

**STANDARD I:  
INSTITUTIONAL MISSION AND EFFECTIVENESS**

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## ***Standard I: Institutional Mission and Effectiveness***

*The Institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The Institution uses analyses of quantitative and qualitative data in an ongoing systematic cycle of evaluation, integrated planning, implementation, and reevaluation to verify and improve the effectiveness by which the mission is accomplished.*

### ***I.A. Mission***

*The Institution has a Statement of Mission that defines the Institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.*

#### ***I.A.1.***

*The institution establishes student learning programs and services aligned with its purpose, its character, and its student population.*

### **Descriptive Summary**

Honolulu Community College (HCC) has a Statement of Mission that defines the Institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. [[Mission Statement](#)]

HCC's current Mission Statement, now posted on the campus website and available elsewhere, is as follows:

*Honolulu Community College serves our community, the city, the state of Hawai'i, and the Pacific region as an affordable, flexible, learning-centered, open-door, comprehensive community college. We meet the post-secondary educational needs of individuals, businesses, and the state by:*

- *Offering high quality courses and programs in the liberal arts and career and technical fields;*
- *Maintaining unique educational partnerships with state-registered apprenticeship programs in diverse career fields;*
- *Supporting our Native Hawaiian community and its language, history, and culture;*
- *Delivering continuing education and training to meet the demand for a competitive workforce; and*
- *Providing diverse educational opportunities for personal enrichment.*
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*As a learning-centered, open-door college, Honolulu Community College is committed to providing the academic and student support to assist students as they progress through their respective courses and programs, and to facility the important work of our faculty and staff. The college will acknowledge, promote, and maintain a*

*multicultural environment where gender diversity and other aspects of personal identity are appreciated and respected.*

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

1. Provide two-year transfer educational programs that offer students the general educational component of the Baccalaureate Degree;
2. Provide two-year, four-year, short-term and apprenticeship occupational-technical curricula for employment, skill-upgrading and career advancement, and transfer to four-year technical programs;
3. Ensure general education competency in communication, problem-solving, ethical deliberation, cultural diversity and global awareness;
4. Provide developmental instruction to build skills necessary to pursue educational objectives;
5. Maintain flexible educational delivery systems to enhance student access by providing affordable education when and where it is needed;
6. Establish a systemic institutional effectiveness program that regularly assesses expected student and program learning outcomes to ensure the highest quality education;
7. Develop activities to increase resources for programs and operations;
8. Provide co-curricular programs and activities to promote student learning and development and to prepare students for leadership roles and responsibilities in a global community;
9. Contribute to the support of the community's economic and social growth;
10. Maintain a multicultural environment where ethnic and gender diversity is appreciated, respected and promoted; and
11. Provide an opportunity for students to gain an understanding and knowledge of the host culture of Hawai'i, and the Native Hawaiian language, culture and values.

Honolulu Community College seeks to fulfill its mission by determining the needs of its intended students and community, as well as the business and technical needs of the State of Hawai'i and the Pacific Rim, using both quantitative and qualitative data. Data sources include reports, studies, and surveys, as well as input derived from a continuous dialogue among all stakeholders.

The College's intended student population is determined by our purpose of being an affordable, flexible, learning-centered, open-door institution, and by our mission of offering both a comprehensive community college education and serving as the primary technical training center of the Pacific Rim. The College's intended population is also determined by its unique location in the Kalihi-Kapālama section of the city of Honolulu on the island of O'ahu in Hawai'i, and by our specific role in the University of Hawai'i system. In addition to providing workforce training and development as required by legislative mandate, the College also serves as a primary entry point for students wanting to obtain an Associate degree, or to complete the first two years of a liberal arts degree and eventually transfer to a four-year degree-granting institution.

Our students are enormously diverse. They come from a wide range of cultures and ethnicities. They range from high-school students to senior citizens. Many are the first in their families to attend college. Many are the first in their families to attend college. Honolulu Community College, like many colleges across the nation, is deal with a large student population entering college with insufficient Math and English skills to complete college-level work. Eighty percent of entering students are unprepared for college level Math, while 70 percent are unprepared for college level English. The College identified this issue as its utmost priority in its efforts to promote student success. Data made available by the UH Institutional Research Office on the UH system website provide information on student demographics, full- vs. part-time enrollment, graduation and persistence rates, in addition to other relevant student characteristics. [Data Access Portal] Currently, there are 4,253 students enrolled in credit courses on the HCC campus. Of those students, approximately 60 percent are student who goal is to earn a certificate or degree in Career and Technical Education (CTE) fields, while 40 percent are enrolled in the Liberal Arts program. In terms of ethnicity, the majority of student (approximately 75 percent) are of Asian/Pacific Island descent; Native Hawaiians represent nearly 25 percent of the student population. Approximately 92 percent of students are residents of the state. Basic summary data for Honolulu Community College, including enrollment, student demographics, and course information, are available on the web. [[Self Study Demographic Information and Achievement Data](#)]

The needs of our students, community, and statewide workforce, as identified in our Mission Statement, provide an essential rationale for the creation, support, and continuous improvement of programs, curricula, courses, and services. The current and future needs of Hawai'i's businesses and community members, as well as future employment opportunities for our students, are determined using a variety of sources. The reports and studies utilized include Department of Labor and Industrial Relations forecasting reports [[Employment Projections for Industries and Occupations 2008 - 2018](#)] that project the employment growth by industry; UH Community College Graduate and Leavers Survey [[Graduate/Leaver Survey - 2006](#)]; and Occupational Surveys done by the Honolulu Community College Career Readiness and Job Placement Center. On the whole, the data gathered by the College strongly indicate that the College's Mission and goals are appropriately aligned with the needs of our student population.

Relevant data and input derived from all these sources are shared with the College's Planning Council, summarized in the Chancellor's monthly report to the Faculty Senate on which he sits as an ex-officio member, published by e-mail and on the web in committee minutes, contained in Chancellor's presentation at [General College meetings](#) in the fall semester, detailed in [Chancellor's Updates](#) to the College online, and explained at town hall meetings. All reports and studies cited are available in print or electronic form.

Student needs are assessed regularly with the biannual administration of the Community College Survey of Student Engagement [[2008 CCSSE Institutional Report](#)], the [Graduates and Leavers Survey](#), and the Graduation Survey. The surveys provide meaningful information from current students, soon-to-be alumni, and former students.

The surveys attempt to gauge general satisfaction, student engagement, and any student needs that are unmet by the College. Other quantifiable data such as student retention and success rates, persistence and transfer rates, course completion/success rates are reviewed regularly as part of the [UHCC Annual Report of Program Data](#) (ARPD) (Program Reviews) and the annual Strategic Plan updates [[Strategic Planning Annual Performance Data](#)]. Students have the opportunity to get involved in a variety of student leadership positions and are able to serve as student representatives on various decision-making bodies. Committees such as the Planning Council (PC), Faculty Senate Executive Committee (FSEC), the Committee on Programs and Curricula (CPC), and the Committee on Student Affairs have student representatives as part of their committee make up [[Committee Assignments](#)].

