*The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.*

| Criteria for Review (1) | Guideline(s) (2) | Evidence (3) | Team Verification (4) |
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| **Teaching and Learning** | | | |
| 2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered. X 3.1 | The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review. | List of professional accreditation agencies. Number of FT & PT faculty by program, including demographic characteristics, excluding professionally accredited programs.<br>• Secondary Accreditation<br>• Faculty Total FT-PT<br>• Faculty Demographics PT FT<br>• FT Faculty -Race/Ethnicity<br>• PT faculty -Race/Ethnicity | |
| 2.2 All degrees - undergraduate and graduate - awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees. X 3.1 – 3.3, 4.3, 4.4 | | Statement for 2.2 How a UH Hilo Degree is More than an Accumulation of Courses and Credits. | |
| 2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major). X3.1 – 3.3 | The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge typically described in terms of a program or major. | In the UH Hilo Catalog, description of our "Undergraduate Education" is followed by links to (1) General Education Requirements, and (2) direct links to colleges and their degree programs. Within each program (ex. Psychology, CAS) are mission statements, SLOs, and, in some cases, gainful employment opportunities. In turn, program descriptions hold links to their curricular requirements for graduation.<br><br>Statement for 2.2a General Education<br><br>Statement for 2.2a Core Competency Assessment | |

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| 2.2b | The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.<br>X 3.1 – 3.3 | Institutions offering graduate-level programs employ, at least, one full-time faculty member for each graduate degree program offered and have a preponderance of the faculty holding the relevant terminal degree in the discipline. Institutions demonstrate that there is a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students. | Up to one page description of how a degree represents more than an accumulation of courses or credits and reflects a coherent philosophy expressive of the institution's mission. (SAME AS 2.2) | |
| 2.3 | The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and Standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.<br>X 3.5 | The institution is responsible for ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resourced, well developed, and subject to appropriate oversight. | Three to five undergraduate syllabi and three to five graduate syllabi.<br>• Sample syllabi (Three to five undergraduate)<br> o POLS 100 (DL)<br> o MARE 201L (traditional science lab)<br> o AG 263 (WI)<br> o HORT 262 (WI)<br> o ENG 345 (Summer/DL)<br> o SOC 391 (Internship, syllabus and student manual)<br> o LING 399 (independent studies)<br> o CS 461 (face-to-face; flipped classroom)<br><br>• Sample syllabi (three to five graduate)<br> o PSY 602<br> o PHPS 752<br> o PHPS 736<br> o LKAN 701 | |

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| 2.4 | The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.<br>X 4.3 – 4.4 | Student learning outcomes are reflected in course syllabi. | While the University does not host a larger policy on requirements for syllabi, there are a number of support services that recommend including learning outcomes in syllabi:<br>• The Faculty Congress hosts a Syllabus Template, which outlines a number of elements that should be included, including the Purpose of the course and it's function in GE or in the Major, and "three to five measurable learning goals or objectives of the course (including one or more consistent with GE/program/department student learning outcomes)"<br>• Distance Learning hosts a number of resources, including the Online Course Syllabus Template that asks teachers to identify up to five (5) Course Learning Objectives, and the Quality Online Course Design Guidelines Checklist that states: "The online course has comparable content and expectations for student learning outcomes and acceptable levels of student performance with the corresponding face-2-face (F2F) course."<br>• All courses that are proposed for General Education Certification are required to "list course learning outcomes for students on the course syllabus; [and] Meet one or more learning outcomes from the Critical Thinking Category, plus one or more learning outcomes, as appropriate from one or more of the other GE learning goals." | |
| 2.5 | The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.<br>X 4.4 | | (May be same as CFR 2.3)<br><br>Statement for 2.5 Student Research | |
| 2.6 | The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.<br>X 4.3 – 4.4 | The institution has an assessment infrastructure adequate to assess student learning at program and institution levels. | • Regular multi-year assessment reports are required for all programs submitting Program Reviews. Sociology's recent submission of it's Self-Study for AY 2019-2020 includes a large section called APPENDIX C, which covers AY 2013-2014 through AY 2019-2020.<br>• UH Hilo also supports annual core competency assessment at the undergraduate and the graduate levels. These websites (which include descriptors of these skills include links to rubrics that are used for assessment; programs (such as English) are encouraged to build these | |

