

Introduction: History, Demographics and Organization

History of the Institution

In 2010, Honolulu Community College celebrated its 90th year anniversary as a comprehensive community college serving the urban Honolulu area and surrounding districts. The origins of Honolulu Community College date to 1920, when the Territorial Trade School was established in Pālama. Subsequently, the school became part of McKinley High School and was later reestablished as Honolulu Vocational School. In 1955, it was renamed Honolulu Technical School, and in 1965, it became part of the University of Hawaii (UH) as a result of the Community College Act of 1964. The legislation transferred technical schools from the Department of Education and provided for a system of comprehensive community colleges in the State of Hawaii. In 1966, the UH Board of Regents approved the name “Honolulu Community College” and authorized the institution to grant Associate in Arts and Associate in Science degrees. The focus of the College’s Career and Technical Education (CTE) programs is to prepare students for the workforce on the island of Oahu and in the State; a number of the College’s programs are not available in other areas of the State. The Associate in Arts, (Liberal Arts) program prepares students for transfer to baccalaureate programs, as well as providing general education courses for CTE program degrees. Honolulu Community College is one of seven colleges in the UH Community College system. The 1967 Apprenticeship Act made UH community colleges responsible for apprenticeship related training. The College became and remains the principal provider for such training on Oahu.

Between 1966 and 1976, the College experienced very rapid growth and evolved into a fully comprehensive community college. The UH community colleges were later authorized to expand degree and certificate offerings. Over the years, facilities have been modernized, and new buildings and nonadjacent land have been added to the campus. A highly advanced non-credit program was established in 2000 as an integrated part of the campus. The Pacific Center for Advanced Technology and Training has served various stakeholders in the delivery and ongoing education of various technology training. The College underwent another surge in credit enrollments between 2009 and 2011 due largely to the economic downturn of the state.

As a result of the College’s growth and focus, the campus underwent a major reorganization in 2011-2012. The results of these changes will allow the campus to work more efficiently and effectively serving the students, faculty and staff. In the ninety years of history, the college has evolved from a completely trade school focus to a complex institution with many layers of educational offerings, services and sources of funding. While CTE programs and advanced technology remain distinguishing features, the College is equally proud of its solid Liberal Arts program and faculty.

Demographic and Student Achievement Data

Located near downtown Honolulu with additional sites for aeronautics, commercial aviation, marine, automotive, and heavy equipment programs, the College offers liberal arts courses for students preparing to transfer to baccalaureate institutions, degree and certification programs in career and technical education, developmental instruction focused on basic skills, and a variety of non-credit courses and activities. It serves the Pacific region as the primary technical training center in areas such as transportation, information technology, education, communication and construction.

Enrollment at the College has held steady over the last five years. As displayed in Figure 1, the largest growth was seen in 2009 and 2010 when the College hit an all time high over the last 10 years with 4,725 students in Fall 2010. This growth was largely attributed to the growth of the unemployment rate and more residents seeking to return to school and focus on their education and skill development/training. Over the last ten years, the lowest enrollment was seen in 2007 at 4,027 students. The College is engaged in many student success initiatives which may have also contributed to the growth in enrollment, such as Achieving the Dream and Complete College America.

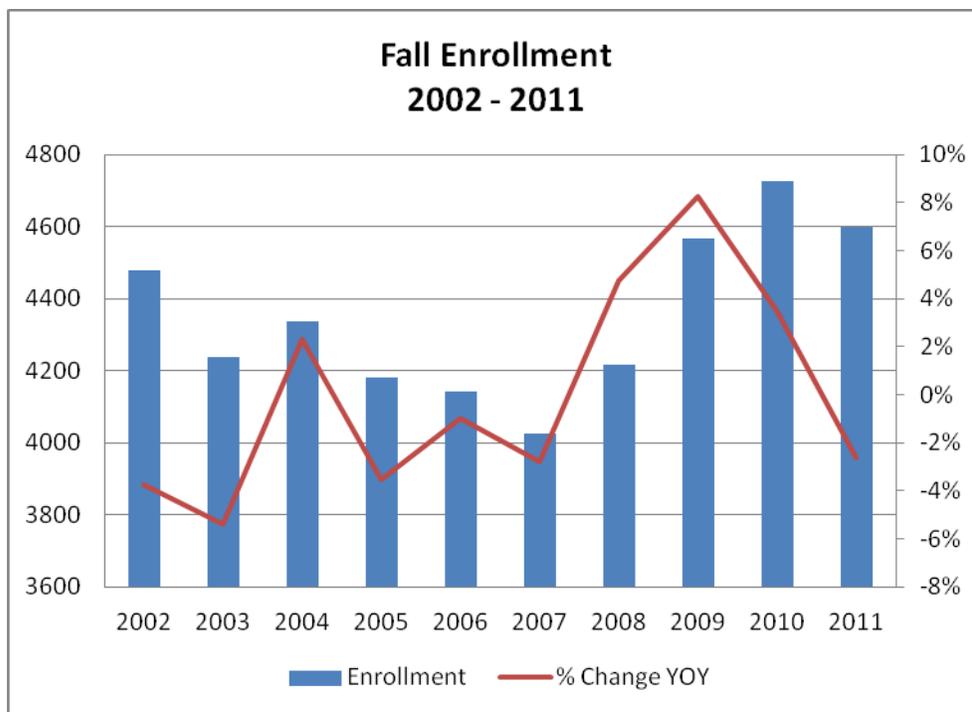


Figure 1: Fall Enrollment and Growth Rate, 2002 – 2011

Source: MAPS Fall 2010 (Revised) Fall Enrollment Report, University Of Hawaii, Community Colleges; IRO_BASE (2011-8 Census freeze)

The College closely monitors the “going rate” of students transitioning directly from high school into a community college the following fall semester. As displayed in Table 1, the community colleges as a system have a going rate similar to that of the national average (26.4% and 26.7% respectively). Honolulu Community College, however, has a much

lower rate at 3.5% that has held steady between 3 and 4 percent over the past 6 years. The Department of Education's public high schools located in the Honolulu district have the highest going rate to Honolulu Community College (at 7.7% in fall 2010) followed by the Central district (5.4%), Leeward district (4.8%) and Windward district (4.3%), as shown in Table 2.

Fall Semester	Honolulu Community College	Univ of Hawai'i Community Colleges	National
2005	3.3	21.1	24.0
2006	3.2	21.5	24.7
2007	3.3	23.0	24.1
2008	3.7	26.0	27.7
2009	4.1	27.1	27.7
2010	3.5	26.4	26.7

Table 1: Immediate Transition from High School to 2-year College (2005 – 2010)

Source: MAPS 2011 High School Background of First-Time Students, Table 4; National Center for Education Statistics, 2012 The Condition of Education, Table A-34-3.

High School District by Public/Private Classification	2006		2007		2008		2009		2010		2011	
	No.	Going Rate										
Total	431	3.2	455	3.3	541	3.7	600	4.1	498	3.5	466	3.3
Hawai'i Public Schools	384	3.5	413	3.8	488	4.2	549	4.8	440	4.0	432	3.9
O'ahu	356	4.9	392	5.4	464	6.0	521	6.8	420	5.7	408	5.5
Honolulu district	140	7.1	172	8.4	209	10.1	254	11.9	153	7.7	147	7.3
Central district	131	6.6	110	5.2	112	5.4	137	6.6	109	5.4	128	6.2
Leeward district	56	2.6	77	3.6	104	4.1	94	3.9	118	4.8	95	4.0
Windward district	29	2.7	33	3.3	39	3.8	36	3.6	40	4.3	38	4.0
Neighbor Islands	28	0.8	21	0.6	24	0.6	28	0.7	20	0.5	24	0.7
Hawai'i	8	0.5	7	0.4	5	0.3	11	0.6	9	0.5	11	0.7
Maui County	13	1.0	10	0.7	12	0.8	7	0.5	8	0.6	9	0.7
Kaua'i	7	1.0	4	0.6	7	1.1	10	1.5	3	0.5	4	0.6
Hawai'i Private Schools	47	1.7	42	1.4	53	1.7	51	1.7	58	1.9	34	1.2
O'ahu	46	2.1	42	1.8	50	2	50	2.1	57	2.4	34	1.5
Hawai'i					2	0.6	1	0.3				
Maui County	1	0.4							1	0.4		
Kaua'i					1	2.4						

Table 2: Number and Going Rate of Hawai'i High School Graduates Entering Honolulu Community College by Public/Private Classification and District, Fall 2006 to Fall 2011

Source: MAPS High School Background of First-Time Students, University of Hawaii, Fall 2011 & Fall 2010; Table 6E

The College is focused on improving this going rate through strong outreach efforts at the local high schools and through participation in activities such as the Jump Start program,

which enrolls high school seniors into CTE programs during their senior year of high school. Under this program, at the time they earn their high school diploma they have also completed one year of college credit (or a minimum of 24 credits).

The Education Goals as reported by First-Time Freshmen in Table 3 range from wanting to pursue an associate's degree (152 students or 63% of respondents) to taking courses to transfer (46 or 19%) to another college and there is some interest in pursuing a bachelor's degree (8 or 3%). While the data collected only represent about 33 percent of all first-time freshmen enrolled in fall 2011, the data in Table 3 provide the College with some interesting information that indicate what services are needed by this group of students.

Education Goals ¹ as Reported by First-Time Freshmen	Fall Semester			
	2008	2009	2010	2011
Total responses²:	143	20	118	241
Earn a certificate	9	1	8	19
Earn an associate degree	96	12	71	152
Earn a bachelor's degree (Maui CC ABIT)	2		2	8
Take courses to transfer to another college	29	6	28	46
Take courses, but not toward a degree	0	1	2	2
Not sure (I am not sure any of the above statements apply to me)	7		7	14
% of total First-Time Freshmen	18.4	2.5	14.9	32.9

Table 3: Education Goals of First-Time Freshmen, Fall 2008 to Fall 2011

¹ Data collection on Education Goals began in 2008

² Unduplicated responses of First-Time Freshmen

Source: IRO_BASE (2008-8 to 2011-8 CENSUS) and EDUCATION_GOALS_UH (extracted on 5/14/12)

A snapshot of the College's 2010 Fall Enrollment data shows the largest full-time enrollment by age group falls within the 19-21 year-old group (other than recent high school graduates) and the largest part-time enrollment falls within the 25-49 year-old group (Figure 2). The enrollment data in Table 4 also shows that of the 4,725 students enrolled in the Fall 2010 semester 2,010 were female and 2,667 were male; less than 25% of these students received Pell financial aid assistance.

As shown in Table 5, international students continue to remain a small population at the College with only 68 enrolled during the Fall 2011 semester, representing only 1.5 percent of the student population. Of the 68 enrollments, the largest group (41 or 60.1%) reported being from Asia with a majority from East Asia. General enrollment projections into the out-years show a steady rise in the next few years with an anticipated growth totaling 5,102 students by 2016 (Figure 3).

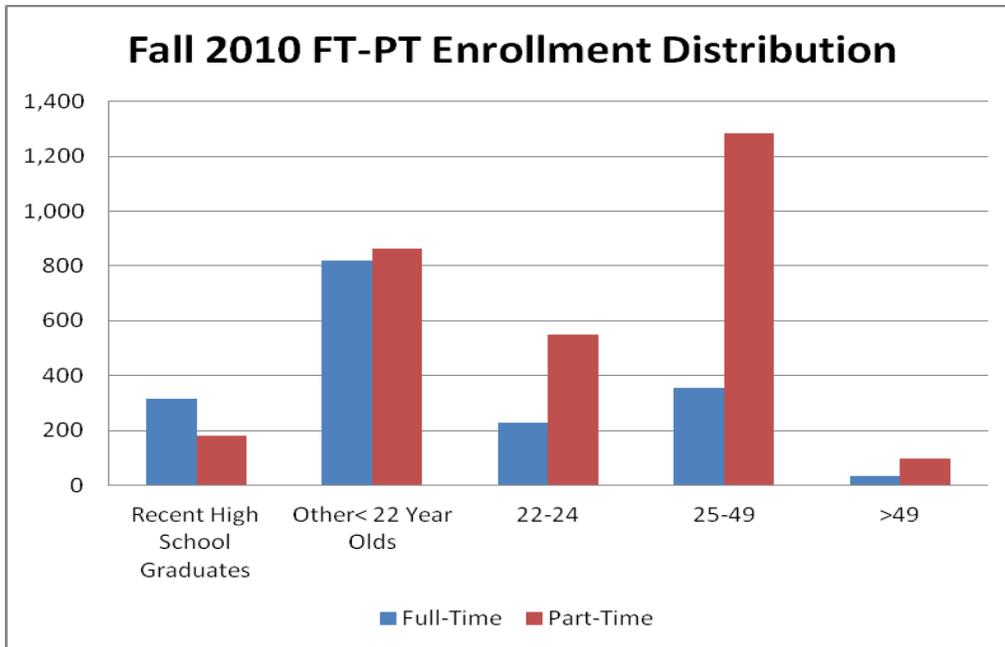


Figure 2: Full-Time & Part-Time Enrollment Distribution by Age

SOURCE: IRO_BASE (2010-8, Census freeze)

