Introduction:

Institutional Assessment Philosophy

Honolulu Community College is committed to continuous improvement of its effectiveness in carrying out the college’s educational mission. Further, Honolulu Community College recognizes that effective education is dependent upon the college’s ability to deliver all services that support students in reaching their educational goals. For that reason, Honolulu Community College has an institutional commitment to assessing all college activities, whether directly or indirectly related to the classroom. The administration, faculty, and staff carry out assessment in every area of the college’s activities in order to provide data and observations on which to base efforts at continuous improvement of delivery of education and services to students, to the community, and to all constituents of Honolulu Community College. In order to effectively assess its activities, the college has designed a mission statement and institutional outcomes by which to measure its effectiveness and against which to set goals for continuous improvement. Honolulu Community College defines its mission as an open door institution of learning in the State of Hawaii on its website at http://www2.honolulu.hawaii.edu/?q=node/27.1

Honolulu Community College’s philosophy is based on beliefs in:
1. Education as a lifelong process;
2. Universal access to quality higher education;
3. A learning-centered environment;
4. Promotion of citizenship and individual community commitment;
5. Continuous evolution to insure that students are prepared for the realities of participation in an everchanging world.

College Mission and Goals

Honolulu Community College serves the community, the city, the state of Hawaii, and the Pacific region as an affordable, flexible, learning-centered, open-door, comprehensive community college. Honolulu CC meets the evolving post-secondary educational needs of individuals, businesses, and the state by:
• Offering high quality courses and programs in the liberal arts and career and technical fields;
• Maintaining unique educational partnerships with state-registered apprenticeship

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programs in diverse career fields;
- Supporting the Native Hawaiian community and its language, history, and culture;
- Delivering continuing education and training to meet the demand for a competitive workforce; and,
- Providing diverse educational opportunities for personal enrichment.

As a learning-centered, open-door college, Honolulu CC, is committed to providing the academic and student support to assist students as they progress through their respective courses and programs, and to facilitate the important work of campus faculty and staff. The college will acknowledge, promote, and maintain a multicultural environment where gender diversity and other aspects of personal identity are appreciated and respected.²

To accomplish this mission, the goals of Honolulu Community College are to:

1. Provide two-year transfer educational programs that offer students the general educational component of the Baccalaureate Degree.
2. Provide two-year, four-year, short term, and apprenticeship occupational/technical curricula for employment, skill upgrading and career advancement, and transfer to four-year technical programs.
3. Insure general educational competency in communication, problem-solving, ethical deliberation, cultural diversity and global awareness.
4. Provide developmental instruction to build skills necessary to pursue educational objectives.
5. Maintain flexible educational delivery systems to enhance student access by providing affordable education when and where it is needed.
6. Develop activities to increase resources for programs and operations.
7. Provide a vocational curricula and extracurricular/cultural activities for personal growth and the development of leadership skills.
8. Contribute to the support of the community’s economic and social growth.
9. Maintain a multicultural environment where diversity is appreciated, respected and celebrated.

The college has set for itself a group of Institutional Learning Outcomes to help measure its progress toward accomplishing that mission. Those outcomes are below:

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 world views, including basic well-established scientific methods, as gained

² Ibid.
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.\(^3\)

In order to provide for continuous improvement in meeting the mission and reaching the outcomes above, the college has developed an assessment plan by which all activities of the college measures its effectiveness. These assessments provide the data from which all parts of the college begin in their quest to continually improve delivery of education and related services.

**College Assessment Plan 2013**

Honolulu Community College is committed to the following principles for assessing student learning:

- Assessment of student learning is a part of the College’s commitment to continuous improvement of the institution in all areas of College activity, including both classroom and extra-classroom services and activities.
- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- Assessment works best when the learning, programs and services to which it applies have explicitly stated Student Learning Outcomes and Service Learning Outcomes (SLO), Service Area Outcomes (SAO) or Administrative Area Outcomes (AAO).
- Assessment works best when it is part of a culture of continuous improvement, carried out on a regular, ongoing basis, not episodically.
- Assessment should involve representatives from across the College community.
- Assessment is most effective when it begins with issues of use and illuminates questions relevant to stakeholders.
- Assessment is most likely to lead to improvement when it is part of culture that promotes positive change and improvement.
- Assessment results should be public and easily accessible.

