HONOLULU COMMUNITY COLLEGE

ADMINISTRATIVE ASSESSMENT

AY2012-2013

This administrative program review is the second iteration of a process established by a working group of faculty members in conjunction with campus administration. The purpose of the review is to assess the effectiveness of the administration as it relates to supporting the college’s vision and mission while using the continuous improvement process model. This collaborative goal-setting and self-assessment process is both quantitative and non-quantitative in nature. The college leadership is responsible for driving the focus and attainment of the strategic outcomes. The first section of this assessment addresses the quantitative measures. The second portion of the review focuses on accomplishments of the college led specifically by the administration, as well as a self-assessment of administrations priorities moving into the next academic year. This review also serves as the mechanism to discuss and review the institutional learning outcomes (ILOs) and discuss the administration’s service area outcomes (SAOs).

Strategic Outcomes

The college is measured against 5 strategic outcomes. These outcomes were identified in 2007 and continue to drive the student success measures of the college. The table below identifies the goals and the college’s performance for AY 2012-2013.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Goal</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment (Fall 2012)</td>
<td>4360</td>
<td>4582</td>
</tr>
<tr>
<td>Enrollment - Native Hawaiians (Fall 2012)</td>
<td>854</td>
<td>1213</td>
</tr>
<tr>
<td>Degrees and Certificates (FY 13)</td>
<td>620</td>
<td>551</td>
</tr>
<tr>
<td>Degrees and Certificates – Native Hawaiians (FY 13)</td>
<td>153</td>
<td>136</td>
</tr>
<tr>
<td>STEM degrees (FY 13)</td>
<td>77</td>
<td>72</td>
</tr>
</tbody>
</table>

An assessment of these outcome measures indicates the college must improve specifically in the awarding of degrees and certificates overall, for Native Hawaiians and in STEM fields. The overall student success agenda is focused on enabling more students to earn degrees and certificates. A closer evaluation of the students who applied for graduation indicated a number of students that had missing grades or incompletes. Thirty-seven of these students now meet the graduation requirements at the present time. The college has also worked with the UHM STAR programmers to implement the reverse transfer initiative for HonCC. This will enable the college to accept credits earned at the four-year institutions after their transfer out of HonCC. At the point they have completed all the requirements for the AA or AS degree, the degree will be automatically granted. The college will also begin the automatic granting of credentials for students who complete certificates of achievement and any of the associate degrees.
The college has recently developed other success initiatives to help more students succeed. A retention office was established in the summer of 2013 and has already developed a robust early alert system for students appearing to have difficulty in class, attending class or a variety of other issues that may have the potential to curb their success.

The college must also focus on providing more detailed data for faculty working on program reviews. This will help the faculty and administrators highlight critical areas where students are not successful and begin dropping out of the programs. Learning to effectively use these data sets will require training and evaluation but should help identify needed changes in curriculum or processes to ensure larger levels of student success.

**Stabilizing Leadership**

The ACCJC evaluation report notes that the college must stabilize administration. The list below identifies the appointments made over the last academic year and the timeframe for filling the remaining interim positions.

- Hired a Dean of University College—This position was filled by Marcia Roberts-Deutsch in August 2012.
- Hired a Dean of Students—This position was filled by Katy Ho in October 2012.
- Hired a Dean of Academic Support—This position was filled by Wayne Sunahara in August 2013.
- Recruitment for the Tech I Dean—This position was filled by Keala Chock in Sept 2013.
- Hired a Vice-Chancellor for Administrative Services—This position will be filled by Douglas Boettner in November of 2013.
- Recruitment for the Director of PCATT and Life Long Learning—Currently underway with an anticipated start date of January 2014.
- Recruitment for the Vice-Chancellor for Academic Affairs—Currently underway with an anticipated start date of January 2014.

**Management of Campus Facilities**

- Major Renovation of Building 7—The college is in the midst of a major renovation of Building 7. In anticipation of the renovation, the campus was required to undergo numerous planning and relocation activities. The campus intends to offer more hybrid courses and has become more active in planning for optimum classroom usage. As preparation, the college acquired 2,400 square feet of portable space. In collaboration
with the system offices, facilities and design support has helped us prepare the space for temporary library, testing, classroom, and faculty office space.

**Acquire funding for new Science and Technology Building** – For several years, the college has been at the top of the CIP priority list for funding of the science and technology building. This year, through cooperation with the Associate Vice-President of Community College office and the administrative team, we were successful in gaining the $35 million for the construction of the building. This will give the college a wonderful opportunity to provide a facelift for the campus and the Kokea area.