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| | | competencies into their curriculum as SLOs and to assess these competencies (ex. English's AY 2017-2018 Written Communication assessment.<br>• Programs are also encouraged to undertake discipline specific assessment, with some using nationally normed tests such as the CLA in the College of Business and Economics and the ETS Major Field Test for the Computer Science Department in the College of Natural and Health Sciences | |
| 2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.<br>X 4.1, 4.6 | | Statement for 2.7 Program Review<br><br>Three to five examples of program reviews from a representative sample of degrees.<br><br>• Computer Science—undergraduate (2016-2017)<br>  o Self-Study<br>  o External Review<br>• Philosophy—undergraduate (2018-2019)<br>  o Self-Study<br>  o External Review<br>• TCBES—graduate (2018-2019)<br>  o Self-Study<br>  o External Review<br>• Sociology—undergraduate (2019-2020)<br>  o Self-Study<br>  o External Review<br>  o Review for compliance by ALO<br>  o Review by Dean Designate<br>  o Review by Vice Chancellor of Academic Affairs Designate<br>• CAFNRM—undergraduate, full college (2020-2021)<br>  o Self-Study<br>  o External Review (in progress)<br>  o Review for compliance by ALO<br>  o Review by Dean (in progress)<br>  o Review by Vice Chancellor of Academic Affairs (in progress)<br>• Performing Arts—undergraduate (2021-2022)<br>  o Self-Study<br>  o External Review (in progress)<br>  o Review for compliance by ALO | |

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| | | o   Review by Dean (in progress) | |
| | | o   Review by Vice Chancellor of Academic Affairs (in progress) | |

| **Scholarship and Creative Activity** | | | |
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| 2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.<br>X 3.2 | Where appropriate, the institution includes in its policies for faculty promotion and tenure the recognition of scholarship related to teaching, learning, assessment, and co-curricular learning. | The expectations for research, scholarship, and creative activity for faculty are clearly articulated in the "Guidelines for Applying for Contract Renewal, Promotion, and Tenure for Tenure Track Faculty," signed by both administration and the faculty union (Summer 2012) | |
| 2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service.<br>X 3.2 | | The Office of the Vice Chancellor oversees tenure and promotion processes, hosts a number of documents including the "Guidelines for Applying for Contract Renewal, Promotion and Tenure for Tenure Track Faculty" which forms the nexus of research, scholarship, teaching, and assessment. The guidelines include specific language about student learning and improvement as evidence of teaching: "Teaching responsibilities encompass a broad range of activities in addition to formal instruction.  For example, [the candidate] may wish to document your efforts with respect to curriculum development, laboratory supervision, supervision of independent studies, practica and internships, student mentoring, collaboration in research with students, assessment and improvement activities, innovative use of instructional technology, classroom assessment activities that produced improvements in your pedagogy and student performance, service on thesis/dissertation committees, and participation at educational workshops" (p. 15) | |

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| Criteria for Review (1) | Guideline(s) (2) | Evidence (3) | Team Verification (4) |
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| **Student Learning and Success** | | | |
| 2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement. | The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions. | UH Hilo's IRO posts the following websites that disaggregate data in multiple ways:<br>• Retention and Graduation<br>• Admissions and Enrollment by Gender, Race, & Degree Objective<br><br>Statement for 2.10 WSCUC Graduation Dashboard<br><br>Institutions are encouraged to include evidence that student success measures are used systematically to shape decision-making and resource allocation to improve programs and student achievement. | |
| 2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.<br>X 4.3 – 4.5 | | • Statement for 2.11 Program Review in the Division of Student Affairs (Co-Curricular)<br>• Three to five examples of program reviews from a representative sample of co-curricular programs | |
| 2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.<br>X 1.6 | Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs. | • The UH Hilo Catalog offers information on the importance of Academic Advising and the Career and Advising Center<br><br>• The Career and Academic Advising Center hosts a webpage that includes important videos on STAR GPS registration, graduation requirements, and Placement Tests<br><br>• Statement for 2.12 Advising at UH Hilo | |