Honolulu Community College operates within a culture of continuous improvement with ongoing assessment of institutional effectiveness. Thus, Honolulu Community College identifies expected outcomes for educational programs, including Student Learning Outcomes and Service Learning Outcomes; assesses the extent to which it achieves these outcomes; and provides evidence of improvement based on analysis of the results. In fact, educational program assessment is completed for academic courses/subjects, associate’s degree programs, certificate programs, college-level competencies, general

\(^3\) Ibid.
education, distance education (online and hybrid courses), and learning support. In all these areas, the college identifies expected outcomes for each course and degree/certificate program, assesses the extent to which it achieves these outcomes, and provides evidence of improvement through the college website, an assessment summary report, an Academic Program Review process, the deans’ annual reports, and the assessment of general education and surveys of graduates. To guide the assessment of academic programs and courses, the Dean of Academic Support, in cooperation with the Assessment Committee and the Accreditation Oversight Committee developed a summary of assessment procedures to assist deans and chairs in their assessment efforts. These include summaries for educational programs, general education learning outcomes, program and Student Learning Outcomes and Service Learning Outcomes in all academic and support services divisions.

Therefore, consistent with its mission, Honolulu Community College is committed to the meaningful assessment of its educational programs and the use of evaluation results for continuous improvement. Honolulu Community College thus identifies and assesses outcomes that incorporate state/national program accreditations, comprehensive program review, course-specific Student Learning Outcomes and Service Learning Outcomes, general education outcomes, knowledge and skills evaluations by licensure and certification exams, associate’s degree program outcomes, certificates program outcomes, learning support programs, and The distance education program.

Honolulu Community College also identifies and assesses the extent to which it achieves Student Learning Outcomes for courses offered at its off-campus sites at Hickam Air Force Base and other military installations on Oahu, and the Pearl Harbor Naval Shipyard. Academic administrators and faculty develop the goals and program-level outcomes for each associate’s degree and certificate program as well as student learning outcomes for general education and other courses. Deans document these developments as part of their annual report on institutional effectiveness. The Assessment Committee and the Dean of Student Support coordinate this process for the institution. The college collects all results in a comprehensive college-wide Website on Institutional Effectiveness.

Defining Assessment

Honolulu Community College defines “Assessment” as the systematic collection, analysis, and review of data about educational and educational support and student services programs, undertaken in order to improve student learning and development. The goal of assessment is to examine the quantitative and qualitative generated about how well the college helps students to meet their goals, achieve competence in terms of general education and program standards, and have a positive educational experience. The College then uses this evidence to improve student experiences and competence, and to communicate to external and internal stakeholders the ways in which the College is achieving its mission.

Honolulu Community College Assessment Process
Assessment at Honolulu Community College is a part of a continuous cycle that involves the following steps:

- Making all student learning outcomes, service area outcomes, and administrative area outcomes explicit and public for every program, unit, and course at the College.
- Collecting and evaluating data on student performance and unit performance based on those outcomes.
- Through discussion of stakeholders, setting priorities and creating strategies to address shortcomings or, based on data, reassessing the value of the outcomes used for measurement.
- Reporting assessment data and changes made based on that data to the Assessment Committee for review and comments.
- Use of assessment data and review results in the process of planning and budgeting at every level.
- Making public the data generated and the ways in which review of that data has led to positive change within the institution.

As this is a process of continuous improvement, the last step in this process leads us back to the first step.

Honolulu Community College Assessment Cycle

Faculty, staff, and administrative members of the campus community assess regularly based on their student contact cycle. For faculty, assessment is an ongoing process of evaluating student progress in class based on assessment methods that included embedded questions, performance-based assessment, and project-based assessment. Faculty determine the appropriate assessment method for each class based on the subject matter of the class. This assessment occurs at least once per semester, and faculty review and evaluate the results of their assessment processes with a view to continuous improvement of teaching, content, and goals. For service and administrative units, the process of assessment follows the cycle of the academic year. Evaluations are taken according to the cycle established by each unit, based on measurable outcomes established by the unit and reevaluated annually.

The ARPD (Annual Review of Program Data) process evaluates the degree to which program and unit outcomes are being met by learning, service, and administrative outcomes within each respective unit. Using the program outcomes and the results of assessment of those outcomes, each program or unit evaluates its success, and the resources it needs in order to continue to meet those outcomes or revised outcomes. Based on the analysis of outcomes data, the program/unit submits an annual plan to the Planning Council, and includes personnel, equipment, and budget needs along with short and long term goals. The ARPD process is completed by programs/units in October/November of each year.
Following completion of the ARPD reports, the Assessment Committee reviews reports for evidence of continuous improvement and effective use of assessment data. The Assessment Committee then publishes the results of its review and any recommendations to the program/unit on the College Intranet, and makes those results available to the Faculty Senate Executive Committee and the Planning Council. This process occurs between November and March each academic year.