		Fall 2010	
Total		4,725	100%
		No.	%
Gender			
Female		2,010	43%
Male		2,667	56%
Not Reported		48	1%
Socio Economic (Pell)			
Received Pell		1,075	23%
Did not receive Pell		3,650	77%
Distance Completely On-Line Courses (DCO)			
Student Took No DCO		3,963	84%
Student Took 1 or More DCO		762	16%

Table 4: Fall 2010 Enrollment by Gender, Pell Status, and On-Line Course Taking

SOURCE: ODS IRO_BASE , IRO_REGS_UH (2010-8, Census freeze), MTT_ACCOUNT_DETAIL

	Fall Semester ²					
	2006	2007	2008	2009	2010	2011
Nation of Citizenship Total¹:	57	55	42	55	75	68
Americas	3	2	6	3	2	5
Central America & Carribean	1	1				2
North America	1	1	2			1
South America	1		4	3	2	2
Asia	44	40	30	36	54	41
Central Asia			1	1	1	
East Asia	36	37	25	30	42	38
Southeast Asia	8	3	4	5	11	3
Australia & New Zealand				1	1	
Europe	3	3	1	3	3	4
Eastern Europe	1	1	1		1	2
Western Europe	2	2		3	2	2
Middle East					1	1
Oceania	4	6	4	9	13	15
No Data	3	4	1	3	1	2

Table 5: Honolulu Community College International Student Enrollment, Fall 2006 to Fall 2011

¹ International students identified by citizenship type and location is identified by nation of citizenship

² Enrollment data as reported at census

SOURCE: IRO_BASE (2006-8 to 2011-8, census freeze) where citizenship type = N

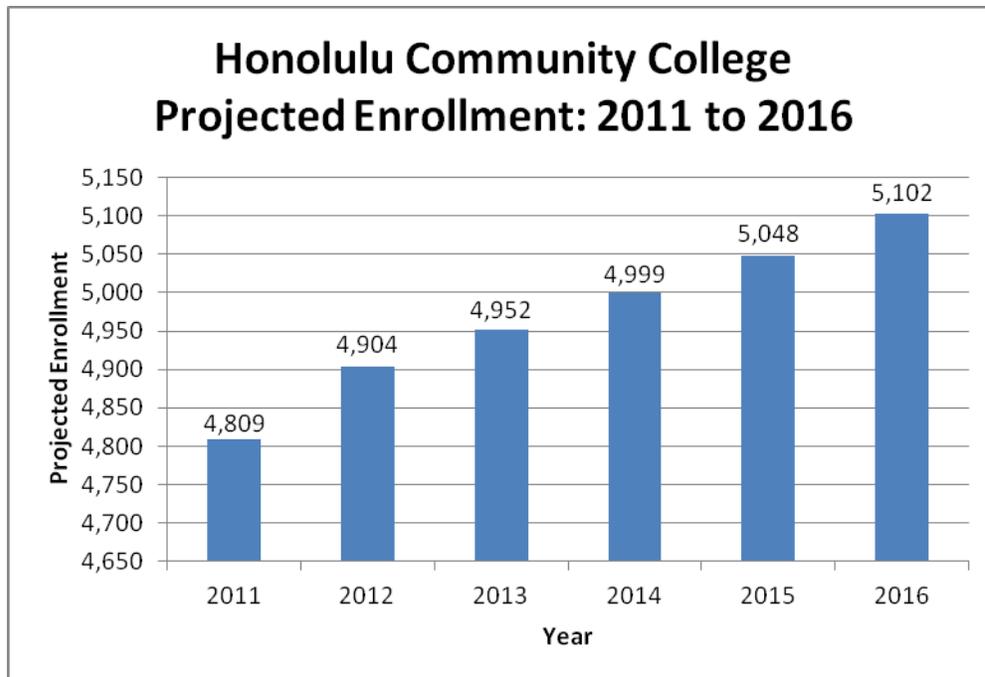


Figure 3: Honolulu Community College Projected Enrollment, 2011 – 2016

Source: MAPS Headcount Enrollment Projections, UH Community Colleges Fall 2011 to Fall 2016, Table 3 (Headcount Enrollment by Campus and Registration Status) and Table B1 (Headcount Enrollment of Credit Students by Registration Status)

As displayed in Table 6, the College's Fall 2010 student population is ethnically diverse with nearly 26 percent Hawaiian/Part-Hawaiian, almost 20 percent Filipino, nearly 11 percent Mixed ethnicity, 10 percent Japanese/Okinawan, nearly 10 percent Caucasian and almost 10 percent for all other Asian groups combined.

Ethnicity and Gender	Fall 2010			
	All Faculty		Student Population	
	No.	V%	No.	V%
Total	161	100.0	4,725	100.0
Asian and Pacific Islander	93	57.8	3,562	75.4
Asian	76	47.2	2,163	45.8
Chinese	13	8.1	219	4.6
Filipino	8	5.0	927	19.6
Indian Subcontinent	1	0.6	15	0.3
Japanese/Okinawan	45	28.0	480	10.2
Korean	4	2.5	88	1.9
Laotian			20	0.4
Thai			7	0.1
Vietnamese			52	1.1
Other Asian	5	3.1	37	0.8
Mixed Asian			318	6.7
Hawaiian and Pacific Islander	17	10.6	1,399	29.6
Guamanian/Chamorro			12	0.3
Hawaiian/Part Hawaiian	16	9.9	1,222	25.9
Micronesia			31	0.7
Samoan	1	0.6	61	1.3
Tongan			18	0.4
Other Pacific Islander			39	0.8
Mixed Pacific Islander			16	0.3
Mixed Asian Pacific Islander				
Other Ethnic Groups	65	40.4	1,147	24.3
African American	2	1.2	77	1.6
American Indian/Alaska Native	1	0.6	19	0.4
Caucasian	62	38.5	467	9.9
Hispanic			72	1.5
Mixed			512	10.8
No Response	3	1.9	16	0.3
Gender				
Female	65	40.4	2,010	42.5
Male	96	59.6	2,667	56.4
No Data			48	1.0

Table 6: Ethnicity and Gender Distribution – HCC Faculty and Student Population, Fall 2010

Source: 2010 DIAD, Table 4 (faculty data); ODS IRO_BASE (student data)

While the faculty is also ethnically diverse, there is an overrepresentation of Caucasians (by about 28 percentage points) and Japanese (by about 18 percentage points), and an underrepresentation of Hawaiian/Part-Hawaiians (by 16 percentage points), Filipinos (by almost 15 percentage points), and other Asians (by nearly 6 percentage points) when compared to the ethnicity of the student population (see Figure 4). However, as Figure 5 illustrates, the gender diversity of the student population closely mirrors that of the faculty.

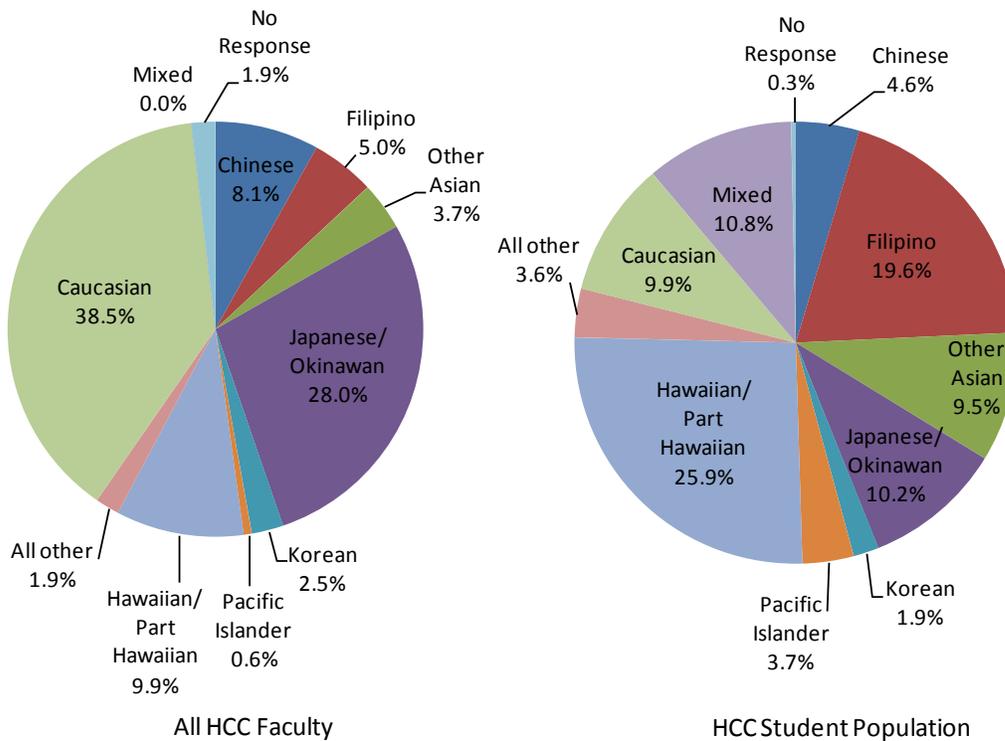


Figure 4: Ethnicity of HCC Faculty and HCC Student Population, Fall 2010

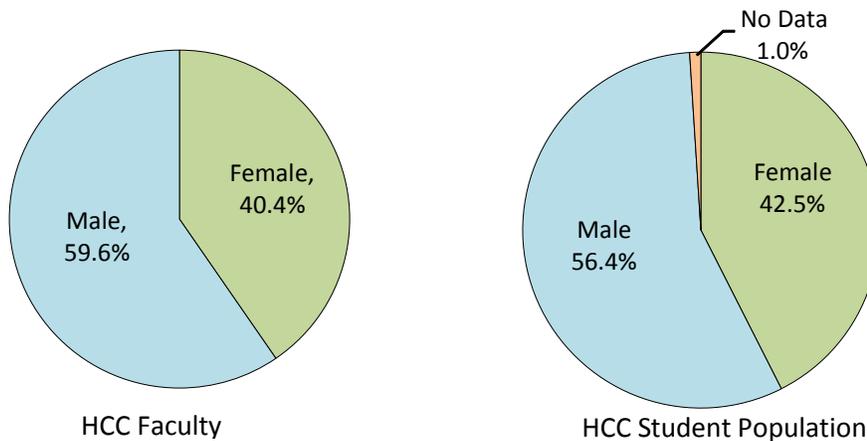


Figure 5: Gender of HCC Faculty and HCC Student Population, Fall 2010

The College has worked very hard through the Achieving the Dream (AtD) initiative and has progressed on many fronts. A major focus of AtD was increasing the total amount of financial aid awarded to students. As shown in Figure 6, the College has increased total aid awarded to the AtD cohort students in their first year of enrollment from \$671,374 in 2004-05 to \$1,414,106 awarded in 2010-11. Other student success strategies that have been a major focus are dealing with students that are underprepared entering the college.

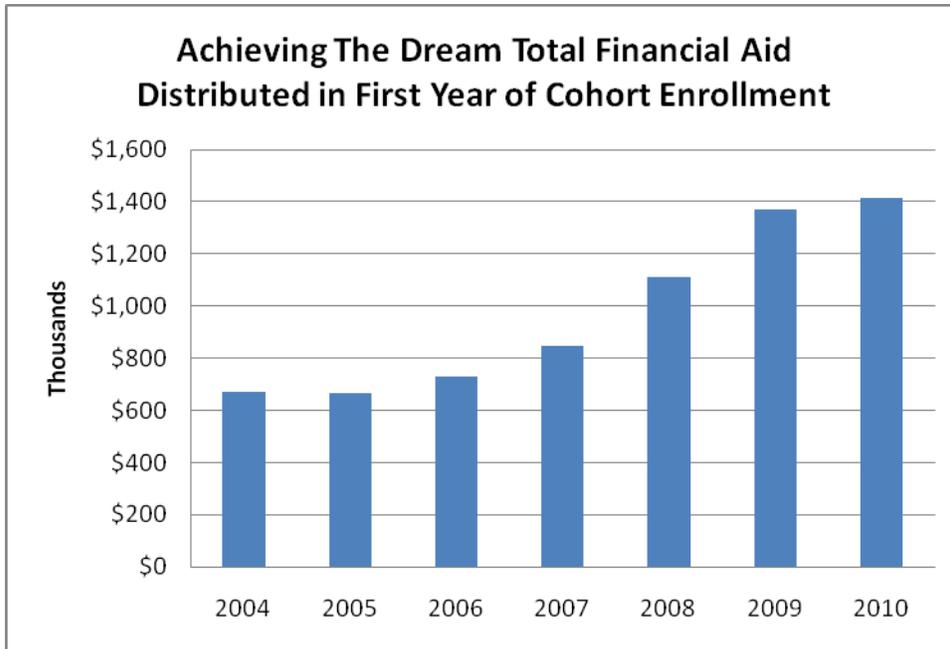


Figure 6: Achieving The Dream Cohort First-Year Students Financial Aid Distribution

Source: ODS, OVPCC_ATD_STUDENT, MRT_AWARD_BY_PERSON

In line with the community college rates overall, Table 7 shows that over 68% of students entering the College need one or more levels of remediation in math and 56% of students entering place into one or more level of remediation in reading and/or writing from the Fall 2010 ATD cohort. This is a decrease from the Fall 2006 ATD cohort where almost 89 percent of students needed remedial math and 74 percent needed remedial reading/writing.