**Response to 2012 ACCJC Accreditation Visit**

Creation of a response plan for accreditation findings – In early fall 2012, the college underwent its ACCJC comprehensive visit. The results of that visit placed the college on “warning” status. Over the early part of spring 2013, the college created a response plan to address the three major issues that must be corrected by October 2013. These included:

- **Revise CTE program’s general education requirements to reflect accreditation expectations** – The HCCP# 5-213 General Education policy was updated in July 2013 to reflect the recommendation’s language to ensure all general education components were of appropriate rigor at the college level.

- **SLO, PLO, and ILO Retreat** – The college hosted a workshop presented by two experienced consultants that focused on the evaluation, use, and closing the loop around student learning outcomes, program learning outcomes, and institutional learning outcomes. During that process, each department had the opportunity to reflect and evaluate the learning outcomes for their courses, programs, and at the institutional level. The workshops were also helpful because they allowed departments such as the business office, human resources, and operations and maintenance to create service learning outcomes (SAOs) and methods for assessing them. Each department also put into place actionable items to carry forward.

- **Distance Education (DE)** – The visiting team felt a major issue not corrected from the previous visit was an evaluation of distance education and its success compared to face to face courses. The team also recommended the college create a distance education strategic plan. Over spring 2013, the college conducted an evaluation of course success with embedded outcomes in both face to face and DE courses. The college has also completed a strategic plan for DE and gained feedback from campus dialogue via town hall meetings.
Other recommendations – The college will continue to work on the other three recommendations related to closing the loop with program reviews and two recommendations related to human resource functions such as hiring processes and personnel evaluation processes. Policies are being reviewed by campus governance groups for approval. Standing operating procedures will be developed following the approval of the policies.

Implementation of the campus-wide reorganization

Creating a student centered – student focused culture – Over time, and unintentionally, the college has create an environment that is in some ways not conducive to the needs of today’s students. Over the last year, we have worked through a major re-organization to better prepare the campus to service students. Additionally, the previous organizational structure did not allow the campus to work at its highest level of efficiency. In August 2012, the re-organization was approved. The resulting changes have slowly been implemented over the last academic year. They include:

Creation of a Retention Office – Four positions were reallocated from other areas to focus on student success initiatives not currently underway in a unit titled the Retention Office. Also included in this structure is the assignment of a student success coordinator to function as a division chair and work campus wide specifically focused on the discussion of student success.

Dean of Academic Support Office – Two other positions were reallocated and used to support an administrative office titled Academic Support. This new administrative dean will assist in coordinating all aspects of academic support, including assessment, program review, and student success initiatives.

Consolidation of non-credit activities – The campus previously organized its non-credit activities under each academic unit. This resulted in inefficiencies and lost productivity. All non-credit activities are now the responsibility of the Director of the Pacific Center for Advanced Technology and Life Long Learning.

Creation of the Admission and Records office – Prior to the reorganization, records and admissions reported separately to two different administrators. This consolidation also allows for better control, productivity and flow of student information.

Creation of an academic division of Hawaiian Programs – The re-organization clustered all of the Hawaiian studies, Hawaiian language and Native Hawaiian Center services under one academic unit. This effort illustrates the importance of the campus’ efforts to build more enrollment and graduates of these programs.
**Redevelopment of Financial Aid** – Not a formal part of the re-organization, but important to the campus, it become apparent that the Financial Aid office was dealing with major procedural issues. Over the past few years the University of Hawai`i Community Colleges have undergone a significant transition in the area of Financial Aid. In order to boost the amount of aid awarded a systemized approach was used. This approach has meant that several key functions of the awarding process have moved from the campus to the system level. Although the system had begun to utilize more automated practices related to the awarding of aid, the college was not actively adopting those practices. In an effort to improve our students’ chances for success, the college began to rebuild the office with the help of UH system financial aid experts. The result has allowed the college to award aid in a matter of days, rather than 3-4 months. As evidence of success, the college had disbursed $543,175 by the beginning of Fall 2012. After making the necessary changes, the college has disbursed $2,018,919 by the beginning of Fall 2013—a 272% increase in disbursement. The college will continue to monitor this progress, and will continue to work in collaboration with the system staff to further improve processes and communication to students.

**Increasing Communication and Outreach**

The administrative team is working to increase the timeliness and transparency of communication. Regularly scheduled “coffee hour” open meetings began in fall 2012 and will continue throughout this academic year. The feedback from those attending has been positive and support to continue the meetings is visible amongst college members. New employees are now announced via the Deans and Directors with a short bio and photo. The request of announcing new employees came at the request of a campus constituent. A blog was created and is updated weekly to push out announcements and other communication items.