The Planning Council reviews ARPD reports independently as a part of the budgeting process. ARPD reports must include budget and resource requests, which are required to have outcomes data as justification. Using this data, the Faculty Senate Executive Committee, the Staff Senate Executive Committee, and the Planning Council, in open meetings, set budget priorities for the College, which are then passed on to the administration, which makes final decisions and provides justification for its choices based on ARPD data and the prioritized list from the two main campus committees.

In this way, Honolulu Community College’s Assessment process is directly tied to the budget and planning process through College policies, including the Integrated Planning, Resource Allocation, and Assessment policy, quoted in part below.

**COLLEGE POLICY**
**HCCP #4.101**
**April 29, 2011**
**SUBJECT: Integrated Planning, Resource Allocation, and Assessment**

1. **Purpose:**
   It is the purpose of this policy to:
   a. Establish a planning, resource allocation, and assessment process that integrates the various components into a system that assures that academic and facilities planning is consistent with the Board of Regents established mission for the college, that planning takes into consideration the evolving economic, educational, and social needs of the community; that program design and improvement efforts are consistent with priorities detailed in the currently approved University system and college Strategic Plan; that resource allocation decisions are consistent with the implementation of the college Strategic Plan and the improvement of established programs and services; and that the outcomes of a regular assessment programs, services inform the planning, budgeting and program design and delivery; and

   b. Implement a transparent planning, resource allocation, and assessment process that has established tasks and milestones to ensure systematic participation from among the established college governing bodies as well as program faculty, staff, and administrators; and is able to be completed in time to meet established University system budget making deadlines.

2. **Policy:**
   It is the policy of Honolulu Community College that the planning, budgeting, and assessment process consist of the following:
a. A college Strategic Plan that includes the following sections (see attachment 1 for more details):
   1. Mission and Philosophy;
   2. Planning Context;
   3. Assessment;
   4. Priorities; and
   5. Resource Requirements
b. An Implementation Plan that details the activities needing to be undertaken to accomplish the established Strategic Plan Priorities. The Implementation Plan for each of the established priorities that includes (see attachment 2 for an example of the elements):
   1. The administrator accountable for the specific implementation activity;
   2. Other individuals involved in the implementation;
   3. A brief description of the implementation activity; and
   4. The additional resources (if any) needed to accomplish the planned implementation.
c. A resource allocation process that includes:
   1. A Current Service annual base budget determined by an analysis of the continued need for the level of service or instructional capacity.
   2. An opportunity for each program and service to seek additional resources beyond the Current Service for the following:
      1. To meet additional operational requirements;
      2. To meet Health and safety requirements;
      3. To implement a Strategic Plan priority; and/or
      4. To make program improvements as detailed in a completed program review.
   3. A multi-year campus financial plan incorporating anticipated revenues and expenses, including the full implementation of the campus Strategic Plan priorities.
   4. A published annual schedule of major activities and deadlines (See Attachment 3 for the Annual Budget Development Flow Chart).
d. An assessment process that includes:
   1. Annual program health indicators assessment of programs and services;
   2. A multi-year roll-up assessment of programs and services; and
   3. An annual report to the campus and community on the progress toward accomplishing the outcomes established as part of the campus Strategic Plan.
e. A campus-wide consultation process that involves the College Leadership Team, as well as each of the established governing bodies (see HCCP 1.101) in the implementation of strategic priorities and resource allocation decisions.

3. Related Policies:
   a. University of Hawai‘i Board of Regents Policy Chapter 4, PLANNING;  
      (http://www.hawaii.edu/offices/bor/policy/borpch4.pdf)
c. University of Hawaii Community Colleges Policy; UHCCP 4.101 STRATEGIC ACADEMIC PLANNING
(http://www.hawaii.edu/offices/cc/docs/policies/4.101.pdf)
d. University of Hawaii Community Colleges Policy; UHCCP 5.202 REVIEW OF ESTABLISHED PROGRAMS
(http://www.hawaii.edu/offices/cc/docs/policies/5.202.pdf)
e. Accrediting Commission for Community and Junior Colleges (ACCJC); ACCREDITATION STANDARDS 2002.

4. Responsibilities

The Planning Council, consistent with its approved charter and by-laws, shall make recommendations to the Chancellor on the college Strategic Plan, including the major priorities within the plan; the Implementation Plan, including annual revisions; and the resource allocation plan, including the annual allocation plan.

Each of the college governing groups established through HCCP 1.101, consistent with their respective charters and by-laws, shall evaluate all resource requests, make additional requests if necessary, and transmit their priorities to the Planning Council for consideration in the development of the college resource allocation plan.

The Chancellor in consultation with other administrators and the established governing bodies shall develop and maintain a policy framework that integrates the planning, implementation, resource allocation, and assessment processes into an integrated well functioning system; shall approve an annual college budget and resource allocation plan; and shall periodically evaluate the effectiveness of the planning, resource allocation, and assessment system.