ATD cohort ¹ year	Total Number in Cohort	Mathematics						
		Total Number Took Placement Exam	College Level Placement			Developmental Placement ²		
			No.	% of Students Taking Placement Exam	% of ATD Cohort	No.	% of Students Taking Placement Exam	% of ATD Cohort
2006	1,027	732	81	11.1	7.9	651	88.9	63.4
2007	873	665	199	29.9	22.8	466	70.1	53.4
2008	925	727	116	16.0	12.5	611	84.0	66.1
2009	1,048	820	257	31.3	24.5	563	68.7	53.7
2010	984	785	249	31.7	25.3	536	68.3	54.5

ATD cohort ¹ year	Total Number in Cohort	Writing						
		Total Number Took Placement Exam	College level placement			Developmental placement ²		
			No.	% of Students Taking Placement Exam	% of ATD Cohort	No.	% of Students Taking Placement Exam	% of ATD Cohort
2006	1,027	683	175	25.6	17.0	508	74.4	49.5
2007	873	636	158	24.8	18.1	478	75.2	54.8
2008	925	728	229	31.5	24.8	499	68.5	53.9
2009	1,048	792	255	32.2	24.3	537	67.8	51.2
2010	984	798	345	43.2	35.1	453	56.8	46.0

ATD cohort ¹ year	Total Number in Cohort	Reading						
		Total Number Took Placement Exam	College level placement			Developmental placement ²		
			No.	% of Students Taking Placement Exam	% of ATD Cohort	No.	% of Students Taking Placement Exam	% of ATD Cohort
2006	1,027	688	344	50.0	33.5	344	50.0	33.5
2007	873	638	324	50.8	37.1	314	49.2	36.0
2008	925	723	383	53.0	41.4	340	47.0	36.8
2009	1,048	420	420	100.0	40.1	0	0.0	0.0
2010	984	449	449	100.0	45.6	0	0.0	0.0

Table 7: Compass Placement in Mathematics, Writing, and Reading, ATD Cohorts 2006 – 2010

¹ ATD cohort is comprised of students who are new, first-time, and degree-seeking in fall semester

² Placement in 1 or more levels below college level

Source: ODS, OVPCC_ATD_GENERAL; cohort years 2006-2010.

Data displayed in Table 8 from recent graduates and/or former students reveal that 75% of respondents reported working while attending college, 45% worked full-time and 29% worked part-time. Seventy percent of those working indicated that their job is related (closely or indirectly related) to their educational and training area of study at the College and 86% of those students claim the education and training they received helped prepare them for their position, with nearly 33 percent reporting that they were *very well prepared* by the College.

Survey of Former Students ¹	2008		2009		2010		2011	
What is your current employment status?	No.	V%	No.	V%	No.	V%	No.	V%
Total respondents ²	63	100.0	49	100.0	98	100.0	85	100.0
Employed	40	63.5	40	81.6	78	79.6	64	75.3
Employed Full-time	20	31.7	25	51.0	49	50.0	39	45.9
Employed Part-time	20	31.7	15	30.6	29	29.6	25	29.4
Unemployed	17	27.0	5	10.2	14	14.3	19	22.4
Unemployed by choice	8	12.7	2	4.1	6	6.1	10	11.8
Unemployed seeking work	9	14.3	3	6.1	8	8.2	9	10.6
Full-time homemaker/caregiver	4	6.3	4	8.2	5	5.1	2	2.4
Blank	2	3.2	0	0.0	1	1.0	0	0.0
Is your job related to the education and training you received at Honolulu CC?	No.	V%	No.	V%	No.	V%	No.	V%
Total respondents indicating they were employed	40	100.0	40	100.0	78	100.0	64	100.0
Related	25	62.5	31	77.5	54	69.2	45	70.3
Closely related	21	52.5	22	55.0	45	57.7	33	51.6
Indirectly related	4	10.0	9	22.5	9	11.5	12	18.8
Not related at all	15	37.5	8	20.0	22	28.2	18	28.1
Blank	0	0.0	1	2.5	2	2.6	1	1.6
How well did the education and training you received (at HCC) prepare you for your current job?	No.	V%	No.	V%	No.	V%	No.	V%
Total respondents indicating they were employed	40	100.0	40	100.0	78	100.0	64	100.0
Prepared (very well, well, or adequately)	38	95.0	35	87.5	64	82.1	55	85.9
Very well prepared	9	22.5	8	20.0	25	32.1	21	32.8
Well prepared	17	42.5	8	20.0	25	32.1	18	28.1
Adequately prepared	12	30.0	19	47.5	14	17.9	16	25.0
Poorly prepared	2	5.0	2	5.0	10	12.8	5	7.8
Blank	0	0.0	3	7.5	4	5.1	4	6.3
How did you find this job?	No.	V%	No.	V%	No.	V%	No.	V%
Total respondents indicating they were employed	40	100.0	40	100.0	78	100.0	64	100.0
College Placement Services and Faculty Referrals	4	10.0	6	15.0	8	10.3	10	15.6
College Placement Services	2	5.0	6	15.0	3	3.8	6	9.4
College Faculty Referral	2	5.0			5	6.4	4	6.3
Other (newspaper, family/friends, employment agency, employment websites, apprenticeship/internship, etc)	36	90.0	33	82.5	68	87.2	53	82.8
Blank			1	2.5	2	2.6	1	1.6

Table 8: Employment Data on Former Students: 2008-2011

¹ Students were surveyed approximately one year after graduating or leaving Honolulu Community College.

² Overall response rates to the survey were the following: 9% for 2008; 7.1% for 2009; 14.6% for 2010; and 10.9% for 2011.

Source: 2008-2011 Survey of Former Students

The overall average persistence rate (all students) for fall to spring (one semester) is 66%. The persistence rate has been steady between 64% and 68% over the past 5 years, with a high of 68% and 67% for AY 2010 and 2011 respectively. The average one year persistence rate (fall to fall) for all students is 45% and has ranged between 44% and 46% over the past 5 years (see Figure 7), holding steady at 46% for the past two academic years.

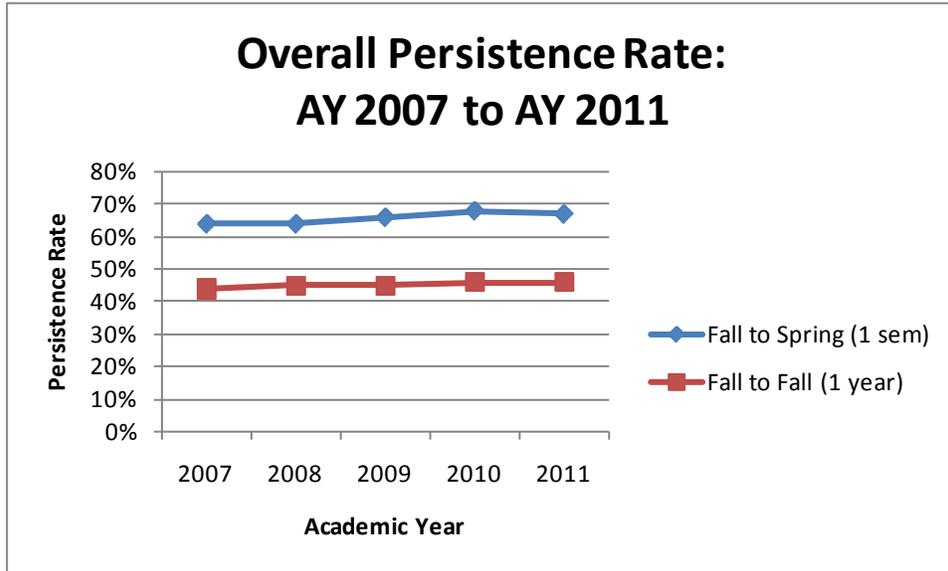


Figure 7: Fall to Spring and Fall to Fall Persistence Rates AY 2007 – AY 2011

Source: ODS IRO_BASE , (2006-8 to 2011-8, Census freeze)

As shown in Figure 8, the course retention rate (percentage of students completing the semester without withdrawing) for all students has been remarkably consistent over the five fall semesters between Fall 2006 and Fall 2010, always remaining at 94%-95%. However, the course completion rate (percentage of students completing the semester with a “D” or higher grade) has varied a bit more, dropping from 74% in Fall 2006 to 70% in Fall 2008 before recovering to 75% in Fall 2010.

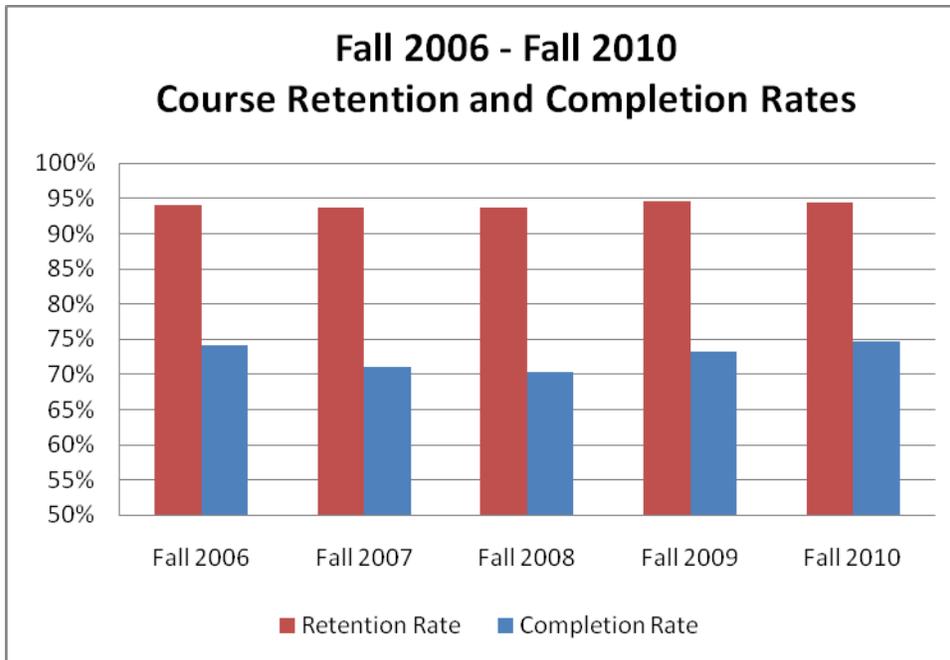


Figure 8: Course Retention and Completion Rates

Source: ODS IRO_REGS_UH (2006-8 to 2010-8, Census freeze)

The total number of degrees/certificates awarded in FY 2011 was 556 (Associate degrees and Certificates of Achievement), an increase of 14.6% from the previous fiscal year (Figure 9). About half (50.7%) of these degrees/certificates were earned by students between the ages of 24 and 49 years old and nearly 46 percent were earned by students 24 years old or younger. The total number of other certificates (Completion, Competence, and Advanced Professional Certificate) awarded in FY 2011 was 35, up from 22 awarded in the previous fiscal year.