**System Leadership by Administration**

**Community College and Career Training Grant** – Oversee the $25 million department of labor capacity building grant. This grant has truly taken the community colleges to a new level of coordination. Never have the colleges needed to align processes and procedures more, especially in the area of non-credit activities. A great deal of coordination and effort related to ensuring grant activities are deployed in a timely manner. The grant also has resulted in a much closer working relationship between the activities of the community colleges and the department of labor, as well as the department of labor’s service providers. The development of these relationships has become stronger than ever before.

**Closing the Loop Activities**
As part of our required accreditation process, the administration must make an effort to effectively track and document closing the loop activities. The below information includes a summary of recent closing the loop actions. These are also included in our 2013 follow up report.

**Closing the Loop: Outreach and Orientation**

In response to declining enrollments from specific groups such as high school students, an Outreach Office was created in the summer of 2012. The purpose of this office was to refocus efforts in creating relationships with the surrounding community and high schools, and in recruiting new students to the college. In November 2012, the then-new Dean of Student Services added the function of new student orientation to the office functions, thus creating an Outreach & Orientation Office. Prior to this, orientation had been housed with a committee that had a rotating chair. By adding this function into the outreach area, the college has provided a consistency of leadership and a strong tie with incoming students. The Outreach & Orientation Office will continue to improve services by focusing on two things. First is a revamp of the orientation process, which aims to make the process easier for students and bring more of the orientation components to the local high schools. Second, the office will work in conjunction with the Dean of Students to update and refocus the college’s recruitment plan. This plan will focus on high schools, and have built-in goals and assessments in order to increase our high school-aged population.

**Closing the Loop: Campus Communication**

In early 2012, through small- and large-group discussions, it was determined that communication in the Administrative Services division needed improvement. The campus community asked that the communication sent from Administrative Services to students and employees regarding campus operations (i.e., construction, traffic, closures, etc.) occur more frequently. As a result, a portion of the college intranet was designated for construction and operations updates. In addition, weekly, sometimes daily, emails are sent to the campus to keep everyone abreast of various facilities-related issues that may impact building and campus users. Another area of communication that required improvement was the internal communication between Administrative Services employees. Several people voiced concern that communication between Administrative Services units was non-existent. To address this issue Administrative Services supervisor’s meetings were scheduled once a month, and during certain portions of the year increase to every other week. Both changes came as a result of employee and student feedback, and have helped to improve coordination.

**Closing the Loop: Redefining General Education for Career-Technical Programs**
In response to ACCJC’s recommendation regarding Honolulu Community College’s general education requirements for all associate degree programs, the College moved immediately to address this concern. Through on-going campus-wide dialogue and unified work efforts with major governing bodies, HCC’s policy on general education was modified and approved in April 2013 (HCCP #5.213.) Specific language was included to clarify that the general education components for all associate degrees must be at the “college level.” College level has been defined as 100-level and transferable. In addition, the College has established a Career and Technical General Education Board to establish parameters and a thorough review process to certify general education courses specific to each associate degree program. Most importantly, faculty from both CTE and Liberal Arts received funding from the Carl D. Perkins Career and Technical Education Act to develop and implement appropriate curriculum that meet the new requirements.

As noted above, many associate degrees have been impacted and have positively responded to making the necessary curricular changes. To ensure the College continues to strengthen students’ general education skill sets, five courses are in the process of being developed, funded through the Carl D. Perkins Career and Technical Education Act. These include courses in Math, Science, English, and Philosophy. Throughout the process, CTE and Liberal Arts faculty met to discuss specific program needs and have taken appropriate action to develop program-specific general education curriculum. Subsequent implementation and related curriculum action will continue throughout the 2013-2014 academic year. Faculty will also work with college counselors and CTE program leaders to inform them of these course options for general education.

**Closing the Loop: Student Success in Distance Education**

Preliminary data from the college’s institutional research office indicated lower success and higher withdrawal rates for students in DE courses versus face-to-face courses. To address these disparities, the Distance Education Coordinator and other staff members implemented the following:

1. Administered a survey to DE students to better ascertain the obstacles to their success in DE courses;
2. Planned and directed a formal campus-wide dialogue (via Town Hall) that presented faculty and staff with these data, and solicited ideas for college assistance and intervention to assist students, change processes;
3. Directed the College’s Retention Office to pay particular attention to DE students in their outreach efforts during the summer (Retention Office contacted students who had not re-registered for Fall 2013 courses and assisted them as appropriate. This effort was highly successful and resulted in about 400 re-registrations);
4. Developed new ways to better build greater community and “buy-in” in DE courses with respect to student identification with, and sense of belonging to, the college campus. Efforts have focused on social media and web resources.
Further areas of research and assessment include a look at other characteristics that might separate successful from unsuccessful DE students in terms of place of residence, year in program, and other courses being taken concurrently. PPIR can do further analysis of data to see if there are patterns that indicate possible college follow-up to improve likelihood of student success. Such information would be helpful to counselors, instructors, and students by indicating potentially difficult combinations of courses, or time/format challenges.