The Vice Chancellor for Administrative Services shall establish and publish a time table that allows for adequate participation from each program and division, as well as consultation with the College Leadership Team as well as each established governing group.

The Vice Chancellors and Deans shall establish and maintain an up-to-date Implementation Plan in each area of the Strategic Plan for which they have leadership responsibility; the Vice Chancellor for Academic Affairs in collaboration with the College Leadership Team shall consolidate the various Implementation Plans into a single plan for review and consultation with the Planning Council each fall according to the annual Resource Allocation time table published by the Vice Chancellor for Administrative Services.

The Vice Chancellors and Deans in collaboration with the College Leadership Team shall solicit from among their programs all requests for additional resources
according to the annual Resource Allocation guidelines and time table published by
the Vice Chancellor for Administrative Affairs.

This policy supersedes all existing HCC policies and procedures related to strategic
planning, budgeting and assessment.

APPROVED
April 29, 2011
Michael T. Rota, Chancellor

State/National Program Accreditations

One of the major measures of the quality and effectiveness of educational programs
is the achievement of general and specialized program accreditation by national
accrediting agencies that often have stringent standards for assessing program and
institutional outcomes. Usually, the achievement of specialized program accreditation
involves an assessment of a wide array of outcome indicators occurring periodically over a
number of years. Honolulu Community College as a whole is accredited by the Western
Association of Schools and Colleges, Association of Community Colleges and Junior
Colleges. Programs such as Early Childhood Education, Marine Engineering Technology,
Automotive Technology, Refrigeration and Air Conditioning Technology and Auto Body
Repair and Painting must also satisfy and address professional and industry standards at
the state and national levels. Honolulu Community College offers twenty six programs, all of
which are fully accredited by the appropriate bodies. Recent accreditation review reports
for programs at Honolulu Community College are available on the college website at
http://www2.honolulu.hawaii.edu/?q=node/1.

The college website also provides information about Honolulu Community College's
accredited programs at http://www2.honolulu.hawaii.edu/?q=node/138.5 Examples of
evidence of improvement based on program accreditation reviews and/or
recommendations are available on the college’s program review website here:
http://programs.honolulu.hawaii.edu/intranet/node/776.

The College’s Institutional Assessment Processes

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4 Honolulu Community College Website, “Accreditation,” http://www2.honolulu.hawaii.edu/?q=node/1,
accessed 9/14/2013.

5 Honolulu Community College Website, “Degrees, Certificates and Competencies,”

6 Honolulu Community College Intranet, “Program Review,”
Comprehensive Program Review

Consistent with Board of Regents' policy on program review, Honolulu Community College has established a process to systematically review the College’s academic programs through a comprehensive program review process. The Comprehensive Program Review (CPR) was established in 2000-2001 in the University System to periodically assess the strengths and weaknesses of all degree programs on a set of key quality and productivity indicators. The aim was to use results of the program reviews to improve programs and to consolidate or terminate programs that are weak and not viable. Honolulu Community College has completed reviews for all of its programs on a rolling 5-year schedule. In every academic year, each program completes an annual review which is used to assess program curriculum, personnel and budgetary needs. Every fifth year, each program undergoes a rigorous review of all previous annual reviews, statistics on student enrollment and engagement, success of graduates and effectiveness of the program in meeting its Student Learning Outcomes and Service Learning Outcomes at the program level. This fifth year review is known in the University of Hawaii System as the Program Review, and has major impact on future planning for the programs and the college strategic planning process. Annual reviews and Program Reviews are directly linked to the college’s personnel and budgeting decision-making process. No program or department can receive budgeting or personnel consideration in the Planning Council or from the Administration unless requests can be justified based on data from these reviews.

Program reviews are completed by the program faculty, with leadership from division chairs and program deans. The Assessment Committee reviews the documents and sends comments and suggestions for improvement/revisions to deans and program faculty; thereafter, reviews are finally evaluated and approved by the Planning Council, the Vice Chancellor for Academic Affairs, and the Chancellor. All annual reviews and Program Reviews are published on the college Website.

Honolulu Community College has made progress since the Fall, 2012 semester in implementing program review processes for administrative and academic support units. All service and administrative units of the college have defined mission statements which are linked to service learning outcomes and specific performance goals. Each unit has defined assessment tools by which it will measure performance, and all units use the data from assessment to provide for continuous improvement of activities toward meeting the mission and goals defined.

Program reviews for service and administrative units are completed by the unit staff, with leadership from administrators and deans. They are also reviewed by the Assessment Committee, which sends comments and suggestions for improvement/revisions to deans.