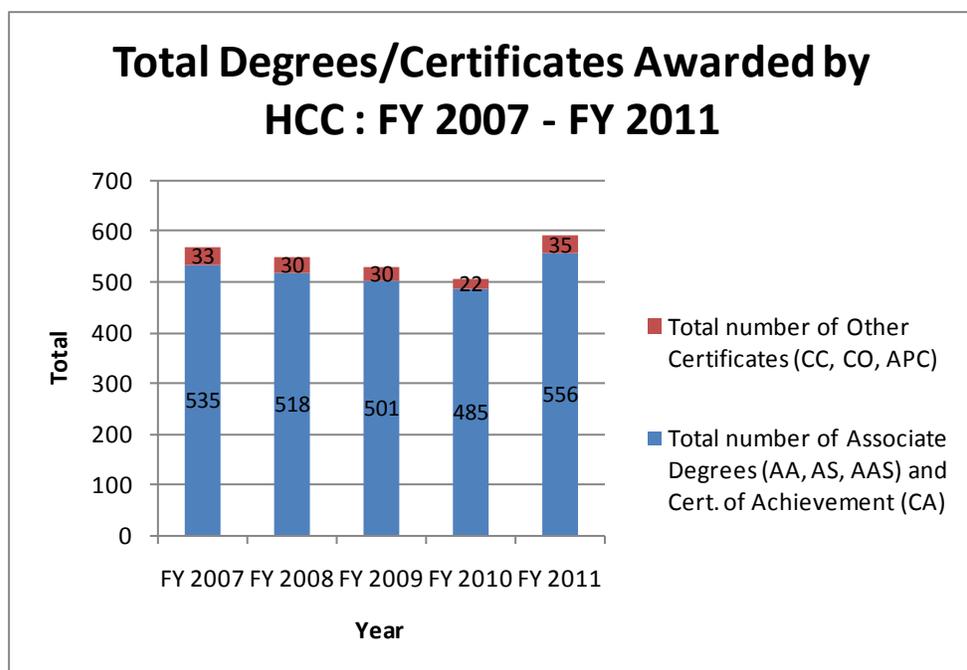


Figure 9: Total Degrees and Certificates FY 2007 – FY 2011

Source: ODS IRO_DEGREE_UH (2006-8 to 2011-1, EOS freeze)

Assessment

All instructional and non-instructional programs have learning outcomes that drive the evaluation process. For each instructional program, student learning outcomes are listed in the program catalog and on the college website. Learning outcomes for non-instructional programs are also available on the intranet. Program review of all instructional and non-instructional programs serves as the primary means of assessing that learning outcomes are being met. The college, in conjunction with the community college system office, has established online reporting formats and timelines mandating annual assessment and comprehensive reviews to take place over a five-year cycle. Instructional programs are evaluating student achievement of SLOs at the course, department and program levels; support services programs and units are carrying out assessment of student learning and service outcomes. The college has an established set of data indicators that are used consistently amongst the seven community colleges in the system. A committee on program review indicators was established through the system community college office and has representatives from each campus that work to evaluate the data sets and make improvements over the course of each year. Beginning in Fall 2012, the colleges will also be responsible for stating the student learning program outcomes in the common set of data reporting for the program reviews and link the methods of determining that assessment. The college conducts periodic surveys at the institutional level to assess student, faculty, and staff satisfaction with different areas of the College's functioning, such as technology support and library services. Results of the program reviews help departments identify future needs and resources which can then be placed into the budget request cycle.

The College has moved away from the previous approach of tasking one individual with campus assessment and instead has created a structure that places more responsibility on the administrative deans and directors to ensure assessment has a campus-wide approach. An assessment committee, made up of a cross sectional group representing all divisions of the college, meets on a monthly basis and is primarily tasked with the review of program review assessments. As a recently developed committee, the group has developed its tasks and responsibilities to provide overall assessment guidance to campus constituents. The committee is structured into sub-committees which have specific roles. The first group is tasked with investigated how assessment data is being used across many groups of end-users. The second group is working to provide regularly scheduled workshops, roundtable and panel discussions for the Fall 2012 semester with the goal of helping the majority of faculty and staff on campus to become literate with evaluating program reviews and how those review link to future budget requests. A third group is working on revising the assessment committee charter and recommended membership and organizational changes. The fourth subcommittee will work on the publication of assessment data and a central easy-to-use interface. The goal is to design a comprehensive system for making assessment data available easily and quickly to constituents. The college currently maintains a website on the college intranet that contains all of the assessment committee information as well as links to all the college wide assessment activities, including reports on the regular assessment reports such as the Community College Survey on Student Engagement (CCSSE) and program review reports.

Evaluation of student achievement of learning outcomes is being done in a number of ways: embedded assessment, exit exams, competency checklists, portfolio evaluation and knowledge surveys (pre- and post-tests). Identified assessment strategies are required for all curriculum actions, as well as certification of all General Education courses. Some instructors are carrying out a combination of course assessments – for example, complementing knowledge-survey findings with embedded assessment of student performance on midterm and final exams. Some departments have required that multi-section courses carry out coordinated assessment. Assessment results have led to individual adjustments in treatment of material and improvements in courses, as well as departmental level adjustments in and greater alignment of curricular focus. Departments that have carried out coordinated assessment report productive discussions regarding course content and pedagogical methods and greater alignment of assignments and exams.

Distance Education and Off-Campus Sites

The College offers a number of course through distance education. Two degree programs have gone through the substance change process with the accrediting commission as distance education programs. The liberal arts degree and the FIRE program both offer more than 50% of the course requirements via an online environment. The College offers over 70 approved DE courses. They are delivered in three different ways: on-line over the Internet, cable TV, or a combination of cable and online. The College's cable TV

courses also provide DVD disks through the Library for missed broadcasts, to allow students more flexibility in their schedules.

The campus has recently completed a comprehensive reorganization of the management structures of the campus. As part of this reorganization, a focused Educational Technology department was established. This unit's focus is to support faculty and students in Distance Education. The unit is made up of two full-time faculty members who have an educational background in educational technology. The department also has two full-time support personnel as graphic designers and other distance education support. The unit serves two populations. Firstly, the group supports the development of distance education courses through one-on-one work with instructors. Secondly, they organize brownbag lunches, Town Hall meetings and other informal gatherings to share best practices and showcase emerging technologies.

The college participates in system-wide committees working on improving system-wide coordination and integration of DE offerings throughout the community colleges, including addressing issues of scheduling, assessment, enrollment and funding. The campus has a designated Distance Learning Coordinator who serves on the UH community colleges Campus Distance Coordinators (CDC) group, which addresses a variety of DE issues. Given the fluidity of student enrollment, a system allowing students to enroll in any community college, the system group is an important recommending body.

Since 2005, the campus uses a formal process to review and approve all DE instructors and DE courses. This committee titled the Distance Education Review Board (DERB) reviews on a monthly basis courses that are being proposed to be offered by Distance Education. Close evaluation of the course syllabi, instructional activities and planned assessment methods are key in having a course approved to be offered by distance. Criteria for approval include evidence that SLO's mirror in-class versions of the course and that policies and practices are in place to ensure integrity of student work and credits earned.

Twenty-five programs are offered by the College located at different sites. The main campus is on Dillingham Boulevard in the Kalihi-Palama district. In addition, a number of technical programs are located on off-campus sites: Aeronautics Maintenance Technology located at Honolulu International Airport, Commercial Aviation located at the Kalaeloa Airport, Automotive Mechanics Technology and Diesel Mechanics Technology both located near the main campus on Kokea Street, and the Marine Education and Training Center located on waterfront land on Sand Island Road. The College shares space at the Marine Education and Training Center with the Polynesian Voyaging Society which offers cultural learning opportunities for the College's students. The Polynesian Voyaging Society has lent itself well in the consultation of the College working to develop Voyaging courses and other activities that were previously funded through the most recent Title III grant received by the College.

As a member of the Service Members Opportunity College Associate Degrees program (SOCAD), the College is structured to enable those in the armed services to achieve associate degrees. Delivery sites for SOCAD courses include Hickam Air Force Base, Naval Station Pearl Harbor, and Moanalua Community School for Adults. Off-campus classes are open to those in the military, their dependents, and all Hawaii residents. The academic year includes four ten-week terms. All credits are in semester hours.

The College also offers its Associate of Science degree in Applied Trades through a special contract with the Pearl Harbor Naval Shipyard in preparing their future workforce of apprentices. Through this contract, the College offers the courses included in the degree program on the Pearl Harbor Naval Base. This requires logistical management and oversight of the instructors delivering the credit courses. The students utilize their work hours and assignments to provide the needed hands-on training in the specific departments which folds into the co-operative education element of the degree.

Quality assurance in terms of facilities and equipment are covered in the same way programs on campus are evaluated; instructional faculty and staff maintain day-to-day operations, and technical programs have a member with explicit responsibilities for Health and Safety. Maintenance and repair for all facilities, except for those at Pearl Harbor Naval Shipyard, Hickam Air Force Base and Moanalua High School are the responsibility of the Vice Chancellor of Administrative Services (VCAS). Many of the technical programs have support personnel assigned to the program which help evaluate and maintain the facilities. Technical support is provided by the College's Information Technology department. Oversight of curriculum and program outcomes for classes taught in all of these sites is addressed by existing College policies.

Fiscal Accountability

UH is audited annually by independent auditor Price Waterhouse Coopers, LLP. This audit is an "A-133 Financial and Compliance Audit." This audit is in compliance with the single audit act and is recognized by our Federal cognizant agency, the US DOE. In accordance with an agreement between the UH community colleges and ACCJC/WASC, College-specific financial statements are to be included with the system-wide consolidated financial statements in these annual audits. Grant funds are administered through the Office of Research Services. The use of these funds is audited and reviewed on a regular basis. The College's fiscal office complies with UH system fiscal-management practices, utilizing UH oversight when appropriate, and complies with all reporting requirements for Federal grants.

Abstract of the Report

Institutional Commitments

The College is demonstrably committed to providing high quality education by integrating its Mission Statement as a guiding document in its assessment, planning and decision making.

The College has a clear statement asserting the mission and goals of the institution; these are aligned with the mission and goals of the UH community college system and the UH system. The College's mission and goals are to provide quality educational opportunities and a comprehensive array of programs and to serve as an affordable, flexible, learning-centered, open door institution meeting the post-secondary educational needs of individuals, businesses, and the community. College goals explicitly include, in support of this mission, the need to integrate systematic institutional assessment and measurement of SLOs. The College has also identified a set of core values that underlie campus culture and priorities. The College operates in accordance with Board of Regents policies, which are the bases for administrative and Chancellor's policies; these policies are consistent with the College's mission and goals.

The College uses a number of methods to identify student populations and needs, as well as the needs of the community and the State, to better fulfill this institutional mission. Information comes from system demographic data (MAPS, System Dynamic Reporting), ongoing assessment of student needs and performance (e.g., College-created engagement and satisfaction surveys, CCSSE, program and annual review results, Achieving the Dream Cohort success data), data available from the student registration system (MyUH Portal, STAR, Banner), as well as State employment data and national employment reports. This information is shared with the Faculty Senate Executive Committee (FSEC), the Campus Leadership Team (CLT), the Planning Council, and the College community through campus wide communications using email message, townhall meetings, newsletters and blogs.

The College's mission and goals are directly linked to key College processes, including assessment, planning, prioritization, and improvement activities. There are a number of ways the College has created or strengthened direct link between the College's Mission and Goals and key College processes and decisions.

Strategic Planning: The College has a standing procedure as identified by the Planning Council's charter to formally review on an annual basis the College Strategic Plan. The College recently adopted an Integrated Planning, Resource Allocation, and Assessment Policy (HCCP #4.101) in 2012. The purpose of this policy is to 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 and detailed in the currently approved University system and College Strategic Plan; that resources 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. The purpose extends to implementing 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.

Requests for new positions, additional fiscal resources, equipment needs, technical needs and/or facility needs must be included as a requirement of meeting the strategic planning outcomes, outcomes of program review or health and safety needs. Assessment-based justification narratives, and projection of consequences if the activity is not implemented, must be submitted as part of the funding request.

Budget Decisions: Based upon the Integrated Planning, Resource Allocation, and Assessment Policy, prioritization of activities, supported by and based on evidence from ongoing assessment activities directs budget decisions in two ways: guiding the creation of requests for additional funds (biennium and supplemental requests to the State Legislature) and determining ongoing operations budget decisions (i.e., equipment and supply budget). Fiscal planning and budgeting is communicated through the campus five-year budgeting plan which is updated on an annual basis and shared with the campus community.

The College's fiscal resources are directed towards supporting efforts to fulfill the College's mission. Fiscal management of the College in maintaining operations, determining reallocations, and in generating and utilizing other sources of funding (e.g., non-credit or grant funds) is carried out with transparency and integrity. To ensure the integrity of resource utilization, the College undergoes audits and complies with all reporting requirements.

Assessment: All program, department, and unit mission statements on campus must be in alignment with and clearly linked to the College's mission and goals. This includes all instructional programs, as well as support services programs and departments. For example, Student Services has developed a mission statement that is in direct alignment with the College's mission and goals and reflects an emphasis on meeting student learning and service outcomes. Each of the individual units in the Student Services division has developed unit mission statements with direct links to the College's mission and goals.

Instructional and support services programs have identified the program student learning or service outcomes that must be met for the program to fulfill its mission. The program missions for all instructional programs are included in the College catalog and posted on the College's web site.

Five-year Program Review reports and Annual Assessment reports, required for all instructional and support service programs, include a requisite narrative explaining of how the program's mission and outcomes (learning and/or service outcomes) are linked to the College's mission and goals. Program SLOs or support unit service outcomes are measurable indicators of whether the program's mission is being accomplished. The future program review process will also require the programs to link their assessment methods to how they determine the SLOs are being met. This process will begin in Fall 2012.

Curriculum processes are directly linked to fulfillment of program and the College's mission and goals as indicated in the Curriculum Reference Manual. As part of formal review and decisions on curriculum actions, the CPC ensures that recommended changes are aligned with maintaining the integrity of the program's mission. To enable the CPC to make this determination, all course proposals (including those offered via DE delivery) must indicate course SLOs and methods of assessment.

The College's Mission and Goals Statement was revised in 2012 through an inclusive and participatory process. The College adopted a formal process and timeline for campus-wide review of the mission statement; implementation of the review process is the responsibility of the Planning Council.