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| 2.13 | The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers. <br> X 3.1 | | Statement for 2.13 Student Support Services | |
|------|------|------|------|------|
| 2.14 | Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process. <br> X 1.6 | Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits. | Covered in federal requirements forms. <br><br> • The Office of the Vice Chancellor for Academic Affairs maintains a public list of Articulation Agreements <br> • To help students better navigate transfer of credits, the Admissions Office hosts a "Guide to the Terms used in Transfer Articulation Tables." | |

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| Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability *The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.* | | | |
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| Criteria for Review (1) | Guideline(s) (2) | Evidence (3) | Team Verification (4) |
| **Faculty and Staff** | | | |
| 3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered. X 2.1, 2.2b | The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level. | In addition to evidence provided in CFR 2.1, the current number of full time and part time staff members; demographic characteristics of staff.<br><br>• PSEMPL-Report (all employees)<br>• Staff Data Tables | |
| 3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning. X 1.7, 4.3, 4.4 | | Faculty Handbook<br><br>Civil Service Employees<br><br>APT (Professional and Technical Specialists) | |
| 3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes. X 2.1, 2.2b, 4.4 | The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development. | Evidence for this CFR is listed under 3.2 | |

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| Criteria for Review (1) | Guideline(s) (2) | Evidence (3) | Team Verification (4) |
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| **Fiscal, Physical, and Information Resources** | | | |
| 3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives.<br>X 1.1, 1.2, 2.10, 4.6, 4.7 | The institution has functioned without an operational deficit for at least three years. If the institution has an accumulated deficit, it should provide a detailed explanation and a realistic plan for eliminating it. | Statement for 3.4 Strategic Enrollment and Budget Planning<br><br>Current AY 2020-2021 Budget<br><br>Audits as submitted during annual reporting process – do not need to resubmit. | |
| 3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.<br>X 1.2, 2.1, 2.2 | The institution provides training and support for faculty members who use technology in instruction. Institutions offering graduate programs have sufficient fiscal, physical, information, and technology resources and structures to sustain these programs and to create and maintain a graduate-level academic culture. | Statement 3.5 Information and Technology Resources | |
| **Organization Structures and Decision-Making Processes** | | | |
| 3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability. | | Statement 3.6 Evaluation of Leadership | |
| 3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness. | The institution establishes clear roles, responsibilities, and lines of authority. | Organizational Chart for the Office of the Chancellor<br><br>Governance Roles and Responsibilities (Division of Academic Affairs)<br><br>Organizational Chart for Division of Student Affairs | |

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| Criteria for Review (1) | Guideline(s) (2) | Evidence (3) | Team Verification (4) |
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| 3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management. | | The Board of Regents Policy 1.210 in Section III.A.4 states: "The chancellors have the leadership responsibility for the immediate operational management and governance of their respective organizational units within Board governing and Presidential administrative policy."<br><br>Responsibilities of the Vice Chancellor of Administrative Affairs (Chief Financial Officer)<br><br>Duties and Responsibilities of the Vice Chancellor for Academic Affairs (Chief Academic Officer) | |
| 3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.<br>X 1.5 – 1.7 | The governing body comprises members with the diverse qualifications required to govern an institution of higher learning. It regularly engages in self-review and training to enhance its effectiveness. | Board Members<br><br>Bylaws<br><br>The UH System outlines the evaluation of academic administrators in Executive Policy 9.212 under Section IX. | |
| 3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.<br>X 2.1, 2.4, 2.5, 4.3, 4.4 | The institution clearly defines the governance roles, rights, and responsibilities of all categories of full-time and part-time faculty. | The UH Hilo Faculty Congress is the institution-wide governing body that overseas faculty governance as well as key faculty driven initiatives, such as General Education, assessment; the Faculty Congress also provides consultation to administration on a number of issues, such as budget and program review.<br><br>Each college in UH Hilo also maintains a Faculty Senate, with representatives reporting to the larger Faculty Congress.<br>○ CAS Senate<br>○ CoBE Senate<br>○ CAFNRM Senate<br>○ KHUOK Senate<br>○ COP Senate<br>○ Library Senate | |