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and administrators; thereafter, reviews are finally evaluated and approved by the Planning Council, the Vice Chancellor for Student Services, and the Chancellor. All annual reviews and Program Reviews are published on the college Website.

The College’s Institutional Effectiveness Assessment

Assessment of Educational Programs and Student Learning Outcomes

Course-specific Student Learning Outcomes

All academic units of the college participate in planning and assessment of course-specific student learning outcomes. Every course taught on or off campus for Honolulu Community College has student learning outcomes. Courses are assessed each semester by faculty members according to needs and processes determined by each department or division. Normally, for course-specific learning outcomes, faculty may work in teams or course clusters to choose learning outcomes to assess, and develop effective assessment practices. All course syllabi from all of the academic departments are available on the Honolulu Community College website [link to syllabus website]. As a part of the process of assessment, department faculty cooperate to develop learning outcomes course-by-course, and map those to discipline, department, and division learning outcomes in an escalating series of complimentary standards designed to ensure that student knowledge and skills meet institutional, academic, and professional standards by the time of graduation. Individual faculty maintain records of assessment results on a course by course basis, and departments and divisions review this data collaboratively and objectively. Results of assessment activities at the department, division, and program level are available on the Honolulu Community College Website [Assessment Website]. Assessments and procedures are consistent with the achievement of educational goals for each program and department at the college. These assessment reports provide evidence of improvement based on analysis of the expected student learning outcomes. Additionally, deans (with input from their faculty) produce annual reports that document and report on learning outcomes and institutional goals pertaining to their schools and departments, including updates on institutional effectiveness efforts, educational programs, college-level competencies, and general education.

The annual reports and departmental meeting minutes may also include accounts of faculty meetings where assessment results are reviewed and appropriate changes to curriculum and/or instructional delivery are made. It is the responsibility of deans and chairs to share information from assessment with their faculty. Information on the College’s assessment program and institutional effectiveness is always available on the Assessment Committee’s Website. Schools and their faculty have the discretion to determine the

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10 Ibid.
methodology for assessing course outcomes, including generating and reporting information that faculty deem useful in improving their courses and programs. Examples of outcomes assessment reports, which include student learning outcomes, means of assessment and criteria for success, assessment strategies, and use of assessment results for improvement, are on the college website [course syllabus site link].

General Education outcomes

In addition to the General Education courses intended for Liberal Arts majors transferring to baccalaureate institutions, Honolulu Community College has recently revised and identified general education outcomes and competencies at the college-level for the college’s Career and Technical Education programs. These outcomes were approved by the Faculty Senate Executive Committee in its May 2012 meeting. At that meeting, the Faculty Senate Executive Council also approved changes to the General Education Board by which transfer-level courses fulfilling CTE program needs can be reviewed and approved by a combination of General Education and CTE faculty. The General Education Board reviews course outcomes and syllabi to ensure that all courses are consistent with college-level and professional standards, have measurable outcomes, and provide for systematic assessment of those outcomes for continuous improvement. In this way, Honolulu Community College ensures that students bound for transfer to traditional four-year institutions, and those in Career and Technical Education programs who may in the future desire to transfer to such institutions can meet General Education Requirements at the college level. The college also ensures that all graduating students achieve a college-level education that includes the high standards of critical thinking and writing skills necessary in today’s economy. In addition, students who complete the General Education core satisfy the University of Hawaii System’s Foundations, Diversification, Writing Intensive, Symbolic Reasoning, and Hawaiian, Asian Pacific, requirements. Honolulu Community College has a mechanism to evaluate the extent to which students attain college-level general education competencies. Appropriate general education outcomes are incorporated into each course syllabus for all general education courses, and outcomes information is recorded on a semester basis by faculty teaching those. The Assessment Committee and the General Education Board have also provided general procedures to assist faculty in assessing general education outcomes.

Honolulu Community College assesses the extent to which students have attained college-level general education competencies through a variety of instruments. Assessment results from general education courses and survey results from the National Survey of Student Engagement are used to determine the extent to which students have attained the student learning outcomes in general education. At the course level, faculty rely on various methods to gauge student success based on student learning outcomes. Those methods include, but are not limited to, embedded assessment in exams and writing assignments, knowledge surveys, professional standards and licensure examinations, and direct demonstration of skills in shop, laboratory or classroom settings.
Licence and certification exams evaluation of knowledge and skills

Graduates of some of the college’s degree and certificate programs (Early Childhood Education, Marine Engineering Technology, Automotive Technology, Refrigeration and Air Conditioning Technology and Auto Body Repair and Painting) take licensure or certification exams as a means to acquiring the essential credentials for employment. Honolulu Community College deems these students as successful when they graduate and successfully pass their state and national exams to qualify for professional licensure. It is another measure of the institution’s academic program effectiveness. The deans of the schools offering the programs that require licensure and certification exams include these success rates in their annual reports.