All areas in Student Services focus on identifying and meeting the needs of students. Each area now has a Mission Statement accompanied with Student Learning Outcomes (SLOs), all designed to meet the College's Mission and goals and constantly improve student learning. Program review processes are firmly in place for Academic, Student, and Institutional Support Services [ASI Program Review Plan], with assessments done on an annual basis [[Annual Student Support Program Review](#)].

In addition, faculty and staff engage in this dialogue through a number of forums including participation on committees; email publication and discussion of committee minutes; town meetings on major issues; program, division, department and college meetings; and in a yearly "Excellence in Education day," which is set aside for all faculty and staff to discuss college-wide concerns. Faculty and staff surveys are also conducted.

To meet its mission, HCC offers twenty-five Career-Technical Education and Liberal Arts programs leading to a certificates or degrees. Faculty and staff in all these areas work closely with Student Services to meet students' needs, support student learning, aid students in the achievement of personal and professional success, and ensure that the College meets its stated goals. Procedures designed and implemented over the past few years now explicitly require that Program outcomes and course SLOs guide campus decisions and actions, and that these are directed toward meeting these goals. Success is measured utilizing a variety of assessment tools. Assessment data are employed in designing and implementing improvements to maximize student learning.

A number of systemwide academic initiatives were the result of collaborative efforts among the UH-system community colleges and the four-year institutions to facilitate a more unencumbered articulation process for student seeking to transfer from two- to four-year institutions. The automatic admission and reverse transfer procedures were implemented in Spring 2010 to improve degree attainment in the state, and allow the UH campuses to work together to help students achieve their academic goals. The automatic admission procedure grants a graduate from one of the seven community colleges automatic admission to one of the three UH baccalaureate campuses, while waiving the application fee and allowing for priority registration. [Automatic Admission] The reverse transfer procedure identifies students who transfer from one

of the UH system community colleges to one of the three UH baccalaureate campuses before receiving their Associate degree, and allows them to retroactively obtain their two-year degree. [Reverse Transfer] In the event that students do not complete their Bachelor's degree, they will still have obtained an Associate degree. Both initiatives have encouraged student achievement and success in completing their academic goals. [Auto Admission Report] The Multi-campus Articulation Agreement was put in place to ensure that students complete their Diversification general education requirements. According to this agreement, the UH-Manoa campus pledges to honor the Diversification designation with a particular course that is offered at one of the UH system campuses. [Multicampus Articulation Agreement] A Common Course Numbering initiative is currently being undertaken to eliminate course alpha and numbering discrepancies among the UH baccalaureate and system campuses. All initiatives represent a substantive move toward creating a seamless articulation process to provide better service to students.

## **Self Evaluation**

The College meets the standard.

The current mission is meeting the needs of the community, business/industry, and the intended student population. The long-term job outlook indicates that there will be growth in the next ten years in education, construction, and the large trade, transportation, and utilities industry.

Students appear to be satisfied with their experience at HCC based on their responses to specific questions from the Community College Survey of Student Engagement (CCSSE) [[2008 CCSSE Institutional Report](#)] on how attending HCC contributed to their knowledge, skills, and personal development.

## **Actionable Improvement Plans**

No action is required.

*I.A.2. The Mission Statement is approved by the governing board and published.*

## **Descriptive Summary**

The College, led by the Planning Council, actively worked to review and update its Mission Statement beginning in January 2011, although some discussion had taken place during the previous academic year. [[Minutes, Planning Council – May 14, 2010](#)] An early draft of a revised Mission was approved by the Planning Council in January 2011, but underwent significant revisions based on input from the Chancellor and others. A new draft was reviewed by the Planning Council and the other major governance bodies, and was formally approved by the Planning Council in November 2011 [[Minutes, Planning Council – November 18, 2011](#)] and posted for campus review. The revised Mission

Statement was subsequently approved by the UH Board of Regents at its May 2012 meeting.

The current Mission Statement is published in several college documents including the catalogue, the campus website, the Strategic Plan, the College's Annual Report, and accreditation reports, and will be incorporated, as needed, into any new documents and publications.

## **Self Evaluation**

The College meets the standard.

The current Mission is published in official college documents directed toward students, prospective students, external constituencies, and the general public. The faculty/staff survey conducted in January/February 2012 indicates they are aware of the Mission and feel that it is appropriate for the college; responses indicate, however, that it could be better or more consistently communicated to the public. [Accreditation Survey-Executive Summary]

## **Actionable Improvement Plans**

While the College meets the standard, it should continue to ensure that the Mission Statement remains a visible part of campus communications.

*I.A.3 Using the Institution's governance and decision-making processes, the Institution reviews its Mission Statement on a regular basis and revises it as necessary.*

## **Descriptive Summary**

As documented in the College's Institutional Self-Study 2006, a Mission Statement was approved in August 2005, by campus leadership bodies (FSEC, SSEC and CLT) after extensive review by all-campus committees, faculty, and staff. The then newly-formed Planning Council was charged with conducting periodic review of the Mission Statement based on Institutional/program assessment and strategic planning goals. The Planning Council passed a resolution adopting a timeline and process for this review. [[Strategic Plan Archive 2001-2009](#)] The timeline called for a review every three years, to be synchronized with the Strategic Plan cycle. In 2008, the Planning Council established a Strategic Planning Subcommittee, which was charged with updating the plan, including reviewing the College's Mission Statement and Strategic Goals. In Spring 2010, the Planning Council initiated a Mission review process and reviewed an initial draft that included input from faculty, staff, and Chancellor Rota. [[Minutes, Planning Council – May 14, 2010](#)] In Fall 2010, the Council formed a Mission Review Subcommittee, as called for in the Mission Statement Review Process, to complete the revision process. At its meeting on January 14, 2011, the Council approved a Mission Statement draft for circulation to the campus for review and comment. [[Minutes, Planning Council – January 14, 2011](#)] At the May 15 Planning Council meeting, the Chancellor announced that

completion of the Mission review process would be moved to Fall 2011, with a goal of approval of the revised Mission by the Board of Regents by January 2012. [[Minutes, Planning Council – May 13, 2011](#)] The Chancellor’s revision of the draft Mission Statement was approved by the Planning Council at its meeting in October 2011, and distributed to the Chairs of the Faculty Senate Executive Committee (FSEC), the Staff Senate Executive Committee (SSEC), the Kupu Ka Wai Council (KKW), and the Associated Students of the University of Hawai-HCC (ASUH-HCC)—the other campus governance bodies. Final campus approval of the revised Mission Statement took place, as noted above, in November 2011.

## **Self Evaluation**

The College meets this standard.

The Mission review and revision cycle has again been completed. The procedures laid out by the Mission Statement Review Process document were, in general, followed. Although the Campus Leadership Team (CLT) did not play a formal role in this process during the latest review and revision of the Mission, most CLT members do serve on the Planning Council and/or other governance committees and were thus afforded an opportunity for input. With the distinction clarified between regular and periodic review, and revision only as and if needed, it should be easier for the Planning Council to reaffirm the timetable for Mission review linked to Strategic Planning cycles.