Evaluation, Planning and Improvement

Evaluation: The College has implemented substantial changes in policies and practices around ongoing institutional evaluation, improvement and budget allocation. Evaluation efforts emphasize assessing student achievement of program learning outcomes. Academic, student and institutional support service units are more versed in how to evaluate achievement of learning and service outcomes. Processes are in place to ensure that identified steps needed to improve institutional functions and outcomes are the basis for planning and resource decisions.

The College uses a variety of sources to identify students being served to better meet their educational needs, as well as the needs of the community and state. This effort includes compilation of student demographic data supplied by the UH system, surveys conducted by the College, individual units, and programs, state and national employment data, and fiscal data. The College determines and reviews the institution's, and program's missions and goals based on consultation with advisory boards.

The College has established a cycle for assessment activities and resulting reports for systematic review of instructional programs, student support services, and other learning support services. All instructional programs have developed and posted program SLOs, as well as course SLOs for all courses currently taught. Program success in meeting these program and course goals is evaluated through Annual Assessment and cumulative Program Reviews.

All instructional programs are required to produce an Annual Assessment in the Fall of each academic year. Resulting information is used to prioritize equipment, personnel,

and budget decisions made in the Spring to determine activities included in the annual update of the Implementation Plan, which is the document that guides the activities needed to meet the Strategic Plan Outcomes, as well as the budget priorities.

Planning and Improvement: There are clearly established links between the College's mission and goals, program missions (linked to student learning or service outcomes), evaluation of how well these program outcomes are met, and program improvement planning; prioritization and implementation of budget decisions are based on this information.

The College has clearly established processes and an institutional structure that directly links results from ongoing assessment to planning decisions. The College has a flowchart indicating how information is generated from Program Review and further utilized. Needed changes in curriculum are carried out through existing curriculum processes. Activities requiring funding or redirection of resources are included in the annual budget prioritization process.

Student Learning Outcomes

The College has continued to work to ensure that student learning and service outcomes are articulated and published, that achievement of these outcomes is measured, and that results are utilized to inform planning and improvement activities. These activities have been undertaken by all instructional programs, as well as by support services at the unit and division level.

All programs and all courses currently being taught have explicit and published student learning outcomes; this includes courses being taught as part of Distance Education, off-campus offerings, developmental education, ESL, and most non-credit program offerings. The CTE programs established program and course learning outcomes in consultation with advisory committees. All curriculum actions and decisions made by the Committee on Programs and Curricula (CPC) require SLOs and identified methods of assessment. DE courses are reviewed to ensure that alternative delivery systems impart the same SLOs as in-class formats.

Program and course SLOs are posted online; program SLOs are also printed in the College Catalog, and course SLOs are included in all course syllabi. The College has also recently drafted institution-level SLOs that will be reviewed by the campus and its governance bodies in Fall 2012.

The College has renewed its efforts to engage faculty in two mapping projects. The first, begun several years ago, makes clear the alignment between course- and program-level SLOs; this enables programs and the College to make explicit the links between student achievement of SLOs, resulting credit earned for course completion, and degrees earned. The second, not yet begun, will clarify the alignment between General Education course SLOs and program SLOs for both Liberal Arts and CTE programs.

Support Services units have identified unit missions and identified learning and service outcomes, as well as assessment at the unit levels. Continuation and expansion of program outcomes will enable the different units to identify areas that need to be improved to fulfill the program and College missions. Other academic, student, and institutional support services programs have established program missions and outcomes that include learning and/or service outcomes.

Course SLOs within a specific degree-granting program are required to be assessed over a five-year period in preparation for the cumulative Program Review. Ongoing assessment results are reported each year in the Annual Assessment, and the College faculty and staff continue to explore different methods of assessment.

Annual Assessments and the five-year cumulative Program Reviews enable faculty and staff to identify areas of potential deficiency in a program's ability to facilitate student achievement of program and course SLOs; these may include material as well as curricular issues. If curriculum changes are needed, they go through an established multi-level process of review, and clearly stated SLOs and methods of assessment are integral to the evaluation of course or program proposals.

Organization of the Self-Evaluation

After submission of the Focused Midterm Report in Fall 2009, Honolulu Community College began organizing for preparation of its Self Study in Spring 2010. In response to an expressed concern that the 2006 Self Study had not had broad-based participation by members of the administration, a decision was made to proactively engage them in providing collaborative leadership for the Standard teams.

The Vice Chancellor of Academic Affairs (VCAA) and the Accreditation Liaison Officer (ALO) served as overall Co-Chairs of the Self Study. Under the aegis of the Accreditation Oversight Committee (AOC), a general call went out to the campus for volunteers to work on the 2012 Self Study, with substantial response from the campus community across units and programs, including some who had worked on previous Self Studies as well as those new to the endeavor. Respondents were asked to indicate which Standard(s) they wished to work on. Based on responses as well as individual discussions, Co-Chairs were selected for each Standard (or section of a Standard) and committees were formed. The VCAA, ALO, and the Co-Chairs for each Standard section, along with several members who would provide support (e.g., institutional researchers) constituted the Accreditation Steering Committee. In Spring 2010, orientation and various reference materials were provided to committee members and a timeline for the Self Study was developed.

From Fall 2010 through Spring 2012, the Steering Committee met monthly to share progress, and review and discuss issues of common concern. One of the first tasks, at the recommendation of the Chancellor, was to conduct a "stress test"—an early assessment of those issues that should be addressed and if possible resolved prior to the completion of the Self Study. In their subsequent research, team members sought broad participation and input from College constituents. In Fall 2011 and early Spring 2012, a series of

“office hours” was created for key resource people to ensure that they would be available for consultation as needed. In order to keep the College informed about the work being done, the ALO instituted an occasional newsletter that was sent to the campus via email and posted on the internal Intranet site. The College community was also kept informed through other email updates, governance and other committee meetings, and Town Hall meetings. The campus also had opportunities to provide input in response to several surveys that were administered in academic year 2011-2012, and to near-final drafts of the Standard reports posted in Spring 2012. In early Spring 2012, an internal “public relations” campaign was launched to further inform the campus in general about the process of accreditation, the Self Study, and the team visit that would follow in Fall 2012.

Timeline

Spring 2010

- VCAA and ALO identified as overall Co-Chairs of the Self Study
- Questionnaire distributed to campus for volunteers to work on Self Study
- Standards Co-Chairs and committee members identified
- Standards Co-Chairs and support personnel form Steering Committee
- Orientation and training provided for Steering Committee

Fall 2010

- Steering Committee meets monthly
- Steering Committee conducts “stress test”
- Standards committees engage in major period of research and evidence-gathering

Spring 2011

- Standards committees continue with research and evidence-gathering
- Steering Committee meets monthly
- First drafts completed in April

Summer 2011

- VCAA and ALO review first drafts and prepare comments and questions

Fall 2011

- VCAA and ALO meet with individual teams to provide feedback on first drafts
- Standards committees continue to work in response to feedback
- Standards committees begin to post evidence
- Steering Committee meets monthly

- Second drafts completed in November
- VCAA and ALO review second drafts and prepare written comments

Spring 2012

- VCAA and ALO meet with individual Co-Chairs and/or teams to discuss feedback
- Standards committees continue to work on final or near-final drafts
- Comprehensive Faculty/Staff Survey administered
- Steering Committee meets monthly
- Third/final drafts completed in March
- ALO compiles preliminary list of Planning Agenda items
- Working draft prepared for submission to office of the Vice President for Community Colleges and the UH Board of Regents in May

Summer 2012

- Planning Agenda draft sent to Standards Co-Chairs for review
- All links to evidence posted online double-checked
- Final document (bound copies and electronic files) prepared for submission to ACCJC in August
- Campus begins to prepare for team visit in October

Fall 2012

- Final check of evidence online and in print; addendum prepared as needed
- Preparation of team room and other logistics
- Campus welcomes visiting team in October

Campus Organization

Re-organization process and recommendations

Honolulu Community College's primary focus is ensuring student success. As part of the college's mission, "the college is committed to providing the academic and student support to assist students as they progress through their respective courses and programs." In order to effectively manage the student support services needed to facilitate a student-centered focus the campus undertook a major re-organizational effort beginning in Fall 2010. At the present time the proposed re-organization has been shared with the labor unions associated with the University of Hawaii. As part of any reorganization, the unions are provided a time for consultation with their members. The College administration is expecting the re-organization to be completed and implemented by the start of the Fall 2012 semester.

The purpose of the proposed reorganization is to create a structure that would allow for efficient and effective management and clear alignment of campus resources. The goal is to create a structure to help address the operational issues impacting the overall student performance rates and help meet the strategic outcomes set as campus performance measures. The proposed reorganization will also assist in better communication within and between other units, as described below.

Honolulu Community College held numerous campus-wide reorganizational meetings during the Fall 2010, Spring 2011, Summer 2011 and Fall 2011 semesters. The recommendations that came forth in these meetings have helped shape the proposed reorganization outlined in this document. The major organizational changes include:

Creation of a Dean of Academic Support position and realignment of resources under the current Academic Support Division: The new organization structure calls for the dissolution of the Pacific Aerospace Training Center (PATC). The two academic programs, AERO and AVIT, previously housed in PATC, will be moved under the Tech I Division which includes all Transportation and Trades programs. It is proposed that the Dean's position be reassigned as the Dean of Academic Support position. The responsibilities of this position will include the leadership of the proposed Academic Support Division which includes the Library, the proposed Education Technology coordination, (previous DE support through the EMC), the proposed Student Success division, the proposed Design Center (currently the print shop) and the current Management of Institutional Research (MIR) personnel, excluding the transfer of three technology specialists positions that will be moved into the proposed ITC and Design Center divisions.

Creation of a Student Success Division: Major educational issues confronting the college are the growing number of underprepared individuals who enroll, and the relatively small percentage of students who successfully complete the requirements for graduation and/or transfer. After many meetings regarding student success, the campus has worked to best organize itself to ensure students receive the needed support services to be successful in college. In conjunction with the discussions along the lines of how best to aid and support the underprepared student population, a current working group is defining the necessary services to support student success. This division will serve as a coordinating function that will draw on the College Skills Center, student services, English and Math departments, the TRIO program and other student retention activities. As part of a plan to deal with the English and Math success rates on campus, the Chancellor changed the locus of tenure for remedial Math and English faculty from the College Skills Center to the appropriate Math and English departments. The previously named College Skills Center is redefining its role, personnel and major functions as a result. The newly formed Student Success group will include a faculty lead as Division Coordinator to report to the Dean of Academic Support. This Student Success Center will provide tutoring, supplemental instruction, assessment testing, proctoring, and other support services including early alert, mentoring, coaching and retention, as well as coordinate the delivery of appropriate instruction in English and math.

Consolidation of the Information Technology Personnel, Resources and Responsibilities to support all campus activities: Under the current structure, Information Technology (IT) personnel, resources and responsibilities are segregated and separated into various divisions which report to several supervisors. This current structure creates an environment which does not allow for consolidated IT efforts which need coordinated and consistent communication and assignment of duties. This proposal calls for bringing together all IT personnel under a Director of Information Technology. The Director of IT will report directly to the Vice-Chancellor of Academic Affairs. Positions supporting Distance Education, previously within the EMC department, will remain in the Academic Support division and will work collaboratively.

Consolidation of Non-Credit operations under the Director of the Pacific Center for Advanced Technology Training (PCATT) and Continuing Education and Life-Long Learning: The last re-organization of Honolulu Community College decentralized the non-credit activities, placing them under the responsibility of the designated Dean. This structure does not allow for concentrated efforts as a campus to elevate non-credit activities, as well as taking advantage of non-credit resources such as registration systems, non-credit award systems, fiscal accounts, physical space and human resources. Unfortunately, this organizational approach was not as successful as was hoped. This proposal calls for the reconsolidation of all non-credit activities under one management personnel. The Director of PCATT will leverage and utilize the limited resources available to grow the non-credit programs while focusing on the PCATT activities. The current structure requires the PCATT director to oversee the Information Technology Resources that support the campus. As described in the previous section, this proposal calls for the transfer of the IT management resources, which will be relocated under the responsibility of the Vice-Chancellor of Academic Affairs.

Establishment of the Native Hawaiian Programs Division within University College: Under the most recent Title III grant, the college established the currently titled “Native Hawaiian Center.” This center has been instrumental in providing support for students through financial aid counseling, computing center resources, mentoring and peer tutor assistance. A major recommendation proposed through the campus reorganizational meetings was to create a new Division for Native Hawaiian Studies. This proposed Division would allow for the combination of Hawaiian Studies, Voyaging, Hawaiian Language and the student support resources currently delivered by the Native Hawaiian Center.