Associate’s Degrees program outcomes

Along with the 25 Career and Technical programs offered at Honolulu Community College, the institutions associate’s degree programs are an integral part of the college’s educational programs and also undergo continuous assessment, with results reported by departments, division chairs, and deans on the Honolulu Community College Website. Results are also published on the Assessment Committee Website. Honolulu Community College has three associate’s degree programs and three Academic Subject Certificates which complement those programs.

Associate degree programs

Associate of Arts – Liberal Arts

The mission of the Liberal Arts department is to offer comprehensive educational programs that provide meaningful learning and excellent teaching. The diverse disciplines in Liberal Arts supports an environment that fosters lifelong learning for the success of the individual as well as the community.

In connection with this mission, the Liberal Arts Associate’s Degree is designed to provide the transfer level general education necessary for a graduate of Honolulu Community College to transition successfully into the third year at a baccalaureate institution such as the University of Hawaii at Mānoa, The University of Hawaii Hilo, or the University of Hawaii West Oahu. To achieve this goal, and conscious of the requirements of baccalaureate institutions in Hawaii and around the world, the Liberal Arts Associate Degree has specific learning outcomes which it assesses regularly. Those outcomes are:

The student will be able to:

- Communicate effectively by means of listening, speaking, reading, and writing in varied situations, understanding basic quantitative information (mathematical skills), and writing in varied situations.
- Apply symbolic reasoning skills to solve problems, evaluate arguments and chains
of reasoning, and interpret information.

- Demonstrate an understanding of the life processes, individual development, thinking process, and behavior as well as an understanding of the natural environment of the planet and the universe in which we are situated and learn to utilize natural resources without damaging the environment.
- Demonstrate a comprehension and skill with research methods and scientific inquiry.
- Display knowledge of different groups and organizations in societies and respect for varied cultural values.
- Demonstrate a greater ethical understanding and reasoning ability about contemporary ethical issues.
- Identify and articulate in a reasoned manner the roots and causal basis of contemporary issues.
- Demonstrate a knowledge of one or more art forms and the role that the Arts play in history and culture.

All academic units of the college participate in planning and assessment of course-specific student learning outcomes. Every course taught on or off campus for Honolulu Community College has student learning outcomes. Courses are assessed each semester by faculty members according to needs and processes determined by each department or division. Normally, for course-specific learning outcomes, faculty may work in teams or course clusters to choose learning outcomes to assess, and develop effective assessment practices. All course syllabi from all of the academic departments are available on the Honolulu Community College website [link to syllabus website]. As a part of the process of assessment, department faculty cooperate to develop learning outcomes course-by-course, and map those to discipline, department, and division learning outcomes in an escalating series of complimentary standards designed to ensure that student knowledge and skills meet institutional, academic, and professional standards by the time of graduation. Individual faculty maintain records of assessment results on a course by course basis, and departments and divisions review this data collaboratively and objectively. Results of assessment activities at the department, division, and program level are available on the Honolulu Community College Website [Assessment Website].\(^1\)

Assessments and procedures are consistent with the achievement of educational goals for each program and department at the college. These assessment reports provide evidence of improvement based on analysis of the expected student learning outcomes. Additionally, deans (with input from their faculty) produce annual reports that document and report on learning outcomes and institutional goals pertaining to their schools and departments, including updates on institutional effectiveness efforts, educational programs, college-level competencies, and general education.\(^2\)

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Associate of Arts – Hawaiian Studies

The mission of the Hawaiian Studies Department is to provide an opportunity for students to gain an understanding and knowledge of the host culture of Hawai‘i, the Native Hawaiian language, culture and values.

In connection with this mission, the Hawaiian Studies Associate’s Degree is designed to provide the transfer level general education necessary for a graduate of Honolulu Community College to transition successfully into the third year at a baccalaureate institution such as the University of Hawaii at Mānoa, The University of Hawaii Hilo, or the University of Hawaii West Oahu. To achieve this goal, and conscious of the requirements of baccalaureate institutions in Hawaii and around the world, the Hawaiian Studies Associate Degree has specific learning outcomes which it assesses regularly. Those outcomes are:

Upon successful completion of the AA in Hawaiian Studies, students will be able to:

- Demonstrate competency in spoken and written Hawaiian language at an intermediate level and show a familiarity with the oral traditions and written literature of Hawai‘i.
- Identify elements of the geology and geography of Hawai‘i and the role of Hawaiian culture in understanding the ‘aina (land/earth).
- Demonstrate an understanding of the complex cultural, political and social history of Hawai‘i and its impact on contemporary issues.
- Recognize, analyze, evaluate and work to solve contemporary economic, political and social problems in Hawai‘i.
- Utilize the Hawaiian understanding of ethics, philosophy, religion, and the worldview in solving contemporary issues.