## **Actionable Improvement Plans**

The Planning Council should revisit the Mission Review process and timeline adopted in 2005 and update it to ensure that the process and timeline are institutionalized in the work cycle of the Council and its strategic Planning subcommittee.

*I.A.4 The Institution’s Mission is central to institutional planning and decision-making.*

## **Descriptive Summary**

The College’s current Mission Statement is embedded in most institutional planning documents. For example, the Strategic Plan and Program Reviews include the Mission Statement. However, the link between the Mission and the goals and strategic outcomes is not explicit. The recent Information Technology Plan, on the other hand, not only references the Mission Statement but also links it specifically to the Information Technology Goals identified in the plan. The updated Strategic Plan (2009) clearly links the goals and outcomes to the UHCC’s System Mission, and the HCC Mission Statement is also incorporated into the College’s 2008-2015 Strategic Plan document. [[Strategic Plan 2008-2015](#)]

## **Self Evaluation**

The College meets the standard, but should continue to work to ensure that the connections between Mission and Planning are explicit, and that the current Mission Statement is cited in all relevant contexts.

## **Actionable Improvement Plans**

The College should ensure that the Mission remains the focus for planning and decision-making and that the link to the College Mission is made explicit in institutional planning documents and program reviews.

The Planning Council should

- Review the Mission Review Process and update it to reflect current procedures for updating the Strategic Plan and to ensure that it includes all recognized campus governance bodies.
- Communicate clear policies and procedures regarding the Mission review and revision to all stakeholders.
- Monitor full implementation of the policies and procedures to ensure that the Mission is current and integrally linked to institutional planning and decision-making, and that it clearly reflects institutional learning outcomes that are linked to program learning outcomes and other measures of student success.

### *I.B. Improving Institutional Effectiveness*

*The Institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The Institution also organizes its key processes and allocates its effectiveness by providing 1) evidence of the achievement of student learning outcomes, and 2) evidence of Institution and program performance. The Institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.*

*I.B.1. The Institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

## **Descriptive Summary**

Honolulu Community College engages in a multi-layered, cross-campus, self-reflective dialogue regarding student learning, institutional processes, and the continuous improvement of the College as a whole. Significant dialogue has taken place and continues to occur related to the Mission Statement, institutional outcomes and strategies, accreditation, Student Learning Outcomes (SLOs), the curriculum development process, program review, the budget and planning process, and other aspects of College life that affect student learning.

These discussions occur in many forms, and include the faculty, staff, students, businesses, and the community, as well as other community colleges in the System. The

dialogue includes the presentation of new ideas, discussion of concerns, objections, review of documents, revisions, and specific outcomes. Although some of these forums may not be seen conventionally as a place where dialogue may occur, they do promote discussions, foster a sense of collegiality, and encourage development of new ideas, new procedures, and processes—all in an effort to achieve the College's Mission and improve student learning.

Education about Assessment: One important part of the process has been to first educate the campus community about the assessment model focusing on student learning, institutional outcomes, and institutional effectiveness. One way that faculty and staff have increased their understanding of student learning and assessment is by attending workshops sponsored by the Faculty Development and Assessment Committees [[Faculty Development Committee](#)], Excellence in Education Day, and the General Education Board [[General Education Board](#)]. The knowledge gained from these workshops has been used to increase the dialogue across campus about Student Learning Outcomes (SLOs), and to develop course and program SLOs and program review reports. Attendees have had the opportunity to discuss student needs, share ideas, create plans, and write measurable outcomes, all with the goal of increasing Institutional effectiveness. The College's assessment process addresses Student Learning Outcomes through pre- and post-knowledge surveys, diagnostic testing in the classroom, surveys and other instruments.

Intranet: The College Intranet [[Honolulu CC Intranet](#)] continues to be an important source of information for College faculty and administration. It is in part an electronic archive of information on College structure, policy and procedures, committee work, reports, memos, flow charts, and organizational charts. It is continually revised and updated, and postings are quick to go online for College access and review. While this is a one-way type of communication, it is still a good place for Intranet users to find the information needed to participate in dialogue regarding campus issues. Increasingly, the College Intranet site is the primary resource for information and the official posting site for a variety of assessment evidence, from course SLOs to completed Program Reviews.

Social Media: Now that we are past the first decade of the 21<sup>st</sup> century, we cannot ignore the power of social media in communicating programs and events to faculty, students, and the community at large. The college has a presence on YouTube, Facebook, and Twitter, and has its own website. Currently, the College is launching its own personal website to engage with alumni as well as currently enrolled students.

Email: Email is another form of communication used to facilitate dialogue across all areas of the campus. Many committees use the College email system to announce the posting of minutes, introduce new issues at hand, to ask for campus feedback, and to inform the College of meetings or voting that will be taking place. Committees also send out drafts and then revised versions of reports, surveys, and policy documents so that the College faculty and staff may offer comments and suggestions. Recent examples include the Mission Statement revisions, the accreditation progress report, and the student engagement survey. There is often feedback to these announcements as people respond

with their concerns and suggestions. However, the feedback generally goes directly to the committee, and not to the College at large. This limits the discussion, so the sender or committee knows the College response to the issue, but the College as a whole is sometimes not aware of all the feedback. Since 2011, the minutes have reflected that most of the committees are posting feedback on the Intranet.

Campus Committees: The committee structure at Honolulu Community College creates another forum for dialogue regarding SLOs and institutional processes, both within the committees as well as across committees. Several committees are directly concerned with improving student learning at the College, and with developing or institutionalizing processes that will achieve that goal. There are also several committees that regularly discuss the Mission Statement, College goals and strategies, research on student learning and student learning outcomes, program review, and student learning and budget decisions. [[Committees](#)]

Cross-committee discussion continues and expands the dialogue process. This is defined as members who are also members of other committees and introduce information from one committee meeting into another committee meeting for the purpose of further discussion of the issue, to spread the information across divisions and to staff and student members, and to garner feedback and new ideas. Most committee members participate or serve on several committees. In fact, the overlapping membership is often mandated and institutionalized to ensure that important issues are discussed from multiple perspectives and given different levels of review. [[Org Charts](#)]

Committee meeting minutes are usually posted on the HCC Intranet. Over the last five years, most of the committees have greatly improved their communication with the College at large by consistently and quickly posting their minutes after each meeting. A College-wide email is usually sent to announce the posting of the minutes, to give a summary of the minutes, and to include a direct link to the minutes on the committee webpage. Emails are a source of information as well as an officially recorded document of any dialogue that has taken place. [[Committee Minutes](#)]

Among the key campus committees involved in planning, governance, and assessment are the Faculty Senate Executive Committee (FSEC), the Staff Senate Executive Committee (SSEC), Campus Leadership Team (CLT), Committee on Programs and Curricula (CPC), Division Curriculum Committees (DCCs), the General Education Board, and the Planning Council.