Placement of the Music Entertainment and Learning Experience (MELE) on the organizational chart under the Dean of Communications and Services: The MELE program was born out of a Title III grant in Fall 2007. The program has now grown to over 100 majors and must be institutionalized and placed officially on the organizational chart. Through campus-wide discussions with various constituents and the faculty and lecturers of the program it was decided the best placement of the program would be under the Dean of Communications and Service in the Tech II program.

Creation of two divisions within the Transportation and Trades Division: The Tech I – Transportation and Trades Division is the largest academic division at HCC. The programs are diverse and are physically scattered among the main campus and four other off-campus sites. To provide better management and communication among the programs within this Division, this proposal calls for two sub-divisions within Tech I that would be separated into the Trades programs and the Transportation programs, each having a designated Division Chair. The change to the current structure would increase the Division Chair positions from one to two. This structure will also allow for the alignment of the Construction Academy and apprenticeship faculty and coordinator under the Trades sub-division.

Creation of an Admissions and Records Department reporting to the Dean of Student Services: The current reporting structure defines the Records functions reporting to the Academic Affairs division and the Admissions functions reporting to Student Services. To adequately provide a seamless structure to support student needs, these two offices must work closely together. This is the case within the system at all other campuses having the two offices reporting to the same supervisor.

Alignment of Security Personnel directly under the Vice-Chancellor of Administrative Services: Given the elevated concern of managing the campus's non-violence workplace policy, it is necessary to align the campus security office directly with the Vice-Chancellor of Administrative Services, instead of the current structure reporting to operations and maintenance. It is necessary for the point to point communication contact between these two offices, as the administration works to implement the campus non – violence policy and further improves the responsiveness of the new Crisis Management Team (CMT).

The Design Center: Personnel that are responsible for the “print shop” have been traditionally located in the Educational Media Center (EMC). Given the separation of ITC, EMC and Print Shop functions, the employees of the current print shop prefer to name themselves the Design Center. The dynamics needed within the Design Center include moving the current campus webmaster.

Committees

The College has created new committees and an established system of communication to create an institutional culture based on assessment, and to ensure College activities are directed towards facilitating student achievement of learning outcomes and achieving support service outcomes. The College's governance structure makes it possible for people to have input and be informed regarding important College initiatives, decisions, and directions.

The Faculty Senate Executive Committee remains the principal voice of the faculty and has fulfilled an important leadership role in encouraging the College's implementation of

methods and processes that promote a culture of student success, assessment and improvement.

The Staff Senate Executive Committee serves as the primary voice of the staff level employees of the College. Their role is also important in encouraging the College's implementation of methods and processes that promote a culture of student success, assessment and improvement.

The Assessment Committee, recently revisited for charter updates and membership, has the explicit mandate to facilitate and promote assessment activities. The committee helps instructional and support services faculty and staff become conversant with Program Review reporting requirements, identifying and measuring instructional SLOs and service SLOs, and educating the campus community by sharing different assessment methodologies.

The Committee on Programs and Curricula ensures that curriculum is updated and that curriculum changes enable programs to promote student achievement of program SLOs. All curriculum actions submitted to the CPC must include discussion of the SLOs and how these are to be met. All DE courses must undergo specific review by a subcommittee of the CPC to ensure SLOs are met regardless of the delivery method. The General Education Board ensures that all courses certified as meeting the General Education core requirements for the College (including CTE programs as well as transfer to UH Manoa and other campuses in the UH system) explicitly enable students to meet SLOs and measure student achievement of these SLOs.

The Planning Council carries the responsibility of communicating and responding to budget priority requests and decision making regarding planning for ongoing institutional improvement. The duties and responsibilities of the Council ensure that campus decisions are based on fulfillment of the mission, reviewing and updating the Strategic Plan, evaluating program and unit needs for improvement based on assessment findings and (based on all this input and input from other governance committees) identifying budget priorities.

The College has a Faculty Development Committee and a Staff Development Committee that provide necessary faculty and staff development and training opportunities, in particular, in support of assessment and evaluation activities. These committees carry out evaluations to ensure that they are meeting campus needs sufficiently to contribute to program improvement.

Dialogue

The College has worked consistently to facilitate broad-based communication on campus, so that members of the campus community feel that they are informed participants in ongoing campus dialogue, perceived as a genuinely two-way process. The College has in place the structures and processes to support ongoing, inclusive and intentional dialogue regarding key college issues, including student readiness and retention, improvement of

services for native Hawaiian students, development of more substantial IT capability, and general improvement of the institution.

There are a number of methods by which all constituent groups on campus are able to be informed and to provide input regarding discussions and decisions on institutional change and growth. These include:

- Email for announcements and committee minutes, and as a forum for providing feedback to committees and campus leaders on specific issues;
- Internet posting and sharing of documents;
- Committee meetings (including cross-committee liaisons as ex officio members);
- Town Hall meetings for the campus at large;
- Department or division meetings;
- Annual campus professional development days (e.g., Excellence in Education day);
- Campus-based or system-based workshops and panels;
- Campus representation on system-wide committees (e.g., governance, articulation).

There have been a number of important issues that the campus has dealt with through participatory discussion by all members of the campus community. Topics on which there was an emphasis on participatory campus-wide discussion include:

- Review and updating of the College Mission;
- Structural reorganization of the College;
- Updating and implementation of IT policy and procedures;
- Review and revision of General Education requirements for CTE programs;
- Drafting and revision of accreditation reports.

The College has made improvements in identifying and codifying the groups that have a structural role in discussion and decision-making on campus. This information is available in updated committee charters and in flowcharts illustrating relationships between committees or governance bodies and sequential relationships in decision-making. These charts also outline the essential steps in decision-making involved in the Program Review, budgeting and strategic planning cycles.

The College also receives critical input from community constituents, including potential employers through advisory committees. Through regularly scheduled meetings, CTE programs engage in dialogue with representatives from their respective fields. Such communication has informed curriculum modifications, program changes, and even the development of new programs. Other groups, such as support services, utilize external feedback in the form of focus groups.

Governance committees are the primary venue for input on institutional decisions. The Faculty Senate Executive Committee (FSEC) represents the faculty and is an important forum for faculty to remain informed about and provide input on issues of direct relevance to faculty. The Staff Senate Executive Committee (SSEC) has been important in providing a comparable venue for staff members to participate in decision-making, as

well as serving as an important conduit for transmitting information to the staff. The Kupu Ka Wai Council (KKW) represents the interests of native Hawaiian faculty, staff and students in helping the college to fulfill those aspects of its Mission and Strategic Plan that focus on improving educational opportunities and resources for native Hawaiians. The Planning Council (PC), which reports directly to the Chancellor, addresses longer-range planning and budgeting issues as well as general campus policy matters; the Campus Leadership Team (CLT) addresses short-term operational issues. Both the PC and CLT include representatives from faculty, staff, administration and students.

Students have a visible role in the ongoing dialogue on campus. The Student Senate President meets regularly with the Dean of Student Services and is an ex officio member of both the FSEC and PC. Members of the student government are also asked to serve as representatives on other major campus committees, including the Committee on Programs and Curricula (CPC.)

An important aspect of meaningful participation in dialogue is having the information necessary to provide informed commentary and to make informed decisions. Members of the College community have access to necessary data and reports. Committee minutes are posted on the campus internal Intranet, as are Annual Assessment and Program Review Reports, documents related to campus budgets and budget requests, and strategic planning tools. Information relevant to more specific topics such as Distance Education of faculty development is also posted online. More recently, the campus has developed a presence in various forms of social media including a campus blog. While such venues for information sharing may not be directly related to institutional decision-making, they do contribute to a more open and multi-faceted climate of communication, and increase the visibility of the campus in general.

Institutional Integrity

The College has policies, procedures, and structures in place to ensure the integrity of the College's functions in its communication with the community, treatment of students, and policies related to administrators, faculty, and staff.

The College communicates truthful and relevant information to the public. This includes the publishing of College's comprehensive mission and goals, as well as program course SLOs.

The College Catalog is printed and updated annually and is available on the Web. The College has established a process for ongoing review to correct errors and outdated information. The Catalog clearly identifies important College policies related to transfer of credits, academic freedom, student conduct, and grievances. The College has clearly defined policies it follows in other areas such as directly stopping out of a program when a program undergoes substantive curriculum revision or is eliminated. The policies are either included in their entirety in the Catalog, or information is provided indicating where hard copies are located. Expectations of students and consequences of breaching

these standards are made clear in the Catalog, including behavioral expectations under the Student Conduct Code, and explicit expectations regarding student academic honesty and consequences for dishonesty. The College's employees are made aware of and follow established policies to maintain privacy of student records.

Through Intranet posting of College information, access is ensured for the community at large, students located at different physical locations, or DE students. This includes information regarding academic support, support for distance learning, and available disabilities services. There are also accessible counseling information and increased access to self-advising tools. The College manifestly demonstrates its commitment to diversity in terms of its campus personnel, student body and educational programs and activities.

***The University of Hawai`i Board of Regents,
and University and Honolulu Community College Administration***

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CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority

The University of Hawai`i Board of regents, under the authority of State of Hawai`i Law, Chapter 305, Hawai`i Revised Statutes, is authorized to develop and administer a system of community colleges. In 1966, the Board authorized the College to operate and to award degrees.

2. Mission

The College's mission is clearly defined, adopted and published. The College's mission is consistent with the purposes set forth in State law for the UH community college system, and is in alignment with the University of Hawai`i Community College's Mission Statement (approved by the Board of Regents in 1997). The College's Mission Statement was reviewed and approved by the Board in 2012.

3. Governing Board

The University of Hawai`i Board of Regents is a fifteen-member body responsible for the quality, integrity and financial stability of all University of Hawaii campuses. The regents are nominated by the Regents Candidate Advisory Councils and are appointed by the governor and confirmed by the legislature. The board formulates policy and exercises control over the university through its executive officer, the university president. The Board has exclusive jurisdiction over the internal structure, management and operation of the university. The number of members and composition of the Board is sufficient for it to fulfill its responsibilities. This ability has been enhanced by the increased number of members on the Board. Based on Hawaii law, the Board has the final responsibility for ensuring that the financial resources of the institution are used to provide sound educational programs.

In accordance with Hawai`i State law, a 2000 constitutional amendment granting greater autonomy to the University of Hawai`i, and as articulated under Board by-laws, the governing board is an independent policy-making body. Its primary duty is to serve the public interest and UH constituent needs, and this purpose directs its activities and decisions. An overview of the background and professional affiliations fo the Board members verifies that a majority of the Board members do not have employment, family, ownership or personal financial interest in the institution. Board by-laws, Article X, articulate a clear conflict of interest policy, including disclosure requirements. Board members adhere to this policy. Board member interests do not interfere with the impartiality of governing body members and do not outweigh their primary duty to secure and ensure the academic and fiscal integrity of the institution.

4. Chief Executive Officer

The University of Hawai'i Board of Regents appoints the Chancellor, who is the chief executive officer of the College. The Chancellor's full-time responsibility is to the College; this officer has the requisite authority to administer Board policies. The Chancellor has the necessary authority to provide leadership to the College in areas of planning, establishing priorities, managing resources and ensuring the institution's implementation of statutes, regulations, and policies.

5. Administrative Capacity

Based on the findings of the Standard committees, the College has sufficient staff to provide administrative services necessary for the College to fulfill its mission and purpose. Personnel processes ensure that administrative officers are qualified by education, training, and experience to perform administrative responsibilities.

6. Operational Status

The College is fully operational, offering Fall, Spring, and Summer-session classes designed to meet the varied educational needs of degree-seeking students in CTE and Liberal Arts programs. These programs graduate students receiving certificates and degrees. The College offers classes at several sites and in alternative scheduling options, and it supports an active DE program.

7. Degrees

Programs leading to degrees make up the substantial portion of the College's educational offerings. The College attracts students to its degree programs due to the diversity of instructional programs offered, and the fact that the College is the only institution in the State to offer many of the unique programs located at Honolulu Community College.

8. Educational Programs

The linking of program missions to the College's mission and goals reflects the fact that all degree programs offered by the College are in alignment with the mission of the institution. The curriculum and requirements of these programs are based on recognized standards of higher education field(s) of study. Programs review and revise as necessary curriculum and program currency based on evaluation of student work, in consultation with advisory committees and in accordance with required program review and annual assessments. Programs are of sufficient content and length and students receive education at the level of quality and rigor appropriate to the degree offered. These fields of study culminate in identified program SLOs. Degree programs are at least two years in length.

9. Academic Credit

As documented in the College's Catalog, the College awards academic credits based on criteria that reflect generally accepted practices in degree-granting institutions of higher

education. The awarding of credit is in compliance with clearly stated criteria and processes also published in the College Catalog.

10. Student Learning Achievement

The College has identified—and has published in its Catalog and on the Web—expected SLOs for all instructional programs. The College has adopted processes and timelines to ensure that regular and systematic assessment of these outcomes takes place. Annual Assessment and periodic Program Review reports require programs to demonstrate that students who complete instructional programs achieve these outcomes, regardless of where or how they are delivered.