**Closing the Loop: Support for Distance Education Faculty**

General feedback and Town Hall discussion indicated greater need for flexible faculty development and training opportunities for technical aspects of distance education and course development, particularly in light of impending unavailability of classrooms in Spring 2014 due to Building 7 renovation. To address these concerns, the Distance Education Coordinator

1. Negotiated a special arrangement with DE support resources at Kapi‘olani Community College to offer: (1) large group presentation on DE support resources and instruction available; (2) free participation in an online course that is designed to take instructors through entire process of DE course development, offered in summer 2013 in preparation for upcoming semesters;
2. Organized a mandatory orientation held on August 21, 2013, for all faculty teaching DE courses in Fall 2013. Orientation covered key technical and resource issues, and also encouraged intra-faculty dialogue on best practices and tips;
3. Organized DE faculty training sessions planned for September 2013, responding to faculty request for more flexible scheduling of DE training to accommodate class schedules.

**Closing the Loop: Resources for Distance Education Students**

Campus Town Hall discussion indicated a greater need for clearly identifiable, consolidated, and easily accessible online resources for DE students. To address that need, the College is supporting the following:

1. Student Services is taking the lead in ensuring that DE support services are accessible and “packaged” in a convenient way for DE students. The Dean of Academic Support has already taken a leadership role in consolidating and improving DE support services, including information access on the web to both HCC and UH system DE resources;
2. A Laulima (official UH course management system) page has been designed and implemented, which automatically appears for all DE students. This page includes information and links that are helpful to DE students.

**Closing the Loop: HCConnect**
HCConnect, a social networking site for the campus community, addresses both retention/course engagement issues as well as technical issues (e.g., how to upload video to share with others). Expansion of HCConnect was discussed as a good way to improve students’ DE experience (and all students’ experience) and create a greater sense of HCC’s online community. This discussion began in Spring 2012, and will continue in the current academic year.

Closing the Loop: Use of Social Media

For the always “connected” generation, hand held devices and constant communications are normal. The Millennial generation will most likely have a smart phone or handheld device with which to communicate, and send/receive upwards of 50 text messages a day (according to recent Nielsen Report.) They will have a Facebook, Twitter, YouTube or other social media networking account in which to stay connected to their friends and favorites. To promote the good work of the college, Honolulu Community College has built a social media strategy using the following social media outlets: Facebook, Twitter, Instagram, Word Press blog (The Water Blog), NING (HCConnect), and a campus mobile app. In Spring 2012, a Social Media Strategic Plan was created to differentiate goals, reach, content and audience to best leverage social media as open and free communication between the campus and its stakeholders.

Closing the Loop: Continuing Education (non-credit customers)

For several years the limitations of the Non-Credit registration system at Honolulu Community College (HCC) have been evident, including the inability to handle on-line registrations and having limited access to data reports. The college had already moved to a University-wide on-line registration system for our customers taking credit classes. Through a lengthy Request for Proposal (RFP) process, the Destiny One registration system, provided by Destiny Solutions, was selected as the new University of Hawaii Community Colleges (UHCC) non-credit registration system with a Go-Live date of November 25, 2013. Destiny One provides a rich online experience that improves student self-service while maximizing staff efficiency. It includes an on-line shopping cart and multiple registration and payment options that streamline registration processes and improve customer satisfaction. Up-to-the-minute data allows staff to quickly respond to inquiries, saving valuable time and work effort. HCC has closed the loop for our customers expecting web-based equivalents for in-person transactions by supporting the acquisition of a UHCC-wide registration system.

Assessing Institutional Learning Outcomes (ILO)

Honolulu Community College identified three ILOs in fall 2012 and is now assessing the ILOs. The expected learning outcomes achieved by Honolulu CC graduates are:

- Graduates of degree programs will be able to read and write analytically and critically, and utilize computational methods appropriate to their chosen field of study, to function
effectively in society.

- Graduates will be able to organize and present in written and oral communication a variety of information and ideas, and articulate worldviews, including basic well-established scientific methods, as gained through a rigorous Liberal Arts curriculum.