Other Forums: There are several other forums for dialogue across the College, including department and division meetings. Dialogue regarding student learning, measurable outcomes, program review, and institutional effectiveness are often key agenda items at these meetings. Each division usually holds a meeting at the beginning of each semester and may meet more frequently to deal with division concerns. These division meetings are generally informal in nature, though a specific agenda may be set, and are not always documented with minutes.

Town Hall Meetings: Campus-wide meetings provide another forum for open discussion on issues and concerns pertinent to the College. Open to the entire campus community, they offer an opportunity for the broad-based communication of information and for dialogue with a broad spectrum of participation. Town Hall Meeting notes are posted on the campus internal Intranet.

The College has engaged in the dialogue process regarding several key issues related to student learning and institutional processes. These include revising the College Mission Statement, chartering a College Planning Council, writing new Curriculum Proposal Flow Charts and a Curriculum Reference Book, creating the General Education and Articulation Process Reference Book, developing the Strategic Planning/Budget Process, the Program Review Schedule, program review templates, writing new department and course SLOs, and designing assessment tools to measure the SLOs. As of 2011, the Student Learning Outcomes were placed in the HCC catalog for each major. Many of the HCC Program SLOs are in Instructors' syllabi. Other topics or forums that provide a focus for dialogue include the following:

Curriculum Reference Manual and Curriculum Proposal Flow Charts: The Curriculum Reference Manual contains policy and instructions related to curriculum and program development at HCC. It is intended to provide information to anyone involved in the design, modification, or evaluation of programs and curricula. As part of the effort to ensure that all involved understand how the curriculum process proceeds for each type of curriculum action, the CPC also has developed a Curriculum Proposal Flow Chart. [[Curriculum Proposal Flow Charts](#)]. Career and Technical Education (CTE) still has to be added to the Manual and the Flow Chart, particularly in the light of recent revisions to the General Education requirements for the CTE programs.

Curriculum Central: In 2004, Curriculum Central was developed at Leeward Community College, and is now being coordinated through the UH system. It is a digital repository for curriculum actions and approvals. Currently, Kapi'olani (KCC), Maui College, and Windward Community College (WCC) are more advanced in their use of Curriculum Central than HCC. However, HCC is moving along in the process by scanning paper-based documents, a process that is scheduled to be completed in 2012. Once the scanning is completed, it will take another four to six months to enter all the scanned documents into the database. The goal is to have a database with existing hard-copy files as backup. The first testing phase for full implementation is planned for Fall 2013, with some preparatory work done in Spring 2013.

Honolulu Community College Strategic Planning/Budget Process: Through extensive dialogue across campus, the College also developed another institutional process called the Strategic Planning/Budget Process, which links student learning and program outcomes together with the College's planning and budget decisions. The various components were put into a timeline/flow chart that provides the College with a specific timeline and deadlines for assessment, planning, proposals, and decision-making. There are also allotted times in this schedule for Town Meetings and formal College-wide

discussion regarding all these issues. [[Strategic Planning; The Strategic Planning Cycle, Program Review, and Budgeting at Honolulu Community College](#)]

Program Review: The Program Review schedule, which includes use of a uniform template and process, the customized review of individual programs, assessment, and program revisions, was developed to guarantee linkages between 1) course, department, and College SLOS and the Mission Statement; 2) course-based Student Learning Outcomes and Program Learning Outcomes; and 3) program planning and budget decision-making. The FSEC discussed and revised the Program Review schedule during 2004-2005, then posted it on the Intranet and sent it to other committees and the College for review, discussion, and feedback. The process of Program Review, which includes both Annual Assessments and a cumulative five-year Program Review, is now fully implemented. [[Program Review Report](#); [Program Review](#)]

As an essential part of the Program Review process, the campus has focused on the identification of Student Learning Outcomes (SLOs) beginning at the individual course level and expanding to the program and unit levels. Attention has also been paid to developing consistency with a core group of SLOs, where needed, between institutions in order to facilitate the articulation of courses. There continues to be extensive dialogue regarding SLOs at various levels within the campus community.

All programs have SLOs that are published in the catalog and elsewhere; the mapping of course-level to program level SLOs is underway in all programs. The CPC also approved the decision that all proposals for new courses and the courses applying for recertification would have to include SLOs as well as assessment tools and student evaluations. SLOs for College programs are currently listed on the Intranet [[Honolulu CC Intranet](#)], on the HCC Website [[Honolulu CC Website](#)], and in the College catalogue [[College Catalog](#)].

## **Self Evaluation**

The College meets the standard.

Honolulu Community College has been able to differentiate between the transmission of information (one-way communication) and genuine dialogue in which multiple perspectives may be brought to bear on the issues at hand. Dialogue broadens the base of participation in planning and decision-making and makes more transparent those processes as more members of the campus community, including lecturers and part-time faculty, are informed and engaged.

The College has also been able to utilize dialogue in the context of key issues of concern to the campus. As a result of discussions and assessment activities, changes indicated as necessary have already been implemented at various levels, including courses, and program and institutional operations. Such discussions, while engaging various committees involved in governance and other aspects of campus life, have also created an awareness of the need to coordinate more effectively the work of committees, their areas of responsibility, and their lines of communication.

The College's conceptual foundation for an assessment-based cycle of planning, review, refinement, and modification has been laid and fully implemented. It has made strides this past year through the inclusion of research, and the gathering and analysis of data, to guide further growth and the continuing improvement of the Institution. In general, the College recognizes the need to engage in ongoing dialogue as a key component of the process of improvement of student learning. It generally encourages that dialogue by supporting various venues for the exchange and discussion of ideas. It continues to work on institutionalizing that process, most notably in getting feedback from all areas of the College and in recording the dialogue process.

HCC is committed to achieving its Mission Statement and improving student learning, and recognizes that engaging in College-wide dialogue is one way to improve institutional processes. HCC has always engaged in dialogue regarding these issues, but realizes that it can always improve the quality of that dialogue and the ways in which it is documented.

In 2011, dialogue led to a collective understanding of the meaning of data and research used in the evaluation of student learning as 1) some programs and units of the College have completed a full cycle of planning and assessment; and 2) assessment at the institutional level has been conducted to measure the breadth of that collective understanding.

### **Actionable Improvement Plans**

While the College meets the Standard, it should continue to reaffirm its commitment to robust communication and dialogue about all aspects of college life. Specifically:

- The Planning Council must work to ensure transparency in discussions regarding major campus initiatives, including review of the Strategic Plan and budget cycles, so that all members of the campus community are informed about and have an opportunity to participate in those discussions. The Planning Council has developed and should continue to implement an assessment of the extent to which a comprehensive understanding of the new cycle of research, planning, implementation, and assessment has become part of the Institutional culture.
- The College must ensure that dialogue about other matters of interest and concern to the campus is as broad-based as possible, encouraging active participation and timely opportunities for feedback. This may involve more department- and division-level projects that would improve participation in and feedback on College-wide projects.
- The College should continue to make an effort to include lecturers, part-time faculty, and staff in more dialogue and decision-making, and ensure that they are included in channels of communication. Through the FSEC, a lecturer has been assigned to broadcast messages and minutes to the lecturer community at HCC. The lecturers are beginning to feel that they are part of the process.
- The FSEC and other bodies involved in campus governance should review committee structure to enhance cross-committee communication while avoiding

counterproductive redundancy. This should also ensure that opportunities for participation in campus governance and decision-making are open to as many interested faculty and staff as possible.