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| **Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement** | | | |
| :--- | :--- | :--- | :--- |
| *The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.* | | | |
| **Criteria for Review** **(1)** | **Guideline(s)** **(2)** | **Evidence** **(3)** | **Team Verification** **(4)** |
| **Quality Assurance Processes** | | | |
| 4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results. X 2.7, 2.10 | | Statement for 4.1 Assessment Across Our Institution | |
| 4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated. X 1.2, 2.10 | | Statement for 4.2 IR Capacity | |
| **Institutional Learning and Improvement** | | | |
| 4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment - in support of academic and co-curricular objectives - is undertaken, used for improvement, and incorporated into institutional planning processes. X 2.2 – 2.6 | The institution has clear, well-established policies and practices - for gathering, analyzing, and interpreting information - that create a culture of evidence and improvement. | Statement for 4.3 UH Hilo's "Culture of Evidence" | |

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| Criteria for Review (1) | Guideline(s) (2) | Evidence (3) | Team Verification (4) |
|---|---|---|---|
| 4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology. X 2.2 – 2.6 | Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices. | Statement for 4.4 Faculty Engagement in Assessment | |
| 4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs. X 2.6, 2.7 | | Statement for 4.5 UH Hilo's Stakeholders | |
| 4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution. X 1.1, 1.3 | | The institution is currently going through pre-planning and information collection to guide the next strategic planning process, all of which is documented on the UH Hilo Strategic Planning Website | |
| 4.7 Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation. | | Statement for 4.7 How Will UH Hilo Adapt to Anticipated Changes? | |

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| Synthesis/Reflections |
|---|
| 1. After completing this analysis, what are the two or three most important issues that emerged from the review of the Standards?<br><br>&bull; Making program review in academic affairs and co-curricular programs better link with enrollment management and strategic budgeting<br>&bull; Bringing together all three units—academic affairs, student affairs, and administrative affairs—to work towards better strategic planning and strategic resource allocation at the university level |
| 2. Where does your institution see the greatest opportunities to improve student success and advance your mission?<br><br>Our university has many service-learning opportunities that are embedded in many majors.  This, if further incentivized through strategic planning and better assessed for rigor across all levels (including GE), we can better align the university with its overall mission (commitment to place). |
| 3. Looking overall at the quality and effectiveness of institutional planning, communication, and data analysis, and other systems to support the review process, what are the institution's strengths and what are areas to be addressed or improved?<br><br>We may still have an understaffed IRO—the dashboard for program review is still set at 2018 and has not been updated: https://hilo.hawaii.edu/uhh/iro/UHHiloProgramReview.php.<br><br>We may also need to further develop program review in student affairs to better gauge what is working and not working in terms enrollment and retention. |

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Our strength is our ability to quickly address challenges as they occur and our move towards integrating academic, co-curricular, and financial discussions is beginning to happen.

## FEDERAL COMPLIANCE FORMS

**OVERVIEW**

There are four forms that WSCUC uses to address institutional compliance with some of the federal regulations affecting institutions and accrediting agencies:

    1 – Credit Hour and Program Length Review Form
    2 – Marketing and Recruitment Review Form
    3 – Student Complaints Form
    4 – Transfer Credit Policy Form

During the visit, teams complete these four forms and add them as an appendix to the Team Report. Teams are not required to include a narrative about any of these matters in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

**1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM**

Under federal regulations, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

**Credit Hour - §602.24(f)**

The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

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(1) The accrediting agency meets this requirement if-
    (i) It reviews the institution's-
        (A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and
        (B) The application of the institution's policies and procedures to its programs and coursework; and
    (ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

**Credit hour** is defined by the Department of Education as follows:
A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WASC Senior College and University Commission's Credit Hour Policy.