11. General Education

A review of degree-granting program requirements confirms that the College incorporates into all of its degree programs General Education requirements designed to cultivate a breadth of knowledge and encourage intellectual inquiry. The General Education component for all programs includes demonstrated competence in writing and computational skills, and an introduction to some of the major areas of knowledge. General Education courses, as reviewed and certified by the General Education Board, are required to have comprehensive learning outcomes as well as clearly identified assessment strategies. Degree credit in General Education is consistent with levels of quality and rigor appropriate to higher education.

12. Academic Freedom

The College is committed to creating and maintaining an atmosphere of inquiry and intellectual freedom. Faculty and students are guaranteed the right to examine and test all knowledge appropriate to their discipline or area of study. The College has made this commitment explicit in the form of an Academic Freedom statement included in the College Catalog's Policies and Procedures.

13. Faculty

The College has a substantial number of qualified faculty members whose full-time responsibility is to the institution. The faculty is sufficient in number and professional training and experience to ensure achievement of the College's mission and to support all of the institution's educational programs. The University of Hawai'i Board of Regents' Classification Plan of Faculty in the Community Colleges provides a statement of faculty responsibilities as well as the basis on which specific positions are advertised and filled. Expectations of faculty include maintaining currency in their program, and continual professional development in their respective areas of effective instruction. These requirements ensure that faculty are actively involved in the development and review of curriculum, and in the assessment of student learning.

14. Student Services

The College has a strong and multi-faceted Student Services program, which provides appropriate and comprehensive student support services. In addition, the College's Academic Support units, as well as instruction in developmental English and Mathematics and English as a Second Language, provide necessary and effective support of student learning. The missions of all these instructional and service programs are in alignment with the College's Mission; their effectiveness is documented with various forms of assessment. The various forms of support for students meet students' needs and are consistent with the College's Mission. All of these programs are required to conduct Annual Assessments and complete Program Reviews to ensure continued program effectiveness.

15. Admissions

The College operates based on admission policies that are consistent with its open-door mission. A review of the College Catalog, the information posted on the Internet, and all program specific publications makes clear that admissions policies explicitly and clearly communicate the appropriate qualifications of students for specific programs.

16. Information and Learning Resources

The College has built a robust program of Information Technology services that provides long-term access to information and learning resources necessary to support the College Mission and the missions and SLOs of its programs. This applies to those courses offered in classrooms, as well as courses offered at other sites or via distance education.

17. Financial Resources

The College has the necessary funding base, financial resources, and financial development plans to effectively support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. The College relies primarily on public funding by the State general fund. The College receives additional financial resources through tuition, fees, grants, and contracts. The College adheres to the two-year State budget cycle and budget guidelines and controls of the UH system. In addition to State regulations, in the case of contracts and grants, the College also complies with the rules of the funding organization.

18. Financial Accountability

UH's consolidated financial statements are prepared in accordance with Government Standards Board principles, which establish standards for external financial reporting for public colleges and universities. The financial audit is part of the A-133 audit required by the federal government (US Department of Education.) Furthermore, the College's Financial Aid office is audited annually as part of the A-133 audit. The University also reports as a combined balance sheet and income statement for the community colleges as a whole. By virtue of State law, the College is prohibited from accruing, and does not operate under, a deficit.

19. Institutional Planning and Evaluation

The College has created the infrastructure and processes necessary to ensure systematic evaluation of all programs and College functions. Ongoing evaluation and improvement activities have as their focus assessment of SLO's fulfillment of service outcomes. The College has in place mechanisms for publicizing results of institutional research and assessment. The College has significantly improved methods of integrating assessment, planning and decision-making to increase the effectiveness of institutional structures and processes, promote enhanced student achievement of educational goals, and continually improve student learning. As a result of the integration of assessment activities and governance bodies and processes, the College has in place a system that ensures decisions on resources and strategic activities are based on how best to improve the institution. Evidence for these links are development of a new Strategic Plan, development of the integrated planning and budgeting policy, and minutes of major governance committees.

20. Public Information

The College Catalog is published in hardcopy and on the Web. Review of the College Catalog indicates that the College publishes accurate, current, and necessary information for its constituencies. Information provided includes the College's address and contact information, the mission and goals statement, and relevant and up-to-date information about course, program, and degree offerings (e.g. program SLOs, program requirements, program length, and other necessary information). The Catalog includes an academic calendar with all crucial deadlines indicated. Under the headings "General Information", "Student Services", "Academic Regulations", "Tuition and Fees", and "Degree and Certificates", the Catalog contains all the information outlined in these eligibility criteria. In the case of documents and policies too lengthy for inclusion, the Catalog indicates where this documentation is available.

21. Relations with the Accrediting Commission

The College affirms that the institution strictly and in good faith adheres to the eligibility requirements and accreditation standards and policies of the Commission. The College describes itself in consistent terms; however, at present it does not have any relations with other accrediting agencies for any of its degrees. A review of past correspondence and ACCJC/WASC actions confirms that the College communicates any changes in its accredited status, and readily and immediately discloses information required by the Commission in carrying out its accrediting responsibilities. The College complies with all Commission requests, directives, decisions, and policies, including complete accurate and honest disclosure.

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Honolulu Community College certifies that it is in compliance with the following specific policies of the accrediting commission, as follows:

Policy on Distance Education and Correspondence Education: HCC offers a substantial range of courses delivered online or as cable courses and submitted Substantive Change requests when the FIRE program and the AA degree began to include more than 50% of courses offered through distance education modalities. See Standard IIA, IIB, IIIC.

Policy on Institutional Compliance with Title IV: HCC's Financial Aid office is subject to annual audits as well as other forms of fiscal review that serve to minimize student loan defaults. See Standard IIB (Financial Aid), IIID.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status: HCC continues to monitor and update the information provided to both prospective and enrolled students and to the community about all aspects of its programs, including its accredited status. The College catalog is updated annually in print, and information is also kept current online. See Standard I, IIA, IV.

Policy on Award of Credit: HCC adheres to generally accepted norms in higher education in the awarding of credit, understanding that assessment of the meeting of clearly defined SLOs is the primary criterion for determining a student's eligibility to receive college credit. See Standard IIA.

Policy on Institutional Integrity and Ethics: HCC adheres to a high standard of expectations with regard to institutional integrity that governs both internal and external relations, and has policies in place to ensure academic honesty and integrity, as well as clear policies of remediation and resolution. See Standard I, IV.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations: HCC currently has no such relationships, but would abide by the stated policy, were it to enter into such agreements. Credit courses offered at remote sites (e.g., through the SOCAD program) are reviewed by the same criteria as are courses offered on-campus, and the same standards would apply to non-credit offerings. See Standard IIA.

RESPONSE TO RECOMMENDATIONS

Honolulu Community College submitted its Institutional Self Study in Fall 2006; this submission was followed by a visit from an ACCJC accrediting team. The Accrediting Commission for the Community and Junior Colleges – Western Association for Schools and Colleges (ACCJC – WASC) reaffirmed Honolulu Community College's accreditation in January 2007. The visiting team identified six (6) major recommendations for the College to address. These recommendations are identified in full in the report that follows.

The College was directed to submit a Progress Report in March 2008, with a visit to follow. For that Progress Report, the college was asked to report on the progress made on three of the six major recommendations (numbers 1, 2, and 5.)

The College submitted the Progress Report in March, and hosted the visiting team in April 2008. The ACCJC accepted the College's Progress Report in June 2008, and requested the College submit a Focused Midterm Report in Fall 2009. In this Focused Midterm Report, the College was directed to respond to progress made in addressing all six major recommendations, as well as the College's Planning Agenda items, with particular focus on progress made in response to Recommendation No. 2. The Focused Midterm Report was submitted in October 2009; the ACCJC accepted that report in January 2010.

Recommendation 1: (a) *The team recommends that the Chancellor and the Planning Council clearly state the purpose, function, and membership of all governance committees and ensure that minutes are published and accessible to all constituents.* (b) *The team encourages the Chancellor and the Planning Council to focus the Council's agendas on its primary purpose as stated in its Charter,* (c) *develop a commonly agreed-upon definition of collegiality, and*(d) *establish specific timelines for accomplishing the self study Planning Agenda.*

(a) Governance Committee Charters and Minutes:

The College has fulfilled this recommendation. The four committees identified as participants in campus governance include the Planning Council (PC), the Faculty Senate Executive Committee (FSEC), the Staff Senate Executive Committee (SSEC), and the Kupu Ka Wai Council (KKW.) Committee charters and meeting minutes are posted on the campus internal intranet site for ready access by the College community. Committees are expected to review their charters annually, and revise if and as needed to ensure (1) broad-based and equitable representation of appropriate constituencies and (2) appropriate response to assigned responsibilities. The College continues to work to ensure that staff members in particular have the support needed to participate fully in the SSEC, and as ex officio representatives on other campus committees.

Committee minutes are posted on the College's internal intranet site; the expectation is that they will be posted in timely fashion (usually right after they are approved by the

committee in question.) It is expected that committee chairs will notify the campus when minutes are posted; in some cases the minutes are sent via e-mail to the campus as well as posted online.

(b) Planning Council Focus:

The College has fulfilled this recommendation. As stated in the Planning Council Charter (last revised in April 2008), the primary responsibilities of this committee are the periodic review of the College Mission and Goals, the coordination of the Strategic Action Plan and Budgeting Process, provision of additional supervision of the accreditation process, coordination of communication with and between campus governance bodies, and the monitoring of processes related to institutional research and effectiveness.

By the time of submission of the College's Focused Midterm Report, the Planning Council had matured substantially, clarifying its purpose and increasing its effectiveness in meeting its responsibilities by (1) clarification of members' roles and PC processes; (2) clarification of primary focus on strategic planning activities; (3) improvement of the Annual Budget Implementation Planning Process; and (4) revision/updating of the Strategic Plan. The College now differentiates between its Strategic Plan (a broader narrative plan, now covering the years 2008-2015, that identifies internal and external forces impacting the College, goals and mandates, and broad academic objectives, aligning with both the Community College system and the University of Hawai'i system as a whole) and its Annual Budget Implementation Plan (specific action steps identified by different campus constituencies as those needed to achieve strategic goals and objectives.) The latter now has a clearly articulated timeline that allows for input of items based on Program Reviews and general operational imperatives (e.g., health and safety.) Items are prioritized by the four major governance committees, with the Planning Council having responsibility for compiling a final recommendation to the Chancellor. The Planning Council has continued to inform and educate the campus community about changes and refinements in the planning and budget implementation process, a process increasingly enhanced by greater awareness on the part of faculty and staff of the annual assessment and Program Review process. Periodic reports from the Vice Chancellor for Administrative Services on current and projected campus budgets have also helped to provide a larger context for resource allocation.

(c) Collegiality:

The College has fulfilled this recommendation. In March 2008, the Planning Council adopted and the Chancellor signed off on a Memorandum of Understanding on the "Collegial Relationship Among Campus Constituencies." This explicitly states expectations and responsibilities of all parties on campus, specifically administration, faculty, staff, and students, in terms of expected communication, respect, and participation in decision-making processes.

(d) Planning Agenda:

The College has fulfilled this recommendation. The College has in place an effective process and annual cycle for updating the Planning Agenda. The Accreditation Oversight Committee (AOC) is responsible for this yearly update, usually done in the spring and summer. Responsible parties identified in the Planning Agenda report to the AOC regarding actions taken, current status of the recommended action, projected needed action for completion, and any adjustments to the timeline for completion. The AOC then provides an updated Planning Agenda to the campus and responsible parties. The AOC revised the Planning Agenda template to include an indication as to whether the recommended action step is (a) necessary to address a deficiency where the College does not meet or only partially meets an accreditation standard, or (b) intended to improve already adequate College functioning. This differentiation helps the College community better understand priority and urgency in implementing Planning Agenda action items.

***Recommendation 2:** To meet the standards' focus on ensuring student success and the quality of programs and services, the team recommends the college conducts meaningful, timely, and inclusive dialogue with all college constituents to develop and refine its program review process and to identify student learning outcomes at the course, program and institutional levels. The college should also systematically assess these student learning outcomes and use the results of these assessments for the improvement of institutional effectiveness.*

The College has fulfilled this recommendation, but continues to work to broaden the scope of understanding of and participation in the three major components, as follows:

(a) Program Review Process:

The College has implemented changes ensuring Sustainable Continuous Quality Improvement in its implementation of program review reporting, ongoing discussions of how to refine the process, and utilization of program review results to (1) achieve improvements in the institution's ability to promote student learning, and (2) to provide justification for requests for resource allocations in the College's Annual Budget Implementation Plan (see above.) Programs (instructional and non-instructional) are expected to complete annual assessments and a comprehensive Program Review every five years. The University of Hawai'i's Community College (UHCC) system office provides data based on a standard set of parameters at the beginning of the academic year in August, with program reports due in December. Those reports, posted for public review, also include narrative commentary on the data, and are subsequently used in the following spring term as part of the budgeting process. The Program Review Process has undergone continuous assessment and refinement, as more faculty and staff become knowledgeable participants in preparing these reports and understanding the role they play in ensuring accountability for all college programs.