*I.B.2. The Institution sets goals to improve its effectiveness consistent with its stated purposes. The Institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The Institutional members understand these goals and work collaboratively toward their achievement.*

## **Descriptive Summary**

The College Institutional Goals are included as part of the Mission Statement. [[Honolulu CC Mission Statement](#)] As described in Section I.A., the College recently completed a review of the Mission and revision of institutional goals and reaffirmed a systematic Mission Review Process, which should be fully implemented and adhered to.

The Strategic Goals of the College (Institutional Outcomes) are linked to the strategic themes of the Strategic Plan of the UH Community Colleges. [[UH System Strategic Plan](#)] The pathways to achieving Strategic Goals are defined by strategies and activities. Activities are sometimes but not always stated in measurable terms, e.g. “increase,” “expand,” “collect,” and “create.” None of the activities have quantitative or qualitative benchmarks or indicators attached to them. Institutional Goals are also generally stated, e.g., “provide,” “insure,” and “maintain,” without benchmarks or indicators.

In Spring 2005, an annual Strategic Plan review cycle was approved. [[Timeline for Annual Review of Strategic Plan](#)] A revision of the Strategic Plan was completed in February 2006 during the first year of implementation of the complete integrated planning, budgeting, and review cycles. Subsequent revision and refinement of the Strategic Plan and associated budget processes are now more detailed and include additional requirements: Proposed activities, such as those generated and justified by Annual Assessment or Program Reviews, must specify their relationship to system CC Strategic Planning goals and HCC Mission and Goals, provide justification and supporting data, and address possible consequences if the activity is not implemented.

The Planning Council is charged with “ensuring integration of results of Annual Assessments and Program Reviews into the College Strategic Plan and decision-making processes.” [[Planning Council Charter](#)] The Planning Council is responsible for ensuring broad-based understanding of the Institutional and Strategic Goals and the processes to implement them through the following responsibilities as outlined in the charter: “developing, publicizing and utilizing criteria to prioritize planning and budgeting initiatives; . . . coordinating communication with and between governance bodies; . . . discussing, and convening forums for campus-wide discussion of key College issues.” In 2011-2012, the Planning Council has overseen the full implementation of the budget review and planning cycle, with participation from the other governance bodies.

## **Self Evaluation**

The College meets the standard.

Requiring connection between the Institutional Goals of the Mission and the Strategic Goals of the Strategic Plan was an essential first step. The College has experienced a complete cycle through Annual Assessment, Program Review, and Strategic Planning and Budgeting cycles and processes. The current Strategic Plan revision does reflect the planning and analysis that completion of the cycle will yield for future revisions. The Planning Council is on track in ensuring that goals are consistent with the Mission and in giving the campus community many opportunities to contribute to the plans, strategies, and activities that will be used to achieve the goals. The College continues to determine short-term, intermediate, and long-term outcomes as well as benchmarks and/or progress indicators at the institutional level that will allow the College to track the extent to which the goals have been met. Action plans emerging from Program Reviews and Annual Assessments already incorporate outcomes and benchmarks at the program level as the result of analysis of data elements and assessment of student and program learning outcomes.

There is good use of the College Intranet and email to disseminate information about the Institutional and Strategic Goals. Division Chairs are charged with working with instructional program faculty, and faculty and staff development activities have been helpful for those who are able to attend them. Currently, there are standard policies and procedures that would help to ensure equitable opportunities for faculty and staff members' participation in the integrated planning cycle. Additional strategies may be needed to help all College units truly understand the relationship between their activities and the Institution's goals. Evaluation of the effectiveness of these approaches could strengthen future implementation of the Strategic Planning and Budgeting Process.

The Planning Council now establishes short-term, intermediate- and long-term measurable outcomes, along with progress indicators for each Strategic Goal, along with a method for tracking progress. The Planning Council and the Campus Leadership Team work together to develop policies and procedures to ensure that all members of the campus community have formal and informal opportunities to give input to the development of outcomes and indicators as well as to any changes in Strategic Goals.

## **Actionable Improvement Plans**

While the College meets this Standard, it should continue to work to ensure, through continuing dialogue, that all participants understand the process and the integrated nature of its essential components—Program Review, Budget, Planning and Assessment.)

*Standard 1B3: The Institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of the institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation,*

*implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

## **Descriptive Summary**

The College has fully embraced ongoing planning and is functioning as a community, constructing a shared understanding of the processes and outcomes that will result in planning to improve institutional outcomes for students, programs, and the community. The process links program assessment (through Annual Assessments and Program Reviews) to the Strategic Plan and Budgeting Process, which is designed to fulfill the Mission and Institutional Outcomes. The cycle calls for annual review of the Strategic Plan and Budgeting Process, annual program assessments, and five-year cumulative program reviews to determine trends. The Planning Council takes care to ensure that all components of the College are meaningfully assessed and the results of assessment are incorporated in the planning process.

The Community College System has agreed upon a common data set for Annual Assessments and Program Reviews. For the College, Management Information and Research (MIR) and Administrative Services provide the data and technical assistance in data interpretation. Institutional and system level data are also available on the Assessment web site and in Management and Planning Support reports. Qualitative data is available through a number of forums. Minutes of Town Hall meetings, Advisory Committee meetings, and extended discussion on Laulima provide voluminous data for the purpose of evaluation.

Other sources of information both quantitative and qualitative provide the College with the means to develop a multi-faceted and integrated perspective on the factors that contribute to (or impede) student success. For example, the data sets used reveal areas that require attention. The average persistence of first-time freshmen students (first year to second year) is 43%; Fall to Spring persistence for HCC-based students is 74%, compared to 31% for students whose home campus is other than HCC. With greater attention now paid to the remedial/developmental needs of entering students, data indicate that 76% of them place into developmental Math and nearly 70% into developmental reading and writing. The issue of students entering college academically unprepared is not an issue unique to HCC, but must be addressed. [[Achieving the Dream Goals; VPCC Campus Visit - Spring 2011](#)]

The College has also participated in the biannual Community College Survey of Student Engagement (CCSSE) since 2006. The most recent survey data (2010) reveals that both full-time and part-time students appear to be integrated well with career counseling services, participated in community-based projects, and work with instructors on activities other than coursework. However, based on benchmark frequencies, there were areas in need of improvement, including low usage of skill labs (e.g., writing, mathematics) by part-time students, and low usage of computer labs by full-time students. These latter issues were addressed by the plan for campus re-organization and

changes to the delivery and content of the developmental Math and English curricula. [[Campus Reorganization Proposal - November 15, 2011](#)]

## **Self Evaluation**

The College meets the standard.