All academic units of the college participate in planning and assessment of course-specific student learning outcomes. Every course taught on or off campus for Honolulu Community College has student learning outcomes. Courses are assessed each semester by faculty members according to needs and processes determined by each department or division. Normally, for course-specific learning outcomes, faculty may work in teams or course clusters to choose learning outcomes to assess, and develop effective assessment practices. All course syllabi from all of the academic departments are available on the Honolulu Community College website [link to syllabus website]. As a part of the process of assessment, department faculty cooperate to develop learning outcomes course-by-course, and map those to discipline, department, and division learning outcomes in an escalating series of complimentary standards designed to ensure that student knowledge and skills meet institutional, academic, and professional standards by the time of graduation. Individual faculty maintain records of assessment results on a course by course basis, and departments and divisions review this data collaboratively and objectively. Results of assessment activities at the department, division, and program level
Assessments and procedures are consistent with the achievement of educational goals for each program and department at the college. These assessment reports provide evidence of improvement based on analysis of the expected student learning outcomes. Additionally, deans (with input from their faculty) produce annual reports that document and report on learning outcomes and institutional goals pertaining to their schools and departments, including updates on institutional effectiveness efforts, educational programs, college-level competencies, and general education.

Associate of Arts – Natural Sciences

The Associate of Science in Natural Sciences degree program will prepare students to transfer to baccalaureate STEM (Science, Technology, Engineering and Math) programs with recognized and supported pathways.

In connection with this mission, the Natural Sciences Associate’s Degree is designed to provide the transfer level general education necessary for a graduate of Honolulu Community College to transition successfully into the third year at a baccalaureate institution such as the University of Hawaiʻi at Mānoa, The University of Hawaiʻi Hilo, or the University of Hawaiʻi West Oahu. To achieve this goal, and conscious of the requirements of baccalaureate institutions in Hawaii and around the world, the Natural Sciences Associate Degree has specific learning outcomes which it assesses regularly. Those outcomes are:

Upon successful completion of the AS in Natural Sciences, students will be able to:

- Analyze data effectively using the most currently available technology.
- Communicate scientific ideas and principles clearly and effectively.
- Analyze and apply fundamental mathematical, physical and chemical concepts and techniques to scientific issues.
- Apply fundamental concepts and techniques in their chosen field of study, such as biology, chemistry, geology, engineering, etc.

All academic units of the college participate in planning and assessment of course-specific student learning outcomes. Every course taught on or off campus for Honolulu Community College has student learning outcomes. Courses are assessed each semester by faculty members according to needs and processes determined by each department or division. Normally, for course-specific learning outcomes, faculty may work in teams or course clusters to choose learning outcomes to assess, and develop effective assessment practices. All course syllabi from all of the academic departments are

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available on the Honolulu Community College website [link to syllabus website]. As a part of the process of assessment, department faculty cooperate to develop learning outcomes course-by-course, and map those to discipline, department, and division learning outcomes in an escalating series of complimentary standards designed to ensure that student knowledge and skills meet institutional, academic, and professional standards by the time of graduation. Individual faculty maintain records of assessment results on a course by course basis, and departments and divisions review this data collaboratively and objectively. Results of assessment activities at the department, division, and program level are available on the Honolulu Community College Website [Assessment Website].

Assessments and procedures are consistent with the achievement of educational goals for each program and department at the college. These assessment reports provide evidence of improvement based on analysis of the expected Student Learning Outcomes and Service Learning Outcomes. Additionally, deans (with input from their faculty) produce annual reports that document and report on learning outcomes and institutional goals pertaining to their schools and departments, including updates on institutional effectiveness efforts, educational programs, college-level competencies, and general education.

Certificate program outcomes

Honolulu Community College offers three Academic Subject Certificates in its Liberal Arts Program. Academic Subject Certificates require that a student complete an Associate’s Degree Program while working through the requirements of the certificate. Therefore each certificate corresponds directly to the General Education requirements of any Associate’s Degree. For this reason, Academic Subject Certificate programs are assessed as a part of the Associate’s Degree Programs. All courses that fulfill Academic Subject Certificate requirements must also fulfill Associate’s Degree Program requirements. Thus Academic Subject Certificates are assessed in parallel with the Associate’s Degree Programs. The same standards and rigorous assessment plans apply to the certificates and the courses that make up their curriculum.