(b) Student Learning Outcomes:

There has been significant progress on the part of the College community in the area of identifying programs and course SLOs, assessing those SLOs, and responding to findings

for improvement of student learning. The College has achieved the level of “Proficiency” in its identification and assessment of SLOs, and in the use of this information to improve facilitation of student learning, and is in transition to meet the criteria for “Sustainable Continuous Quality Improvement.” All courses have identified SLOs and these are included on course outlines and syllabi. All programs have identified SLOs and these are included in program information in the college catalogue. The college has recently identified institutional learning outcomes that have been circulated to the campus for dialogue and comment and will be discussed and finalized and early Fall 2012. Work has been done to show the alignment of course-to-program SLOs (e.g., CTE “mapping”) and to strengthen articulation across campuses. The understanding that enhancing student learning and the achievement of identified SLOs is the clear focus of all College activities has been supported by emphases in program review activities, faculty development efforts, and by curriculum review and various certification/re-certification processes that are based on clearly defined SLOs and documented ongoing assessment activities.

(c) Assessment (SLOs, Institutional Effectiveness)

Assessment of SLOs for instructional programs at both course and program levels has taken several forms. An earlier initiative in the CTE programs to map course to program SLOs has been revived and refined. This has resulted in fruitful discussion within programs as well as between programs and advisory boards; as a result of this process, some programs have worked on refining their Program Learning Outcomes, while others have reworked the language and degree of specificity of course SLOs. Due to a recent change in the General Education requirements for CTE programs, additional work will be done to ensure that programs fully meet those requirements as well.

Mapping within the Liberal Arts program is more complicated, since there are many course choices and curricular pathways a student can take to fulfill requirements for the Associate in Arts (A.A.) degree. However, various forms of assessment that are course- or discipline-based, within specific subsets of the General Education requirements for the A.A. ensure that all such requirements are met, regardless of course choice.

Instruments of course-SLO assessment for CTE programs may include portfolios, performance exams, knowledge surveys as well as written examinations. Instruments of course-SLO assessment for Liberal Arts include knowledge surveys, written examinations (which may include embedded items that link to program level SLOs) and portfolios. Many faculty also administer general end-of-semester student evaluations (which may include items that link to general liberal arts program SLOs), and are required to use student evaluations that target specific requirements designated as Focus areas (e.g., Writing-Intensive, Contemporary Ethical Issues, Oral Communication, and Hawaiian, Asian and Pacific Issues.)

Assessment instruments for Student Support services range from in-house surveys of student satisfaction to bi-annual CCSSE reports. Assessment instruments for Academic Support Services also utilize both quantitative and qualitative measures that gauge both

degrees and kinds of use of facilities and services as well as user satisfaction with those offerings.

The College's senior Administrative team has recently approved a plan for administrative assessment that was developed at the request of the Chancellor by a faculty group. That instrument will be implemented in early Fall 2012.

The College is also engaged in several other campus-wide and system-wide initiatives intended to support and improve student learning, all of which include some form of assessment. These include the following:

- Achieving the Dream (AtD) – a five-year system-wide project to create and evaluate strategies to improve student completion and retention rate;
- Running Start – a program that allows high-school students to take college courses for dual credit;
- Summer Bridge Initiative – a program designed to help first-time and/or persisting eligible students get a head start on their academic career;
- Learning Communities – projects designed to enhance student learning success through team-teaching and clearly-defined cohorts;
- Passport to College – mandatory orientation, advising and placement testing for new students designed to create a better foundation for college-level work.

The College continues to provide support for professional development for faculty and staff in the area of best practices for assessment at both course and program levels. It has also monitored the success of various forms of assessment and is working to develop more effective means of online access to various instruments, which will make data collection and analysis more efficient and effective.

The integration of assessment as standard practice across the campus, in instructional and support service areas, has increased significantly. In general, questions about a component of assessment arise early in the discussion of any new/proposed initiative, so that appropriate measures of success or effectiveness can be developed at the beginning. There is, however, still not universal engagement of faculty and staff in assessment activities, and the degree of involvement may vary significantly from one division or unit to another. In this context, several of the action steps identified in the 2009 Focused Midterm Report are still relevant, as follows:

- Completion of mapping course to program SLOs;
- Consistent, periodic assessment of program outcomes as basis for program improvement;
- Assurance that all faculty carry out assessment of course SLOs;
- Implementation of the plan for Administrative Assessment.

A newly reconstituted Assessment Committee has taken the initiative to conduct an audit or inventory of assessment practices across the campus, which will help significantly in making various forms of assessment both more visible and intelligible for the College as a whole.

Recommendation 3: *The team recommends that the college develop a formal assessment process in order to evaluate the effectiveness of its Distance Education program in meeting the institutional mission. The process should include a systematic evaluation, analysis, communication, and improvement of the program, including assessment of how well each online course is satisfying its learning outcomes, support for staff development, and technical assistance for faculty.*

The College has fulfilled this recommendation, but continues to work to refine or improve its management of distance education in the context of both internal and external factors.

Distance Education (DE) courses at the College are offered by department or programs housed in five instructional units: Communications and Services Programs (Tech I), Trades and Transportation Programs (Tech II), Liberal Arts Program (University College), the Off-Campus Education Program, and the College Skills Center. Distance Education, while not a formal program per se and with no specific budget allocation, depends on the coordinated efforts of instructional faculty, support faculty and staff, and administration, to meet the needs of students state-wide (and beyond) across several degree programs. The College has a dedicated faculty position serving as Distance Learning Coordinator (DLC), who serves as the central contact point and liaison for all units and positions supporting DE in instruction in the areas of teaching faculty, student services, academic support services, IT, production areas, and administration. The DLC also coordinates with other colleges and with a system-level committee as needed.

Distance Education is also guided and assessed by two committees: (1) the Distance Education Advisory Committee (DEAC), a subcommittee of the Faculty Senate Executive Committee, provides a forum for dialogue about effective management and best practices in distance education. Priority issues for this committee, chaired by the DLC, have included assessment measures to ensure that DE courses meet academic standards, including parity with face-to-face offerings, and that appropriate technical support and professional development for faculty is available. The College is aware that this is an area of particular and current concern to our accreditors; (2) the Distance Education Review Board (DERB) is a standing subcommittee of the College's Committee on Programs and Curricula (CPC) and functions to review and approve all applications for DE course offerings. DERB is also coordinated by the DLC, who organizes smaller subcommittees to review and certify new course proposals in specific disciplines. DE courses must also be re-certified periodically. This process of peer review ensures that all DE courses will have clear and explicit SLOs and an indication of assessment methods to be used.

Assessment of DE courses in terms of their mode of delivery is carried out by means of a survey that students are asked to complete at the end of each semester (in addition to other surveys that might be required.) The results of these surveys are periodically reviewed and discussed by DE providers (faculty and support staff) in order to provide a basis on which to plan for improvements in content, delivery, and provision of support

services. DE providers are also surveyed periodically to provide another perspective on ways in which DE can be improved.

The College has monitored enrollment data for DE to determine its market share in comparison with other UHCC campuses. This will help the College plan for managed growth of DE. As noted, DE is not a formal program per se, but in many ways functions like one. DEAC intends, for example, that DE be included in the Program Review cycle; further, the College submitted two Substantive Change proposals in the 2008-2009 academic year, when it became evident that both the Fire and Emergency Response Program (FIRE) and the Associate of Arts (A.A.) in Liberal Arts program offered more than 50% of program courses via distance delivery.

The College has in place several methods for communication and sharing among those responsible for providing distance education. Internal communication options include the campus DE list-serve (intended primarily for DE providers) that extends the forum provided by DEAC, a website on the campus internal Intranet (including a link to a comprehensive DE Manual), minutes from the DEAC, and scheduled meetings for providers. External communication is channeled through the College's public website, with a link to the DE page for students. That page also provides links to other information available at the UHCC- and UH-system levels.

Assessment of DE courses offers a particular challenge in that it is more difficult for instructors to ensure that students will complete the various surveys or other forms of evaluation that may be required. This, along with plagiarism, has been a recurring topic of discussion at the various meetings of DE providers and others. In this context, knowledge surveys have proven to be relatively effective for DE assessment per se as well as comparative assessment of DE vs. face-to-face sections of the same course.

The College utilizes its own resources as well as those available across the UH system to provide faculty and staff development and technical support of distance delivery classes. Technical training and other development opportunities are available on a one-to-one basis as well as in workshops offered by various campus and system sponsors. Ongoing training for UH system faculty members to develop, offer, and maintain online courses via Lulima, the delivery platform for UH online courses, is available at different times in multiple venues. (Lulima is also a significant resource for instructors of DE cable classes, as well as those who teach in conventional classroom settings.)

In terms of technical support, the College is also involved in the production of cable courses, which it has done since 1997 with grant support from the local public access station (Olelo.) The College also provides enhanced academic computing support for DE faculty and staff, including more robust hardware and software required for the development and upgrading of online course delivery. The College's recently developed and instituted IT plan should ensure that DE students and providers continue to receive necessary and sufficient support. A number of the action steps outlined in the 2009 Focused Midterm Report should remain under consideration, but may need to wait for resolution until the IT plan and the plan for campus reorganization are fully implemented.

Recommendation 4: *The team recommends that the college develop a comprehensive facilities master plan and seek the funding to implement the plan in order to best serve the programs offered, to reflect the quality of its programs, and to project the college's importance and image to the community.*

The College has fulfilled this recommendation with respect to the development of a comprehensive facilities master plan and the acquisition of funding to plan for significant new construction on campus. The campus master plan, supported by legislative funding released in Fall 2009, was presented for extensive campus review in the 2010-2011 academic year, and identifies several phases of campus growth and consolidation, including the construction of the long-awaited Advanced Technology and Training Center (ATTC.) While that project has not been allocated CIP funding, planning is now underway, and the project has first priority in the UH system budget. In the meantime, the campus has continued to address its list of Repair and Maintenance (R & M) projects, and a major renovation of one of largest buildings, which houses the college library as well as a large number of faculty offices and classrooms, is underway.

Recommendation 5: *The team recommends the development of written descriptions clearly delineating the role of the Chancellor and the Vice Chancellor of Academic Affairs in regards to the delegated authority given to the Vice Chancellor consistent with the responsibilities in Standard IV.B. for the Chief Executive Officer of the college. The Chancellor is also encouraged to take steps to stabilize the administration.*

The College has fulfilled the recommendation to clearly delineate the roles of the Chancellor and the Vice Chancellor of Academic Affairs (VCAA.) The VCAA drafted a chart outlining the responsibilities of these two senior positions based on official job descriptions. The Accreditation Oversight Committee (AOC) provided additional input to clarify differences in responsibility and duties, communication processes, and authority for final decision-making. The resulting matrix is comprehensive and clearly defines the two positions, providing specific actions or examples for further clarification. Based on feedback from the AOC, this matrix was expanded to include comparable profiles for two additional administrative roles: The Vice Chancellor for Financial and Administrative Services (VCAS) and the Executive Assistant to the Chancellor.

With respect to the stability of the administration, the College had made significant progress in stabilizing and securing an effective administrative structure at the time of submission of the Focused Midterm Report, but once again finds itself in transition. The Chancellor, appointed on an interim basis after the retirement of his predecessor, and retained after an unsuccessful search for a permanent replacement, retired at the end of the 2011-2012 academic year. A search for his successor culminated successfully in the appointment of the current VCAA to the position of Chancellor. Currently, all but two of the senior management positions (Chancellor, and Dean of Tech II) are thus vacant or filled on an acting or interim basis: VCAA, VCAS, Dean of Student Services, Dean of Tech I, Dean of University College. Searches for permanent replacements are at various stages of progress, and the positions may be filled on a short-term basis until those searches are successfully completed.

Recommendation 6: *The team recommends that the Chancellor develop a systematic plan that effectively communicates with the internal and external communities the vision, achievements, goals and long-range plans of the college.*

The College has fulfilled this recommendation, substantially expanding opportunities for more inclusive sharing and discussion of ideas related to the College's vision, goals and activities. Town Hall meetings provide a broad-based forum for discussion of major campus initiatives, including technology, reorganization, accreditation, general education. Notes and/or PowerPoint documents are typically posted for subsequent information and reference. E-mail continues to serve as a primary means of more dynamic dissemination and discussion; various list-serves also focus on specific constituencies as well as the campus as a whole. Use of social media has increased and the campus has developed a newsletter and a blog, in addition to maintaining a presence on Facebook and Twitter. The College's internal Intranet site, recently updated, continues to serve as the primary repository of many important documents, from committee minutes to long-range planning documents. The College's public website has also been redesigned to be more user-friendly for both students and the general public. The Executive Assistant to the Chancellor has also served as media liaison and has consistently developed ways to promote College activities and achievements. The College also participates with UHCC system initiatives to provide publicity for the community college system as a whole.