The College has established a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation as evidenced in the completion of scheduled Program Reviews, and the ongoing dialogue and decision-making in the Planning Council as processes and procedures are fine-tuned. The breadth and depth of quantitative and qualitative data available to support evaluation and planning is further evidence of the College's commitment to improving Institutional Effectiveness. Specific processes and procedures for assessing progress and decision-making based on such assessment can be seen in a number of measurable outcomes and indicators, as well as procedures for incorporating assessment outcomes in the decision-making process.

The Planning Council has developed criteria and procedures to integrate results of Annual Assessments and Program Reviews into the Strategic Plan and decision-making process. The intended outcome is for the integration of assessment results in planning and decision-making to be rational, systematic, and understood by all members of the College community. To achieve this, a Planning and Assessment Guide was created. [[Assessment and Planning Guide \(December 2008\)](#)]

The Planning Council also created the Budget Request and Proposal Form (Program Outcome Requests AY 2010-2011). This directly links requests for Strategic Plan budget items to program review and annual assessment reports. The relationship of budget items to the Honolulu Community College Mission and Goals is specified on the Budget Priorities Excel sheet. [[Budget Priorities](#)]

The Planning Council and Strategic Plan have developed measures for assessing Institutional progress. The intended outcome is that the assessment of the overall effectiveness of the College be understood by all members of the College community, and that the assessment be used to create planning agendas for the improvement of Institutional effectiveness. Goals have been set forth in the Strategic Plan, and the indicators have been developed to measure these goals. [[Honolulu Community College Strategic Plan 2008-2015](#); [Honolulu Community College Strategic Outcomes 2009](#)]

The Planning Council has developed guidelines for making recommendations to the Chancellor for decision-making and resource allocation purposes. The intended outcome is for the Chancellor to make decisions affecting the Institution and to allocate resources based on comprehensive, well-documented information derived from the institutional assessment process. The Planning Council established a criteria list to use in evaluating budget implementation plan items. This was completed and sent to the campus. Posted on the College Intranet, it is easily accessible by the campus community. [[Criteria for Budget Requests & Proposals](#)]

## **Actionable Improvement Plans**

While the College meets this Standard, it should continue to monitor the process of planning and budgeting it has instituted, assessing the efficacy of the process itself, and ensuring that program-level impact is also assessed for improvements in student learning.

*Standard 1B4: The Institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of Institutional effectiveness.*

## **Descriptive Summary**

The Planning Council composition—including ex officio representation of other governance bodies on the Planning Council—guarantees representation of all College units and constituencies in the planning process. Broad-based participation of faculty and staff in College planning is also supported through the Campus Leadership Team’s (CLT) oversight of short-term planning and decision-making, for example in the determination of the allocation of resources among programs such as operating budgets and student assistant positions. In addition, all campus units participate in Annual Assessments and five-year Program Reviews, and the incorporation of their results and recommendations for action into the Strategic Plan and Budgeting Process. The planned overlapping membership on College committees, such as is noted above, is another mechanism that facilitates broad participation.

Priorities identified in the Strategic Plan are incorporated into the budget submitted to the Board of Regents for approval as part of the University’s budget. The Planning Council recommends priorities to the Administration, which finalizes the budget. When resources to fully fund priorities are not received through the University or legislative budgeting process, the College may reallocate resources internally or seek external sources of funds through expanding revenues for noncredit workforce training, obtaining grants from government agencies or private foundations, or establishing partnerships with private businesses or nonprofit entities. Examples include short-term funding of an Assessment Officer through the Perkins grant; non-credit training offered through the International Students Program and the Pacific Center for Advanced Technology Training (PCATT); Native Hawaiian programs developed through a Title III grant; a partnership with the Polynesian Voyaging Society and the Marine Education and Training Center; and initial development of a 2+2 program in Early Childhood Education through a P-20 Innovation Grant.

## **Self Evaluation**

The College meets the standard.

The planning process guarantees broad-based participation from all College constituencies. Resources are allocated or sought based on planning priorities. There is

evidence of systematic tracking of the implementation of plans and the results that document the improvement of institutional effectiveness.

Numerous efforts to inform and involve all members of the campus community in developing policies and procedures have been made. For example, the Campus Communication page lists the agendas and minutes from General College Meetings, Town Hall Meetings, and Vice President for Community College visit meetings. The site also has Marketing documents and shows the work done by the Underprepared Student Task Force. The Campus Leadership Team site includes committee meeting minutes and relevant supporting documents.

The College has also addressed the issue of the development, by the Planning Council and MIR, of a system for tracking the results of plan implementation in order to document and measure progress in achievement of Institutional and Strategic Goals.

As the intended outcome is documentation of improvement of Institutional Effectiveness, the College updated its 2008-2015 Strategic Plan in 2009, and after several presentations to the campus, this plan has been made accessible to the campus community on the Honolulu Community College Strategic Planning website. Under the HCC Strategic Plan is an Implementation Planning Framework, which outlines various planning areas and responsible parties. [[Implementation Planning Framework](#)]

Perhaps most significantly, Campus Reorganization planning has involved all campus constituencies and efforts have been made to make the process transparent and information about reorganization accessible to the entire campus. This is noted in the Executive of the Summary Reorganization Proposal Request. [[Campus Reorganization Proposal - November 15, 2011](#)]

The process of organizing, communicating, and soliciting feedback and advice on this topic from campus faculty and staff has been an ongoing process. Beginning in Fall 2010, the campus started with large re-organization meetings with all parties involved. All meetings were open and meeting minutes have been posted on the campus Intranet. Most of those involved in the proposed changes have been directly involved in the development of the organizational structure needed to ensure the College can meet its mission, strategic goals, and outcomes. Stated throughout the “Reorganization Proposal Request” are explanations of how Campus Reorganization will lead to improvement of Institutional effectiveness. [[Campus Reorganization Proposal - November 15, 2011](#)] Data from the survey administered in Spring 2012 indicated that 70% of respondents agreed or strongly agreed that “there is sufficient opportunity to participate in decision-making in my unit/division,” and 62% agreed or strongly agreed that “there is sufficient opportunity to participate in campus-wide decision-making.” [HCC Accreditation Self-Study Spring 2012 Executive Summary]

## **Actionable Improvement Plans**

No action is required.

*I.B.5. The Institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

## **Descriptive Summary**

Various sources of assessment data are collected on a periodic basis by the UH System Institutional Research Office (IRO) as well as by the College. Assessment data pertaining to student graduation and retention, in addition to various markers of student success, are collected by the UH System IRO. Data sources include Banner, a computerized student registration system utilized by the State's institutions of higher education; the Department of Education (DOE); private high schools; student and course data; the UH Office of Human Resources; and UH Central Accounting as well as other federal and state sources. The data are summarized in Management and Planning Support (MAPS) Reports [[MAPS Reports Release Grid](#)] which describe trends in academic crossover, courses, curriculum, enrollment, finances, planning, projections, and characteristics of faculty/staff and students. MAPS data each semester, and reports are generated annually. These reports are accessible to the College community and the general public through the UH system website, and are current through the 2009-2010 academic year.