Academic Success Center

The Academic Success Center provides proactive, innovative, and high touch outreach to keep students attending Honolulu Community College. When students are admitted to Honolulu CC and have yet to register, we call them to offer information how Honolulu CC can best meet their needs. For students who are registered and are struggling

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academically, the Academic Success Center strives to aid them in keeping their eyes on the prize: achieving their educational and career goals. Thus, the program goals are to:

- Increase student success through proactive intervention and increased interaction with students, faculty, and staff.
- Increase student success through guidance, personalized assistance and support as well as access to programs and services that develop attitudes and behaviors necessary for success.
- Increase student success through collaboration and cooperation with students, faculty, staff, and support services.

Because the College is an open-access institution, a large percentage of the College’s entering students need further study before enrolling in college courses. The responsibility for providing this preparatory work is a part of the mission of the Academic Success Center.

The Academic Success Center at HCC helps students achieve success by helping students achieve these outcomes:

1. Demonstrate the use of self-management skills necessary to succeed in new and increasingly challenging academic environments.
2. Take responsibility for their learning; set goals and prioritize; and self-assess progress to succeed in varied and challenging academic environments.
3. Recognize and address obstacles and use all appropriate resources to further learning as a worker, family member and community citizen.18

Assessment of Distance Education

The mission of Distance Education at Honolulu Community College is: to support the mission of the University of Hawaii by making Honolulu Community College programs and courses available to all students within the State of Hawaii and to students outside of the State of Hawaii.19

The Distance Education Program of Honolulu Community College includes courses offered as Cable Courses which are developed and created on campus, as well as online classes. Distance delivered courses are offered by several programs on campus including those in Liberal Arts, Education, FIRE, and AEC. There are many courses offered both as face to face as well as distance format. Two degree granting programs – Associate of Arts and FIRE – have received approval from ACCJC-WASC to offer more than 50% of

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Honolulu Community College offers distance education courses in most of its programs. Distance education courses at Honolulu Community College are required to maintain the same academic standards and rigorous assessment plans that apply to courses taught in the classroom. In order to assure that these standards are met, the college maintains two standing committees related to distance education. The Distance Education Advisory Committee sets distance education policy and recommends curriculum and policy changes to the Committee on Programs and Curriculum and the Faculty Senate Executive Committee. The Distance Education Review Board is responsible for reviewing all courses proposed for distance education to be certain that they meet all distance education standards at the college. These standards include requirements that distance education courses provide an equivalent educational experience to courses taught in the classroom. This means that student learning outcomes are required (and that they should be the same as those in the equivalent classroom course), and that departments, divisions, and programs assess and review distance courses in the same way that they do courses taught in the classroom. The Distance Education Review Board looks at every course, and provides an extra layer of review to ensure that student learning outcomes and assessment plans exist for each course, and that assessment is being conducted, and the results used for continuous improvement. The Distance Education Review Board also ensures authentication of students doing class work.²⁰

Assessment of Academic and Student Support Services

In support of the College’s mission and in alignment with the institution’s policy on institutional effectiveness, Honolulu Community College identifies expected outcomes for academic and student support services, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results. This information is recorded on the Assessment Committee website [Assessment Committee].

Information Technology Center

The mission of the Information Technology Center is to provide access to an information technology infrastructure consisting of the tools, services, and support that enable the HCC community to be more effective in their endeavors.

Disability Services

Services for Students with Disabilities is committed to assuring equal access to Honolulu Community College facilities, programs, activities, and services by students with

disabilities. Its goals are:

- To provide reasonable accommodations to qualified students.
- To promote an informed and hospitable learning community.
- To advocate for campus-wide ADA/Section 504 compliance.

Off-Campus Program

The mission of the Off-Campus Program is to enhance access to undergraduate educational opportunities for the military community and other non-traditional students, and to help them achieve their educational, vocational, and career goals.

PACE Program.

The mission of the PACE program is to provide accessible, high quality, non-credit preparation for the early childhood workforce that meets professional preparation standards as established by the field and that can be applied toward community college credit leading to certificates and an associate degree.

Pacific Center for Advanced Technology Training

To develop and provide training in advanced technology applications that enhance economic and workforce development programs and initiatives in the State of Hawai‘i and the Pacific Rim.

LIBRARY

The Library supports the mission of Honolulu Community College by assisting students, faculty, and staff in obtaining and using information resources effectively to enable and promote student learning.

Institutional Effectiveness at Honolulu Community College: A Flow Chart
HCC’s Repository for Systematic Tracking and Reporting
Institutional Effectiveness: Strategic Priority and Leadership
Action Plan