- Graduates who earn an AA or AS degree will be prepared to enter a four year institution and successfully complete the upper level curriculum.

- Graduates who complete a career technical degree or certificate will be able to successfully apply the skills required by industry.

In May 2013, a group of faculty conducted a survey of graduating students to assess their confidence level in achieving the following ILOs.

1. Read and write analytically and critically
2. Utilize computational methods appropriate to your chosen field of study
3. Organize and present in writing and speech diverse bodies of information and ideas
4. Apply ethical principles and methods of deliberation
5. Articulate worldviews, including basic well established scientific truths

The results of these surveys for the AS and AAS graduates provide the following insights:

- Only 2 to 3 students marked below the "medium" score.
- 50% to 55% marked the highest score for SLO #1 thru SLO #4
- SLO #4 was marked lower than the others indicating less confidence in describing "scientific truths".
- Except for SLO #5, all charts have a similar numerical "pattern" of distribution.
- With more than 50% marking high, and nearly 100% marking at or above medium, it can be concluded that the AS and AAS students have met the general education ILO.

The results of these surveys for the AA graduates provide the following insights:

- 88% to 94% of students marked all SLOs above medium.
- There is a slight drop in confidence to meet SLO 2 (math) and SLO 5 (ethics) outcomes.

Information gained via students’ reflection and self-assessment is important but not a complete measure of how we assess the ILOs.

The college institutional researcher also took part in assessing the ILOs. Our IR department pulled data from the IPEDS data set to determine if ILO #3 was being met. The results below indicate between 27-40% of students that enroll in a UH 4-year institution after completing their
A degree complete their BA degree. The college administration will continue to work with the governance bodies of the college and the institutional research office to determine other data inquiries to help assess the campus ILOs.

<table>
<thead>
<tr>
<th>Column</th>
<th>(1) No. AA Grads</th>
<th>(2) Subsequent Enrollment at UHH, UHM, UHWO</th>
<th>(3) % AA Grads Continuing</th>
<th>(4) Subsequent Bachelor's Degree at UHH, UHM, UHWO</th>
<th>(5) % AA Grads w/Bachelors Degree at UHH, UHM, UHWO</th>
<th>(6) % Continuing AA Grads w/Bachelors Degree at UHH, UHM, UHWO</th>
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</thead>
<tbody>
<tr>
<td>AY 2006</td>
<td>93</td>
<td>48</td>
<td>52%</td>
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<td>31%</td>
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<td>49</td>
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<td>30</td>
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<td>AY 2008</td>
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<td>50</td>
<td>63%</td>
<td>32</td>
<td>40%</td>
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<tr>
<td>AY 2009</td>
<td>89</td>
<td>46</td>
<td>52%</td>
<td>24</td>
<td>27%</td>
<td>52%</td>
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</tbody>
</table>

Table 1: HCC number of AA graduates enrolling and completing Bachelors degree (ILO #3)

Priorities Moving Forward

1) Administration has made progress in increasing the communication methods on campus. These include blogs, coffee hours, and other forms of communication. The administration does note that even though these are improvements, additional modes of communication should be explored.

2) The administrative team will continue to focus on student success and meeting the strategic outcomes. An initial meeting began with a conversation about the STEM degrees on our campus and how we can engage more students in these fields of study. We will continue to define what STEM means for HonCC and how we can contribute to educating and training individuals in these fields.

3) The college will continue to drive institutional change focused on increasing student success. Administration will work with college constituents to integrate the practices of the student success division across the campus.

4) The administrative team will work with the Planning Council to update the HonCC strategic plan. This process will engage faculty, staff, students, community and workforce partners.

5) An item identified last year was to improve the hiring procedures and timeliness of filling vacant positions. This issue also became apparent through our accreditation recommendations. After a survey of hiring practices at HonCC and system
constituencies, a number of changes will occur effective immediately. These new procedures will be re-evaluated at the end of this year for effectiveness and revised if necessary.

6) As part of the SLO/SAO training in April, administration was also tasked with creating SAOs. From that workshop, the following SAOs were identified and will be assessed in the upcoming year.

a. Respond to national and state workforce pressures and changes by producing well-educated, workforce-ready global citizens.

b. Engage programs and services to actualize the college strategic plan.

c. Evaluate and analyze personnel and financial resources to responsibly manage programs and services.

d. Participate and engage in shared governance opportunities.

e. Examine and explore internal and external opportunities for growth and continuous improvement.

f. Establish a culture of evidence and improvement to embrace institutional effectiveness.