The College also performs various internal assessments for tracking student persistence, retention, and success. The STAR (Student Tracking and Auditing Report), used to certify that students have met their degree requirements, also generates reports on low-enrolled courses, class fill rates, persistence, and retention. The Community College Survey on Student Engagement (CCSSE) [[2008 CCSSE Institutional Report](#)] is also administered once every two years by the College's Assessment Specialist. CCSSE measures key areas of student engagement such as active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. Results of the survey as well as explanations for interpreting the results are publicly accessible on the College's intranet website.

Program Review data are also collected by the College each semester for both instructional and non-instructional programs, and reports are generated annually. Assessments of these programs specifically address the areas of demand, efficiency, effectiveness, and overall health of the program. For instructional programs, demand indicators include the number of program versus non-program majors in program courses. Efficiency indicators include average class size, fill rate, and low-enrolled courses. Effectiveness indicators include information about the number of degrees and certificates awarded, and transfers to four-year institutions. Non-instructional programs also report on various quantitative indicators for assessing program effectiveness and overall health. Assessment data are accessible to the college community and the general public on the College's Intranet website. Beginning in the 2009-2010 academic year, instructional program review data for the College has been made accessible on the UH system website. This University of Hawai'i Community Colleges Annual Report of Instructional Program Data is readily accessible to the College community and the general public. [[UHCC Annual Report of Program Data \(ARPD\)](#)]

The College also conducts in-house surveys on an annual basis to assess student satisfaction and success [[Survey Instruments/Results](#)]. A Graduate Leaver Survey [[Graduate/Leaver Surveys](#)] is conducted to assess the general level of satisfaction that students have with their experiences at HCC and their overall satisfaction with the quality of education and programs offered. A New Student Survey [[New Student Survey - Fall 2004](#)] is conducted to assess factors such as reasons for attending HCC as well as factors that may contribute to their success as a student. A Returning Student Survey [[Returning Student Survey - Fall 2004](#)] is used to assess the factors that have caused students to leave the College and the reasons for their return. These satisfaction survey reports are accessible to the community on the College's Intranet site.

The Vice President of Community Colleges (VPCC) visits the campus each semester to summarize MAPS reports and make assessment results available to the College community [[VPCC Campus Visit - Fall 2009](#); [VPCC Campus Visit - Spring 2010](#); [VPCC Campus Visit Spring 2011](#); [VPCC Campus Visit Fall 2011](#)]. Town Hall meetings are also held throughout the semester to raise awareness among the College community regarding the overall effectiveness and success of the College based on assessment results [[Town Hall Meetings](#)]. General College Meetings are held at the start of each semester to inform faculty and staff of student enrollment numbers, strategic planning and budgetary restrictions, recruitment and retention initiatives, and the need for student engagement [[General College Meetings](#)].

Based on the strategic marketing plan, the College is currently working on designing an attractive pamphlet, to be distributed to the community, containing assessment data regarding the effectiveness of the College. The pamphlet will contain assessment data taken from the MAPS report as well as the College's internal assessments. Annual report pamphlets, as well as a pamphlet on the College's Long Range Development Plan, communicate information about the College's Strategic Plan, as well as sources of funding, including revenues and grants received. Those documents are available to the community on the College's website.

Other initiatives are in place to further the College's marketing efforts. The College contributes funding to the VPCC's office to help fund the UHCC System marketing efforts. A detailed Marketing and Communications Outreach Plan was put together by the Executive Assistant to the Chancellor, in order to increase public awareness of the general mission and effectiveness of the College. [[2009 Strategic Marketing Plan](#)]

To assess the effectiveness of the College in communicating information about its quality to the public, a campus communications audit was conducted Fall 2007-Spring 2008 by the Dean of University College. As a result of the communications audit, a college e-newsletter and blog were launched in Fall 2008 to increase the visibility of the College's mission and the quality of programs and services to the community at large. [[Ka Lono](#)]

## **Self Evaluation**

The College meets the standard.

The College has made considerable progress in becoming an assessment-based institution, and in communicating those findings to the campus and the community. Assessments are systematically and regularly being conducted at the institutional, program, and course level on either a semi-annual or annual basis. Results of those assessments are publicly available on either the UH system website or on the College's own website. Regular visits to the College by the VPCC, the institution of campus Town Hall meetings, and the General College Meetings have also helped to communicate assessment results and campus initiatives to the College community.

The creation of attractive college publications containing assessment data also helps to cultivate the public face of the Institution as a whole. The pamphlets serve to cultivate awareness in the community of the College's full mission, Strategic and Long Range Development Plan, budgetary and resource allocation process, and the quality and effectiveness of its instructional as well as non-instructional programs.

The culture of assessment has clearly taken root at the College, and provides an essential tool for evaluating the effectiveness of programs and services as well as for identifying areas of further growth and improvement.

### **Actionable Improvement Plans**

While the College meets this standard, it should continue to work to ensure that assessment is a required component of any plan, and that the results of such activity, however conducted, be communicated to the College community.

The College should consider conducting a current audit of its modes of communication and marketing, and their relationship to such goals as enhancing recruitment and retention.

*I.B.6. The Institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including Institutional and other research efforts.*

### **Descriptive Summary**

In response to campus concerns and input, the Planning Council has undertaken many actions to improve the planning process. The PC actively sought input from the campus in its efforts to revise and refine the annual budget implementation and planning process. Town Hall meetings were a valuable part of imparting information to the campus. Notes from the Town Hall meetings were also posted on the College's Intranet for those in the campus community. Significant improvement in the annual implementation and budgeting process enacted by the PC occurred as a result of campus discussions and assessments. Explicit and clear criteria for evaluating budget priorities were also firmly

established and are accessible by the campus community on the Intranet. [[Planning Council Minutes](#)]

To assess the effectiveness of the cycle of evaluation, integrating planning, resource allocation, implementation and re-evaluation, the Planning Council (PC) conducted a survey of the campus to solicit input regarding the Strategic Planning process [[Planning Council Strategic Planning Survey](#)]. Survey questions addressed the clarity, effectiveness, and inclusivity of the Strategic Planning and Budget implementation process. Results from the survey were discussed at a Fall 2008 Town Hall Meeting. The results provided justification for the PC Chair's recommendations to the PC for revising the planning and implementation process.

The Community College Inventory (CCI) was also used to assess the process of strategic focus, planning, and resource allocation. Faculty and staff rated items such as the degree to which the Strategic Plan is linked to the implementation plan, the extent to which institutional assessments are used to improve programs and student services, and the degree to which resources are consistently allocated or re-allocated to address priorities identified through the planning process. [[Community College Inventory](#)]

Town Hall meetings provided another means for assessing and improving the planning and budget implementation process. A Town Hall Meeting was held in Fall 2008, facilitated by the Vice Chancellor for Academic Affairs and the Chair of the Planning Council [[Town Hall Meeting - October 27, 2008](#)]. The purpose of the meeting was to share the requirements for submitting items to be included in the Budget Implementation Plan with the campus community. The process of submission and the prioritization of items for inclusion in the budget were explained. The PC Chair also outlined goals for improving the strategic planning process and shared the results of the campus survey. Attendees asked questions about and offered suggestions for how the process could be improved. A PowerPoint presentation for this meeting was posted on the Intranet for those who were unable to attend [[Town Hall Meeting - Strategic Planning Process - October 27, 2008](#)]. The information gathered from this meeting was incorporated in the revision of the Assessment and Planning Guide [[Assessment and Planning Guide \(December 2008\)](#)]. Thus far, many of the planning actions for improvement have been enacted.

A Strategic Plan Review Report was presented to the Planning Council by the PC Chair in Spring 2008 [[Planning Council Assessment of Strategic Plan Review Process](#)]. The report contained recommendations for improving the process of annually updating planning and implementation activities and the means for prioritizing items for funding decisions. These recommendations were based on the results of the campus survey as well as input from PC members. Recommendations were agreed upon and incorporated in the revised Assessment and Planning Guide (December 2008). The campus community was made aware of the changes via email, Town Hall Meetings, and documents posted to the campus Intranet.

## **Self Evaluation**

The College meets the standard.

The effectiveness of the cycle of planning, implementation, and review has been assessed indirectly through surveys completed by faculty and staff regarding their perceptions of the role of the Planning Council. Town Hall meetings have also given the campus community a forum for discussing changes that need to be made to the planning process. The evaluation design that includes gathering information throughout the cycle has provided not only an assessment at the conclusion of the cycle, but also the opportunity to make adjustments that have improved effectiveness of the process along the way. The College will continue to implement the campus survey on an annual basis, and the Chair of the PC will make an annual report to the PC of the assessment results. These results will also continue to be communicated to the College community via Town Hall meetings.

### **Actionable Improvement Plans**

While the College meets this Standard, it should refine and continue to administer the survey for systematically assessing the planning and resource allocation process model as a whole. Specifically, items should address 1) the degree to which the strategic plan is reflected in the implementation plan; 2) the degree to which the implementation plan affects the allocation of resources; 3) the effect of available resources on attainment of student success (as assessed through program review); and 4) the degree to which assessment results affect the strategic planning process. A robust assessment of the process now in place will allow the PC to more accurately gauge its effectiveness. The PC is currently in the process of designing such an instrument.

*I.B.7. The Institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

### **Descriptive Summary**

The evaluation process employed by the College has been conducted at various levels with peer evaluations as well as student evaluations. The feedback provided faculty with information to measure the effectiveness of their courses and the levels of student learning. This information was also used to assess probationary faculty in the process of contract renewal. More recently, the College has proceeded to identify program and course Student Learning Outcomes, has created instruments to assess those outcomes, and has used this information to improve student learning. The College has also implemented a Program Review process that is used to assess student learning and institutional effectiveness. The data gathered through Annual Assessments and comprehensive Program Reviews are expected to initiate improvements at the program level, and to provide information for the planning of program revisions and the allocation of resources at the institutional level, e.g., through the Planning Council.

### **Self Evaluation**

The College meets the standard.

The program review process is well established, and has begun to generate evidence that the information has been used to improve programs and to allocate resources to update multi-media teaching resources, consumable supplies, personnel or equipment. Division Chairs, program faculty, unit heads, the Planning Council, and assessment committees increasingly evaluate information gathered through the program review process as part of the preparation of Annual Assessments and comprehensive Program Reviews; such evaluations provide an important part of the rationale for new or ongoing requests for allocations. The College increasingly understands that assessment is essential to evaluate program effectiveness as well as all processes by which decision-making and planning occurs.

### **Actionable Improvement Plans**

While the College meets the Standard, it should continue to ensure that effective means of assessment remain an essential component of all programs and processes, and that all methods of assessment provide the information necessary to ensure that the College is able to continue to meet its Mission.

## I. EVIDENCE

[2008 CCSSE Institutional Report](#)

[2009 Strategic Marketing Plan](#)

[\[Achieving the Dream Goals\]](#)

[\[Annual Student Support Program Review\]](#)

[\[ASI Program Review Plan\]](#)

[Assessment and Planning Guide \(December 2008\)](#)

[\[Automatic Admission\]](#)

[\[Auto Admission Report\]](#)

[Budget Priorities](#)

[\[Campus Reorganization Proposal - November 15, 2011\]](#)

[Chancellor's Updates](#)

[College Catalog](#)

[Committee Assignments](#)

[Committee Minutes](#)

[Committees](#)

[Community College Inventory](#)

[Council for the Advancement of Standards in Higher Education](#)

[Criteria for Budget Requests & Proposals](#)

[Curriculum Proposal Flow Charts](#)

[\[Data Access Portal\]](#)

[Employment Projections for Industries and Occupations 2008 - 2018](#)

[Faculty Development Committee](#)

[Focus Group Study](#)

[General College Meetings](#)

[General Education Board](#)

[Graduate/Leaver Survey - 2006](#)

[Graduate/Leaver Surveys](#)

[Graduates and Leavers Survey](#)

[Honolulu CC Intranet](#)

[Honolulu CC Mission Statement](#)

[Honolulu CC Website](#)

[Honolulu Community College Strategic Outcomes 2009](#)

[Honolulu Community College Strategic Plan 2008-2015](#)

[Implementation Planning Framework](#)

[Ka Lono](#)

[MAPS Reports Release Grid](#)

[\[Mission Statement\]](#)

[\[Minutes, Planning Council – May 14, 2010\]](#)

[\[Minutes, Planning Council – January 14, 2011\]](#)

[\[Minutes, Planning Council – May 13, 2011\]](#)

[\[Minutes, Planning Council – November 18, 2011\]](#)

[\[Multicampus Articulation Agreement\]](#)

[New Student Survey - Fall 2004](#)

[Org Charts](#)

[Planning Council Assessment of Strategic Plan Review Process](#)

[Planning Council Charter](#)

[Planning Council Minutes](#)

[Planning Council Strategic Planning Survey](#)

[Program Review](#)

[Program Review Report](#)

[Recruitment and Retention Committee Year End Report 2008-2009](#)

[Returning Student Survey - Fall 2004](#)

[\[Reverse Transfer\]](#)

[Self Study Demographic Information and Achievement Data](#)

[Strategic Plan 2008-2015](#)

[Strategic Plan Archive 2001-2009](#)

[Strategic Planning](#)

[Strategic Planning Annual Performance Data](#)

[Survey Instruments/Results](#)

[The Strategic Planning Cycle, Program Review, and Budgeting at Honolulu Community College](#)

[Timeline for Annual Review of Strategic Plan](#)

[Town Hall Meeting - October 27, 2008](#)

[Town Hall Meeting - Strategic Planning Process - October 27, 2008](#)

[Town Hall Meetings](#)

[UH System Strategic Plan](#)

[UHCC Annual Report of Program Data](#)

[UHCC Annual Report of Program Data \(ARPD\)](#)

[VPCC Campus Visit - Fall 2009](#)

[VPCC Campus Visit - Fall 2011](#)

[VPCC Campus Visit - Spring 2010](#)

[VPCC Campus Visit - Spring 2011](#)