**Program Length - §602.16(a)(1)(viii)**
Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

*Rev 03/2015*

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## 1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

| Material Reviewed | Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.) |
|---|---|
| Policy on credit hour | Is this policy easily accessible?  ☐ YES ☐ NO |
| | If so, where is the policy located?  https://hilo.hawaii.edu/policies/credit-hour.php |
| | Comments: |
| Process(es)/ periodic review of credit hour | Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? ☐ YES ☐ NO<br><br>Review of credit hour is imbedded in Curriculum Central, which is the UH System-wide database/program that is used to review new courses, course modifications, new programs, and program modifications.<br><br>For new courses, Curriculum Central asks:<br><br>#6: How many credits? (If you are changing the number of credits for the course, indicate the current number of credits and the new number of credits and state the rationale)<br><br>#9: How many hours will the student spend per week in each of the following activities: lectures, laboratories, field trips, clinical, service learning? (For online courses, indicate that students do the equivalent amount of work as they would do in the equivalent face-to-face courses by stating that course learning outcomes, papers, exams, etc. are comparable in both venues.)<br><br>An all campus curriculum committee reviews syllabi per the given guidelines: http://hilo.hawaii.edu/uhh/congress/CCRCExpectationsDuties.php<br><br>UH Hilo does not maintain a standalone audit on course hours, as multiple ongoing tools attend to this need—program review and a model of scheduling that is approved through the Dean are among these standard practices. The curriculum review process is the most essential, however, including both the faculty reviews and discussions and the module in Curriculum Central that assists faculty in calculating the credit hours from the expected instructional time. |
| | If so, does the institution adhere to this procedure? ☐ YES ☐ NO |
| | Comments: |

| Schedule of on-ground courses showing when they meet | Does this schedule show that on-ground courses meet for the prescribed number of hours?<br>❏ YES ❏ NO |
|---|---|
| | Comments: |

| Sample syllabi or equivalent for online and hybrid courses<br>*Please review at least 1 - 2 from each degree level.* | How many syllabi were reviewed? |
|---|---|
| | What kind of courses (online or hybrid or both)? |
| | What degree level(s)? ❏ AA/AS ❏ BA/BS ❏ MA ❏ Doctoral |
| | What discipline(s)?<br><br>Undergraduate:<br>• POLS 100 (DL)<br>• MARE 201L (traditional science lab)<br>• AG 263 (WI)<br>• HORT 262 (WI)<br>• ENG 345 (Summer/DL)<br>• SOC 391 (Internship, syllabus and student manual)<br>• LING 399 (independent studies)<br>• CS 461 (face-to-face; flipped classroom)<br><br>Graduate:<br>• PSY 602 Research Methodology and Program Evaluation<br>• PHPS 752 Biochemistry II<br>• PHPS 736 Pharmaceutical Immunology<br>• KLAN 701 Semantics and Pragmatics of Indigenous Languages |
| | Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? ❏ YES ❏ NO |
| | Comments: |

| Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., | How many syllabi were reviewed? |
|---|---|
| | What kinds of courses? |
| | What degree level(s)? ❏ AA/AS ❏ BA/BS ❏ MA ❏ Doctoral |
| | What discipline(s)? |

| | |
|---|---|
| internships, labs, clinical, independent study, accelerated)<br>*Please review at least 1 - 2 from each degree level.* | Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?  ☐ YES ☐ NO |
| | Comments: |
| Sample program information (catalog, website, or other program materials) | How many programs were reviewed?<br>UH Hilo 2020-2021 Catalog |
| | What kinds of programs were reviewed? |
| | What degree level(s)?   ☐ AA/AS   ☐ BA/BS   ☐ MA   ☐ Doctoral |
| | What discipline(s)? |
| | Does this material show that the programs offered at the institution are of a generally acceptable length?   ☐ YES ☐ NO |
| | Comments: |

Review Completed By:
Date:

**WISC**
*Senior College and University Commission*

## 2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

| Material Reviewed | Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate. |
|---|---|
| **Federal regulations | Does the institution follow federal regulations on recruiting students? <br> ❏ YES ❏ NO |
| | Comments: <br><br> As a university receiving federal funding, UH Hilo abides by federal regulations governing the recruitment of students and offers no incentive compensation for recruitment. |
| Degree completion and cost | Does the institution provide information about the typical length of time to degree? <br> ❏ YES ❏ NO  https://hilo.hawaii.edu/uhh/iro/StudentRight-to-Know.php |
| | Does the institution provide information about the overall cost of the degree? <br> ❏ YES ❏ NO <br> A tuition schedule is posted on the University website and within the catalog: <br> http://hilo.hawaii.edu/uhh/bo/tuition_schedule.php <br><br> Cost of attendance is a new US DOE requirement; UH Hilo includes a net price calculator at the following website: <br> http://hilo.hawaii.edu/financialaid/netpricecalculator.php |
| | Comments: |
| Careers and employment | Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable?   ❏ YES ❏ NO <br> Career Development Services, apart from offering on-on-one counseling also maintains an online Focus 2 Career that students can sigh up for. <br><br> UH Hilo's Disability services  also maintain a career website tailored to students with disabilities <br><br> Academic programs, such as Political Science & Administration of Justice, maintain departmental website devoted to educating majors about career opportunities <br><br> The UH Hilo catalog also offers guidance for majors through Department Profiles, such as Kinesiology <br><br> Program websites also offer information to students on potential career paths: |

|  | - Sociology<br>- Marine Science<br><br>Professional programs also track student employment:<br><br>- Counseling Psychology<br>- Pharmacy Practice |
|---|---|
|  | Does the institution provide information about the employment of its graduates, as applicable?<br>☐ YES ☐ NO |
|  | Comments: |

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By:
Date:

**WASC**
*Senior College and University Commission*

## 3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

| Material Reviewed | Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.) |
|---|---|
| Policy on student complaints | Does the institution have a policy or formal procedure for student complaints? ❏ YES ❏ NO |
| | If so, is the policy or procedure easily accessible? Is so, where? https://hilo.hawaii.edu/catalog/academic-complaints |
| | Comments: |
| Process(es)/ procedure | Does the institution have a procedure for addressing student complaints? ❏ YES ❏ NO If so, please describe briefly: https://hilo.hawaii.edu/policies/documents/AcademicComplaintPolicy.pdf |
| | If so, does the institution adhere to this procedure?     ❏ YES ❏ NO |
| | Comments: |
| Records | Does the institution maintain records of student complaints?     ❏ YES ❏ NO If so, where? Complaints are filed and maintained in the office of record. <br>• Academic Complaints/Grievances<br>• Disabilities Complaints<br>• EEO/Title IX<br>• Financial Aid Appeal<br><br>Students are apprised of the above procedures and points-of-contact in the Student Handbook |
| | Does the institution have an effective way of tracking and monitoring student complaints over time?     ❏ YES ❏ NO If so, please describe briefly: |

| | Comments: |
|---|---|
| | |

\*§602-16(1)(1)(ix)
See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By:
Date:

## 4 – TRANSFER CREDIT POLICY REVIEW FORM

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices accordingly.

| Material Reviewed | Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.) |
|---|---|
| Transfer Credit Policy(s) | Does the institution have a policy or formal procedure for receiving transfer credit?<br>❑ YES ❑ NO |
| | If so, is the policy publicly available?  ❑ YES ❑ NO<br>If so, where?<br>Policy: https://hilo.hawaii.edu/policies/transfer-credit.php<br><br>Website to help students with transfer credit:<br>https://hilo.hawaii.edu/admissions/transfercredits.php |
| | Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education?<br>❑ YES ❑ NO |
| | Comments: |

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

(1) Are publicly disclosed in accordance with 668.43(a)(11); and

(2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission's Transfer of Credit Policy.

Review Completed By:
Date: