

**STANDARD IIB:
STUDENT LEARNING PROGRAMS AND SERVICES:
STUDENT SUPPORT SERVICES**

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Standard IIB: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Student Support Services at Honolulu Community College are organizationally housed within the Student Services and Academic Support units of the institution. The College is committed to providing students with access to the support needed to progress, learn and succeed in meeting their educational and personal goals. Services are learning-centered and focused on assisting students to reach their highest potential.

The Student Services Program Review process, which operates on a five-year cycle, was established to evaluate the Division's performance in meeting student needs. A schedule has been developed for years 2010-2014, inclusive of all programs and divisions. [\[Program Review\]](#)

The Program Review process incorporates assessment of the following:

- Development and review of Division and Departmental mission statements
- Creation of strategic academic development plans
- Implementation of annual processes and outcome objectives
- Collection of assessment data
- Systematic evaluation of data

The following Units are currently involved in ongoing evaluations of their programs.

STUDENT SERVICES

Admissions Office:

The primary mission of the Admissions Office is to provide information and assistance regarding the academic and financial requirements of the College to prospective students, as well as their family members, secondary school counselors and community agents. Staff members also provide Admissions counseling to students, which includes step-by-step assistance with the admissions process, selecting a program of study, and preparing for registration.

The Admissions unit employs surveys and evaluation forms to provide feedback and suggestions to improve and simplify the Admissions process. Accepted students who do not enroll in courses receive follow-up contact to determine if further assistance would result in the student's ability to attend the College. Evaluations are disseminated to students during a designated period to obtain feedback on the performance and effectiveness of the Admissions Counselor. In addition, those who participate in Campus Tours, Counselors-on-Campus Days and Student Tour Guide Training Days are asked to complete a brief evaluation to assist the unit in assessing itself and improving services.

Advising/Counseling:

The primary mission of the Academic Counseling unit is to empower students to develop strategies for attaining college success. Individual and group counseling sessions conclude with administering of surveys to assess the effectiveness of services. Academic Counseling has identified goals, objectives, and student learner outcomes (SLOs) and are creating assessment instruments to measure effectiveness in meeting these goals, objectives, and outcomes.

Mental Health and Wellness:

Appropriate and reliable mental health support services are available to students. The Mental Health & Wellness Service, the first of its kind in the University of Hawai'i's Community College system, was established in 2008 and is directed by a licensed clinical social worker. It is committed to providing an array of mental health support services that support the academic, social and emotional growth and well-being of students; to educating the campus community about mental health and wellness issues; to developing partnerships with community agencies; and to establishing assessment tools to evaluate the effectiveness of program services activities on campus. Its services include faculty consultations, student walk-in services, crisis counseling, individual and group counseling, community referrals and clinical meetings. There has been a significant increase in the number of consultations of all types in the past few years, which can be attributed, in part, to the following factors: an increase in student enrollment, more students attending college with diagnosed mental health conditions, and an increase in environmental stress factors. The Mental Health and Wellness Service has also increased its outreach in the form of more classroom and group presentations, attendance at campus events, a direct role in new student orientation programs, and direct contact with students needing assistance. In addition it has developed an annual Health & Wellness Provider Fair on campus, with about forty service providers and community organizations participating. The Mental Health & Wellness Service has developed and implemented a number of assessment tools to identify the needs and concerns of students, faculty and staff, and to assess the effectiveness of the service itself. These include: Faculty and staff Mental Health Needs Assessment Survey (2008); Student Mental Health Needs Assessment Survey (2008); MHWS Student Satisfaction Survey (Survey Share) (2009-2010); Evaluation tools for MHWS activities (workshops, trainings, conferences, presentations, fairs); and the American College Health Assessment Survey (2010.) These assessment tools have helped the Mental Health & Wellness service identify the

most pressing concerns of students, faculty and staff, and have led to the creation of new tools to assist with the collection and tracking of clinical services needs and responses.

Career and Employment Center:

The primary mission of the Career and Employment Center (CEC) is to coordinate and facilitate all career development and employment-related activities for students, in partnership with faculty, staff, employers, and community partners. The Center helps students to understand themselves and bridge the gap between self and their academic experiences.

Career counseling is provided for students to assist them in the decision-making process when selecting a major or occupation. Various career assessments may be administered on a case-by-case basis in order to help clarify a person's values, interest, skills, and abilities. Once students are able to identify their career choice, an academic plan is created to map out the transition from college to professional life.

CEC also coordinates services that aid students in preparing and seeking employment during college and after graduation. Each student is given an opportunity to develop pre-employment skills through one-on-one counseling sessions or in-class presentations. Pre-employment development can range from resumé and interview preparation to learning appropriate work place behaviors.

The CEC also houses the on- and off-campus employment database, which is called the Student Employment and Cooperative Education (SECE) system. Eligible students are able to log onto SECE and perform a job search and obtain job referrals for either on- or off-campus openings. Additionally, employers and on-campus supervisors are able to post job openings by accessing the SECE database online. On-campus supervisors are required to go through a mandatory training session with the Job Placement Coordinator. During the training, supervisors are taught how to utilize the database as well as understand the policies that govern the SECE system.

Lastly, CEC interacts with community employers and builds partnerships for HCC students. The department hosts an annual Career Fair and invites employers who offer job opportunities for almost every major on campus. The fair provides HCC students a chance to network and build connections to industry. CEC also offers employers the opportunity to recruit year-round by setting up a table on the campus mall area. Employers in both venues are satisfied with the accommodations and venue to meet and greet our HCC students.

Financial Aid:

The primary mission of the Financial Aid office is to provide assistance in applying for and receiving state and federal aid in a student-friendly environment that is equitably accessible to eligible students pursuing post-secondary education. The Financial Aid office is also responsible for reducing the College's cohort loan default rate and developing and implementing an outcomes assessment of students and the improvement of student performance in repayment of loans.

Between AY 2008-2009 and AY 2010-2011, the Financial Aid office experienced a 75% increase in applications. The number of Federal Pell Grant recipients grew during this period from 562 to 954, leading to a 70% increase in recipients. The total number of students offered any type of aid increased by 13%. This dramatic increase is likely due to the high unemployment rate and the focus of residents returning to school. Other initiatives concentrating on student support for success, including the Achieving the Dream initiative, have likely made financial aid support more visible, and have required greater assistance in completing the process of applying for financial aid. The Financial Aid office is working to become more proactive in delivering the information necessary to educate students and parents about the process of applying for financial aid.

TRIO – SSS:

The mission of TRIO-SSS is to provide a range of academic support, career guidance, transfer planning, and professional development opportunities to qualifying community college students who are first-generation in college, have a financial need and/or disability, and demonstrate strong academic potential. Students receive guided individualized assessment and planning, small group tutoring, mentoring, cultural and educational workshops, club and community service activities, and other academic support.

TRIO-SSS is supported by a grant that has been designed to 1) increase the retention and graduation rates of eligible students; 2) increase the transfer rates of eligible students from two-year to four-year institutions; and 3) foster an institutional climate supportive of the success of individuals who meet one or more of the eligibility criteria as noted above. This project is annually funded in the amount of \$237,656 by the U.S. Department of Education (2010-2015), and serves and reports on up to 160 students.

Native Hawaiian Center:

The Hulili Ke Kukui: Native Hawaiian Center (NHC) is comprised of two programs: Po‘i Nā Nalu (The Native Hawaiian Career & Technical Education (CTE) Program funded primarily through a Carl Perkins Grant) and a Title III Native Hawaiian serving institutions grant. The Native Hawaiian Center’s mission is to actively preserve and perpetuate Hawaiian culture and values. Through an array of comprehensive services, the Center strengthens the college's educational programs and enables students of Hawaiian ancestry to succeed in their academic, career and individual endeavors, in accord with major components of the mission of the College and the strategic plans of both the College and the UH system. [[Native Hawaiian Center](#)]

The Po‘i Nā Nalu Program supports Native Hawaiian CTE students and provides services such as career and financial aid advising, pre-professional certification and workshops, CTE-related cooperative education, peer-assisted gateway general education courses, stipends, four-year transfer transition workshops, as well as an array of cultural enrichment and service activities. [[Po‘i Nā Nalu](#)]

The Center has supported the establishment of several G-funded positions: a Hawaiian Studies instructor, NHC academic support computer lab manager, an academic counselor

and a Native Hawaiian CTE coordinator. The Center has a technologically advanced computer lab. Through Title III, the Center has been able to establish the First Year Experience program, the Music & Entertainment Learning Experience (MELE) Associate of Science program, as well as the Hawaii Ocean: Kūhololoa Program.

As part of an indigenous-serving institution, the Center provides academic, career and transfer advising, co-curricular activities that promote culture-based education and enrichment events such as 'Imi Na'auao lecture series and Mālama 'Āina Days, academic tutoring and mentoring, Summer Bridge and Learning Community courses, a Technology Tools Series and Financial Aid and Scholarship workshops, as well as faculty and staff professional development opportunities. The Center tracks the usage of the facilities, services and events by administering surveys and evaluations for participating community guests, students, staff and faculty members.

Student Health Services:

The primary mission of Student Health Services is to integrate individual health services, health education, disease prevention, and public health responsibilities. The Health Office continues to support the front-line staff in Admissions with health clearance by reviewing documentation submitted, seeking clarification from health care providers/students, and in providing guidance and advice in dealing with difficult situations.

Initially, the Health Office began to evaluate where best to concentrate efforts, given that the College is a commuter campus and only limited care can be provided. Being available as the designated emergency contact was an obvious service that the office could provide, given that many of our students are at work technical-occupational areas that involve some degree of risk. The Office began to work towards ensuring this was incorporated into our admission process. In addition, we continue to maintain first aid kits, write up accident reports, and provide initial care for injured students. While working to encourage more students to provide us with emergency contact information, we were deeply affected by an accidental death on campus, and the subsequent tragedy at Virginia Tech. This motivated the campus to work towards forming an ad hoc Emergency Planning Subcommittee that Health Office personnel co-chair. With safety an increasing concern on campus, the office has become more involved with finalizing the emergency action plan for the campus, and working towards sharing more emergency medical procedures with the campus via the phone directory and campus-wide posters. The Office has also worked towards educating faculty, staff, and students to sign up for the UH Alert system where they would be notified in the event of a campus-wide emergency. The Office also continues to support our Security Officers with annual CPR & first aid training, and works closely with Security during the year, providing support when emergency situations arise that may require debriefing and feedback/adjustment of procedures that affect the health and safety of students.

Due to the lack of clerical support and difficulty securing student assistants, it has been challenging to provide basic Health Office services/hours and take on additional activities. Other initiatives that the office felt were a priority and have actively supported include: domestic violence awareness projects; hosting and recruiting participants for campus flu shot clinics and community blood drives; and educational workshops and

wellness activities in partnership with the Health & Wellness Subcommittee and the Staff Development Council. With the arrival of the new Mental Health & Wellness Counselor, the Office has found another partner in the area of health and wellness; working together on problematic areas noted on the recent American College Health survey completed by HCC students.

Student Life:

The primary responsibility of Student Life and Development (SLD) is to provide services to students during their entire time at the College, from orientation of new students to Graduation, with an array of co-curricular programs and activities in between. The services provided by SLD are offered to the entire student body. SLD is directly involved in supporting the college mission by providing diverse educational opportunities for personal enrichment, providing the academic and student support to assist students as they progress through their respective courses and programs, and to facilitate the important work of our faculty and staff.

SLD provides a wide-range of services to HCC students. Such activities include Student Life General Management (Lockers, Lost & Found, Facilities, Student Employees), mandatory new student orientation, graduation, co-curricular programming, teaching and training, student identification cards (day students, SOCAD, Pearl Harbor, Apprentice, guests, and ICE), advising chartered student organizations (ASUH and Student Media Board), and registered Independent Student Organizations (Clubs.)

Student Life and Development created six Student Learning Outcomes that reflect the College's Mission and Strategic Plan. Students who have been involved with Student Life & Development will be able to 1) Assume personal responsibility for their actions, and work effectively as an individual and as a member of a group; 2) Discuss and understand diverse ideas, beliefs, and behaviors; 3) Access, interpret, evaluate, and synthesize information using multiple resources; 4) Understand the value of community and civic engagement as a lifelong concept; 5) Explore and express personal creativity; 6) Understand self and others as members of our diverse global community. The SLD student learning outcomes ensure that the program is meeting students' needs. In order to improve services to students, surveys are often used to assess student satisfaction.

ACADEMIC SUPPORT DIVISION

Records Office:

The primary mission of the Records Office is to efficiently manage and provide high-quality educational support services to current and former students, faculty, staff and the community at large in all aspects of student academic record-keeping. The Office also collaborates with its Community College counterparts within the UH System in efforts to advance System services and ensure consistency across all campuses. The Records Office employs several student surveys to obtain feedback and suggestions to improve and simplify the Registration process.

College Skills Center:

The primary mission of the Testing Services unit of the College Skills Center (CSC) is embodied in the mission of the CSC, and the testing center mission is to support the College mission by providing access to students to take their quizzes, tests, and exams in a monitored, secured, and test-conducive environment. In the CSC, where placement, DE, makeup, and fee-based testing services are offered, system-based satisfaction surveys are administered at the end of each semester to students using testing services to verify whether the services offered meet students' needs.

Distance Education:

In the last several years, Honolulu Community College's Distance Education (DE) program has undergone comprehensive change in order to sharpen a tighter program out of what has sometimes been a disparate, diverse group of classes. Our DE program has written a handbook for instructors containing policies and procedures in order to drive standardization of course goals and outcomes. This handbook offers training and descriptions of best practices in distance education and is a significant part of HCC's systematic goal of ensuring that all of our DE classes do an even better job of meeting a uniform standard of quality, rigor, and academic integrity. These goals, and the processes necessary to achieve them, remain an ongoing effort.

Honolulu Community College's Distance Education Review Board (DERB) has become more streamlined in order to review and approve courses in a timelier manner. Currently, there is a renewed effort at actively accumulating information on student services and support specifically for our distance education courses. This information will be part of HCC's Handbook for Distance Education, which is nearly complete, and will also contain comprehensive descriptions of distance education modalities as well as helping to manage student expectations.

Student ACCESS:

The primary mission of the disability services providers is to ensure equal access for students with disabilities to all curricular and co-curricular opportunities offered by the College. Services for students with disabilities has been renamed Student ACCESS and is also now a designated office with designated employees focused on meeting this mission. Since 2007, annual reports are written at the end of each academic year encompassing data from student surveys, program data (including gate counts, the number of students serviced, types of conditions, and costs associated with student services.) Data collected also include evaluation of the program as a whole, the provision of services students received, and recommendations from the students for service/program improvements. The evaluations from the students continue to very positive.

Student ACCESS has also made considerable changes to its website to provide (1) information to faculty and staff to promote an informed campus, and (2) information for students with disabilities regarding procedures to secure disability-related accommodations. In 2007, the Guidebook to Academic Accommodations was developed, distributed to various departments at HCC, and posted on the disability services website for both students and employees to be able to access. Additionally, an

Access Map was developed, distributed, and posted on the disability services website, highlighting accessible routes and other features at HCC. [[Disability Access Website](#)]

During the Summer of 2011, Student ACCESS was moved to a new location on campus. This has been a very positive move for two primary reasons: (1) the office is now on the ground floor, and (2) students no longer might feel uncomfortable walking through the learning lab to get to the office.

Based on the College's new plan for structural reorganization, Student ACCESS is going through a slight change. Student ACCESS will be located in the Academic Support Division with direct reporting to Administration. Given the nature of the work performed in Student ACCESS with complying with federal laws and given that the College's ADA/504 is an Administrator, this is a logical decision. (Previously, Student ACCESS was positioned in the College Skills Center.)

An essential component for students with disabilities is the utilization of the Testing Center. The Testing Center provides essential and required services for our students with disabilities. The testing center has designated space (separate rooms for reduced distraction) for students with disabilities to utilize their testing accommodations. Additionally, to support students' disabilities, disability-related equipment and assistive technologies have been purchased and/or upgraded to provide effective and equal access to testing materials.

Self Evaluation

The College meets the Standard.

The College provides a multitude of high-quality support services aimed at meeting the individual learning needs of our diverse student population. Regardless of locale, the Student Services and Academic Support Divisions support the mission of the College and collaborate to enhance the overall student experience.

Actionable Improvement Plans

No action is required; however, it is suggested that the College continue to create solutions and/or means of service delivery for DE students who are unable to meet in-person obligations as outlined by UH System policies. Further, it is suggested that there be coordinated efforts in tutoring services provided by different Units within the College by requiring all departments to provide training to certify their tutors to the same standard. It is also suggested that these areas coordinate scheduled meetings to ensure consistency in the services they offer.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Descriptive Summary

General Information:

The 2011-2012 College Catalog is clear, easy to understand, easy to use and well structured. The name, physical address, phone numbers, Web site address, philosophy, and mission of the College are included, as are course, program, and degree offerings, academic calendars, and descriptions of program length. Available student aid, learning resources, names and degrees of administrators and faculty members, and names of governing UH Board members are also included. A Facebook page, maintained and updated daily, also contains this and other information appropriate for that platform.

Requirements:

Detailed admissions information, tuition information, other financial obligations of students, and degree and certificate requirements are explained in the catalog. Program descriptions indicate the degree(s) applicable to specific programs and the courses that meet the degree requirements. Both graduation requirements, which are based on program requirements, and transfer information are given in the “Degree and Certificates” section of the catalog. A pdf document of the catalog is available on line. The college also maintains a dynamic website that contains pages for every program area. Listed on the program websites is the information contained in the catalog, which reflects the requirements of admissions, placement, all degrees and certificates and the requirements for graduation.

Major Policies Affecting Students:

All admissions, registration, credit, transfer processes, grades and examination information are included in the catalog. Academic dishonesty, the student conduct code, the grievance process and complaint procedures are also addressed both in the catalog and on the website. The Dean of Students’ office contains the official policies related to all the student service areas. Policies relevant to placement, mandatory enrollment and articulation agreements and policies are housed in the office of the Vice-Chancellor of Academic Affairs.

Other Policies:

The Catalog includes URLs to department and policy sites that list the most up-to-date information for students. Other print and online materials are available to students.

Self Evaluation

The College meets the Standard.

The practices and policies on campus focused on student placement and mandatory enrollment in remedial/developmental education in the first semester has required a substantial updating of pre-requisites and policies. In order to deal with uncertainties and minimize misinformation arising from this new policy, a group has been convened to ensure accuracy in the catalog as well as in Banner (the student information system and registration system.) It is expected that all issues related to this and other curricular changes will be fully addressed in the AY 2012-2013 catalog. It is the College’s responsibility to ensure that degree/certificate/course information is true and correct. The

college has put into place a pre-requisite process that requires personnel check for errors in Banner prior to the start of each registration period.

In addition to regular checks for updated content, the fact that the catalog is printed on campus has reduced production turn-around time and made it possible to extend deadlines for making changes. In-house printing has also allowed for installment printings that have made typographical and other non-substantive corrections possible at each printing.

Actionable Improvement Plans

No action is required; however, it is recommended that the College continue to ensure that information pertinent to courses, certificates and degrees is correct and up-to-date. Efforts will continue to ensure that information such as course pre-requisites are consistent across various sites (e.g., Curriculum Action Forms, Catalog, Banner, Websites) so that the registration process is seamless for students. A task force has been convened to review information sources and processes, and identify means to improve consistency.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

The College serves students regardless of service location or delivery method. Resources such as MyUH portal and the STAR advising system are available through any internet connection making for easy access to registration, payment, or advising assistance seamless regardless of the student's location. Student services personnel also use additional electronic methods of providing student support through individual appointments via Skype or telephone with students not able to access the main services building in person.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

No action is required.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

The college provides an environment that offers many opportunities for our entire student body to engage in, encouraging personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students. This objective is supported by the numerous student clubs, organizations, committees and support programs across the Honolulu Community College campus.

Service Learning:

Students can participate in various forms of service learning and community service. These opportunities have included the following: helping at the Nike Na Wahine Triathlon; cleanup of the Korean care home; assisting with children's activities at Families Can Survive Camp; patrolling the nearby community for the Weed and Seed program; volunteering at nearby elementary, middle, and high schools; volunteering in human service agencies around the community; peer-tutoring in various programs. Individual instructors may offer options for service learning projects in their courses.

One special example of service learning that was initiated by the College's Native Hawaiian Center (NHC) is Malama Aina Days, implemented in 2007. Malama Aina Days are intended to provide Honolulu Community College students, faculty, staff and their *'ohana* an opportunity to perpetuate Hawaiian culture, instilling the concept of *kuleana* or responsibility in students, faculty, staff. Each month a cultural service learning project is performed at a Hawaiian cultural site or organization. While visiting these sites, participants not only learn about the importance of such places have an opportunity to give back to the community and a chance to connect with these places and communities. During this work, participants discuss Hawaiian values and concepts such as *laulima* (many hands working together towards one goal) as well as *lokahi* (working in unity); more importantly, participants are provided an opportunity to practice these values and concepts. Although Hawaiian, these ideas are relevant to students and their journey through higher education because the successful completion of college is a difficult and challenging one and many times the achievement of a single degree requires the helping hands of many different people. [[Mālama 'Āina Days](#)]

In keeping with the collaborative spirit, the NHC has partnered with Title III, First Year Experience, TRIO-SSS, and Hawaiian Studies faculty. All parties meet twice a year to plan and coordinate the various Malama Aina Days for the semester. Fliers are distributed and posted around the HCC campus, email are sent out regularly, announced in class, and dates of events are posted in program calendars and websites. [[Native Hawaiian Center Activities Calendar](#), [Cultural, Educational & Service Learning Events](#)]

Life Skill Workshops/Services:

To assist in the transition, retention and matriculation of our students, various campus clubs, programs, departments and organizations have offered workshops/services. Workshops/Services offered since the last accreditation self-study have included such diverse topics as: Time Management; Organizational Skills; Basic Computer Skills; Planning your academic journey through the utilization of STAR; Career Preparation (Resume Writing, Interviewing Skills, Customer Service, Career Kokua); Google Docs, Utilizing my UHPortal; Research Writing; Preparing for tests/exams; Basic Math Skills;

Financial Aid/Scholarship Fairs; Financial Responsibility; Stress Management; Note-taking Skills; and the NHC's 'Imi Na'auao Series.

Related activities have also included: Flu shot clinics, Blood Bank Drive, Walk a Mile In Her Shoes, Domestic Violence Awareness, The Great Aloha Run, Mental Health and Wellness Fair, LGBTI Safe Zone Training, Take Charge Mental Health Exhibit, Clothes Line Project.

Student Media Board: *Ka La*

Ka La is the student newspaper of Honolulu Community College. It is entirely student-run and operated under the supervision of the school's Student Media Board. *Ka La* presents a forum for students to demonstrate their thoughts and report on what is happening within the HCC community as well as the University of Hawaii system at large. *Ka La* has implemented a website where the students as well as the larger community can access the most recent publication and up-to-date articles. In addition, *Ka La* has expanded to monthly publications, thus demonstrating the increase in student interest and participation. [[Ka Lā](#), [Ka Lā Newspaper](#)]

Associated Students of University of Hawaii at Honolulu Community College:

All fee-paying students are regular members of the Associated Students of Honolulu Community College (ASUH-HCC). The Student Senate represents the ASUH-Honolulu CC on most College, Faculty Council, and University councils and committees. It is through this important student organization that students play a prominent role in the governance of the College and the University System. Student Government provides interested students the opportunity to learn and develop leadership skills. Student leaders learn parliamentary procedures and individual and group decision-making and interaction techniques. Student leaders have also planned and implemented a variety of campus and community activities; they have also partnered with other campus units and organizations to cultivate other leaders under the aegis of the Hawaii Association of Student Life Advisors (HASLA.) [[ASUH-HCC](#)]

Student Life and Development (SLD)-Clubs:

Clubs are encouraged to contribute to the campus by developing events and activities funded in part by student activity fees. All clubs are open to all students of Honolulu Community College. Clubs represent a number of individual CTE programs (Architectural Engineering and CAD, Communication Arts, Cosmetology, Construction Management, Fashion Technology, Human Services, Music Entertainment learning Experience) as well as other focused interests (Gymnastics, Hui `Oiwī, Math, Phi Theta Kappa, The Righteous Rainbow, Suzume no Kai, and Veterans Academic Support.) [[Student Organizations](#)]

Self-Evaluation

The College meets the Standard.

Students have many opportunities on campus to develop personal and civic responsibility. Extracurricular, service learning, workshops, activities and leadership opportunities provide for development of self and civic engagement. Students are made aware of these opportunities via email, website, flier, on campus postings, throughout the school year.

Actionable Improvement Plans

No action is required.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Admissions and Counseling, which is located in the Administration Building, is staffed by eight counselors and three clerks. All counselors are knowledgeable and able to advise students in all degree programs at the College. Counselors are also liaisons to specific programs, and work closely with program faculty and students. They make sure that the requirements in STAR and program degree sheets are up-to-date so students can access these tools on their own if needed. Counselors also make sure that the necessary information is on-line for students to access, including tool lists and frequently asked questions.

Two Counselors are assigned to the Liberal Arts student population as well as Running Start, Jump Start, Bridge-to-Hope, and MELE. The other six counselors are assigned to the campus' CTE degree programs. Additionally, counselors also process transcript evaluations and graduation applications for their respective programs. CTE Counselors visit classes for First Semester Advising, Registration Advising, and Graduation Advising. Liberal Arts Counselors hold transfer workshops. [[Advising/Academic Counseling](#), Academic Counseling Program Review]

The units within Admissions and Counseling are Admissions, Academic Counseling, Mental Health and Wellness, and International Students. Using the Council for Advanced Standards in Higher Education [www.cas.edu] as a guide, mission statements, goals and objectives for each unit have been developed with the student as the primary focus. For example, in Academic Counseling, one of the listed goals is to “teach students self-directive and planning skills applicable to college and life.” An objective under this goal is to “utilize various delivery methods to formulate an academic plan such as one-on-one counseling, classroom advising, workshops, and on-line planning.” [Academic Counseling Program Review] An initiative that addressed this objective is *Passport to College*.

The development of *Passport to College* has been a gradual one, in which versions of a mandatory new student orientation were implemented semester by semester. The first version of a mandatory policy was implemented in Fall of 2009, when a mandatory new student registration was required for incoming freshman students. Results of the pre-post

survey revealed that mandatory new student registration sessions significantly improved students' knowledge of information that supports student success in college. In the Spring 2010, as part of an initiative proposed by the Recruitment and Retention Committee, a number of new students registration sessions included a new student orientation component. During the summer of 2010, the new student registration and orientation hybrid offerings were revamped to meet the campus' Achieving the Dream benchmarks for recruitment and retention. [[Achieving the Dream, November 25, 2008 - Achieving the Dream Update](#)]

Currently, *Passport to College* is an orientation and registration session that is mandatory for incoming new students. *Passport to College* offers breakout sessions that provides new students with an opportunity to learn about our campus resources, college success, requirements for their degree programs, and an opportunity to become familiar with the registration process that utilizes the online MyUH Portal system.

A continuing unit initiative that has supported the unit's goal to "teach students self-directive and planning skills applicable to college and life" is found in the unit's usage of STAR. STAR is a computerized program that allows students to be self-directed in checking on and planning their academic progress. Some of its features include a progress check towards completing their degree requirements in their declared major (Academic Journey), a progress check towards another major within the UH system, creation of an academic plan, information on scholarships, and a view of the student's transcripts. Counselors have annually updated the courses and requirements in the 38 STAR Academic Journey degree checks. The number of students accessing STAR has increased from Fall 2006 to Spring 2011. Counselors have made concerted efforts to encourage students to use STAR and introduce its various features by going to classes, holding workshops, and one-on-one session with students. With the addition of the wireless access in Spring 2011, counselors have been able to have students access their personalized STAR while in the counselor's office. [Academic Counseling Program Review]

With the belief that teaching in a group setting is an effective way for counselors to teach students about self-advising tools, workshops on STAR have been offered to students. The workshops have been hands-on sessions where students can access their own personalized STAR. STAR Workshops have also been offered in the Learning Communities, which are pairs of co-requisite classes that have been offered as part of the Achieving the Dream efforts. Additionally, STAR workshops have been done for the Math essential skills classes as part of the classes' success component. [Academic Counseling Program Review]

In response to the success of the STAR workshops, two months were identified as being STAR months. In Fall 2011, September was identified as a STAR month. In Spring 2012, February was identified as another STAR month. During STAR months, students were able to drop in and meet with an academic counselor to learn about STAR as a self-advising tool. In addition, the unit offered a "hands-on" workshop for teaching faculty how to advise students using the STAR online degree audit system.

Assessment of the quality and efficiency of academic counseling services provided by the unit are done using a variety of instruments. For example, student evaluation forms are distributed, completed, and reviewed for group advising sessions and for the registration session of Passport to College. In addition, use of the SARS software program allows for quantitative reports to be generated on the number of students served during walk-in advising periods and on the reasons why students dropped in for walk-in advising. SARS is an appointment-scheduling and reporting software product for advising and counseling offices in higher education institutions.

Counselors have maintained their currency through attendance at various workshops and conferences. Recently, coordinated professional development workshops have provided counselors with an opportunity to further their knowledge on various topics relating to the advising and counseling area.

Self-Evaluation

The College meets the Standard.

There has been marked progress in developing missions, goals, and objectives in Admissions and Counseling. The move to consistently use SARS has resulted in a standardization of how we code and enter data to support unit needs. Counselors continue to develop, implement, and evaluate assessment instruments.

Actionable Improvement Plans

In order to continue to effectively provide services to students, it is recommended that the College hire an Outreach Coordinator to coordinate and support the campus's recruitment initiatives as identified by the campus' five year strategic plan. The Outreach Coordinator would be responsible for coordinating local high school visits, college fairs, campus tours, and other recruitment activities. Academic counselors would continue to assist in recruitment efforts but will be able to focus on retention efforts. [[Strategic Plan 2008-2015](#)]

It is also recommended that the College hire a Counseling Coordinator to design, maintain, and evaluate counseling and/or academic programs that support student development and success. The Counseling Coordinator will also oversee and coordinate counseling-related grant development and management activities to ensure grant compliance and quality assurance as directed, and develop and manage special student projects or initiatives.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Hawai'i is known as a melting pot of ethnic groups where, culturally, East meets West. The College is proud of the fact that its student population reflects the ethnic diversity of

the State. Students from diverse ethnic, cultural and socioeconomic backgrounds attend the College. The College offers many programs to support and enhance all students' understanding and appreciation of diversity, as well as an enhanced understanding of and appreciation for the indigenous, host culture of the islands; its recently updated Mission Statement makes explicit this commitment.

The Native Hawaiian Center (NHC) provides a variety of cultural presentations open to students, faculty, and staff. Each semester, an Artist in Residence displays creative work. The 'Imi Na'auao Lecture Series presents monthly talks on various topics regarding Native Hawaiians. Some topics include but not limited: Film showing (Feather lei making, Hawaiian History, Overthrow, Annexation, Noho Hewa) leis workshops, floral arrangement, tattooing, featured local musicians, Lua (Hawaiian form of martial arts), genealogy, makahiki, ghost tales of Hawaii, La'au Lapa'au on Hawaiian medicinal plants, Oli (Native Hawaiian Chants), Lomi Lomi (Holistic Form of Massage), Olelo (Hawaiian Language), Paddle making, Mala (Hawaiian Gardening), Huaka'i (Cultural Enrichment Activities): Hikes on various historical trails, Queen Emma Summer Palace, Iolani Palace, Kumu Kahua Theaters, Coconut Island, Moloka'i/Kalaupapa/Service learning in the Lo'i (Taro Patch) and fish ponds, Merry Monarch (Hilo), Kahoolawe [[Nā Huaka'i](#)]

In 2006 the Coordinator of HCC Native Hawaiian Career Technical Educational Program (Ka'iulani G.F. Akamine) began the planning of Malama Aina Days and in 2007 it was fully implemented.

Since the implementation of Malama Aina Days, it has partnered with Title III, First Year Experience, TRIO-SSS, and Hawaiian Studies Department. All parties meet bi annually to plan the various Malama Aina Days for the semester. Together we coordinate sign up, bus reservations, food, and assessments. Fliers are distributed and posted around the HCC campus, email are sent out regularly, announced in class, and dates of events are posted in program calendars and websites. [[Native Hawaiian Center Activities Calendar, Cultural, Educational & Service Learning Events](#)]

TRIO-SSS:

Cultural/Educational & Service Learning Events: As mentioned we partner with the NHC with regards to Malama Aina Days. In addition we have offered the following programming events to our student since the implementation of the grant in 2006-2007 school years.

Manoa Valley Theater, various hikes, Hawaii Opera Theater, Kumu Kahua Theater, Coconut Island, Iolani Palace, Queen Emma Summer Palace, Contemporary Museum, The Body Exhibit, Academy of Arts, Sea Life Park, Chinatown New Year's Celebration, Tour of the Island, Campus Visit, UH-Hilo-Kona

Student Life and Development:

In addition to supporting Club-based activities, Student Life and Development organizes activities planned and implemented by students to provide students with awareness and appreciation of different cultures.

Self-Evaluation

The College meets the Standard.

Activities and programs organized by various student and College Organizations provide students with an awareness and appreciation of different backgrounds and cultures. These individualized programs often have missions, goals and SLOs, many of which relate to student development.

Actionable Improvement Plans

No action is required.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Honolulu Community College welcomes applications from any U.S. high school graduate, GED (General Education Development) recipient or persons 18 years of age or over who can benefit from the instruction offered. Applicants under the age of 18 may be considered for Early Admission upon the recommendation of their high school counselor. Such students are eligible to enroll in HonCC courses approved by their HonCC counselor. The College also offers the Running Start Program, which allows public high school juniors and seniors to attend college classes while earning both high school and college credits. This classification also requires approval by the high school and HonCC Running Start counselors.

The College also accepts international applicants, and strictly adheres to International Student and Exchange Visitor regulations to ensure compliance of U.S. Department of Homeland Security policies. The College determines program offerings based on course offerings and program completion requirements. The Admissions counselor and registrar meet quarterly with their UH System counterparts to discuss common concerns and work to ensure consistency within the ten UH Campuses.

The College, along with all of the Community Colleges within the UH System, employs the COMPASS reading, writing and mathematics placement tests to determine the level of English and Math courses students are prepared to enter. Specific to HonCC is the Placement Policy regarding developmental classes, which was enacted in Fall 2011. The policy requires HonCC students who place below the English 22 (Introduction to Expository Writing) and/or Math 24 (Elementary Algebra I) levels to enroll in developmental classes in their first semester at HonCC. This requirement was designed to facilitate student success in all disciplines. In addition, students who are deemed eligible have the opportunity to advance to higher-level English courses based on faculty recommendations and consultation with the program counselor and program chair. The developmental Math 9 course (Fundamentals of Mathematics) is designed to allow students to receive credit for mastery of some but not all of the Student Learning Outcomes of the course. Such students are granted credit for Math 8 (Fundamentals of

Mathematics – Alternate Credit) and are required to register for and gain mastery in Math 9 in a subsequent semester, preferably the following semester, to progress in the Math sequence. English and Math faculty work with various units within the College to evaluate these placement instruments and practices to validate their effectiveness while minimizing biases.

Self Evaluation

The College meets the standard.

The Admissions Office works to systematically improve procedures of acceptance as questions arise, and consults closely with UH Community College System colleagues to develop policies and procedures to improve services for students.

The COMPASS coordinator meets regularly with UHCC System representatives to ensure compliance and consistency within testing procedures. In addition, Developmental English and Math faculty systematically collect data to review the success of their programs. These areas also meet regularly in consultation with Student Services staff members to ensure program effectiveness.

Actionable Improvement Plans

No action is required.

II.B.3.f. The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The College is very diligent in its efforts to safeguard student records and personal information. The FERPA officer works closely with information technology staff on issues related to the collection and electronic storage of student records; records are stored on both an in-house server and on a server that stores the data for the entire UH System, which is housed at the UH Manoa Campus. The College also ensures the security of hard-copy documents, and enlisted the assistance of a professional records management company to secure additional data. As mandated by Hawaii State law (HRS 487N), HonCC submits Annual Personal Information (PI) System Reports for each department that maintains personal information to document its data collection methods and procedures. The report clearly outlines the legal requirements for establishing the PI system, state of federal laws or regulations that require any part of the PI system to be confidential, the categories of sources of PI, the institution's policies and practices regarding the storage of PI, the institution's policies and practices regarding the retention of PI, the institution's policies and procedures regarding the elimination of PI from the system, who the PI is disclosed to, who has access to the PI and the forms that are used by the institution to collect PI. HonCC's reports confirm that the institution is in compliance with all required regulations regarding the storage and collection of PI.

In addition, the College strictly adheres to the Family Educational Rights and Privacy Act (FERPA) and publishes this policy in its Registration Guide, College Catalog and on the HonCC website. The FERPA officer provides guidance to faculty, staff and students to ensure compliance and to assist in the College's interpretation of the regulation. The FERPA officer also acts as the Campus Banner (Student Information System) Security Administrator and determines the Banner access required to perform job duties, according to faculty/staff position descriptions, and ensures that users are properly trained and are following pre-determined data entry standards. The Banner Security Administrator also conducts quarterly security audits of all HonCC Banner accounts to ensure accuracy and compliance.

Self Evaluation

The College meets the standard.

The College strictly adheres to the rules and regulations that govern the security of personal information and performs a number of self-audits on a regular basis.

Actionable Improvement Plans

No action is required.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as a basis for improvement.

Descriptive Summary

From 2005 to 2010, Student Services created a Program Review process for the various units such as Admissions and Records, Counseling, Financial Aid, Student Life and Development, Career and Employment, Native Hawaiian Center, TRIO-SSS, Mental Health Support, and the Health Office to better assess outcomes that can be directly tied to meeting the student learning outcomes, strategic goals and respective missions of the campus and the university. The evaluations used by the various units of Student Services include qualitative student surveys, quantitative assessment of student participation and usage of services and facilities, as well as the 2008 and 2010 results of the Community College Survey of Student Engagement (CCSSE).

In the Student Services 5 Year Program Review final report, Student Services is responsible for planning, developing, and implementing various support services that are applicable to students or potential students across the academic programs. Services are provided to enable students to succeed in their academic experience, to adjust to the College, and to seek future goals. In order to ensure that each unit in Student Services meet the students' needs, the various units have submitted a Program Review which includes the overview of services, student learning outcomes and relationship to the college's mission and strategic plan, quantitative measure and analysis, program changes and plans for improvement, and budget impact summary. The outcomes in the Program

Review report allow for better assessment of services that can be tied to program quality, service delivery and resource allocation.

Self Evaluation

The College meets the Standard.

Students have many opportunities on campus to develop personal and civic responsibility. Extracurricular activities, service learning, and online opportunities provide for development of self and civic engagement. Student Life, the unit that oversees the Student Senate, student clubs, and Student Media, has developed an overall planning summary that includes its program mission, goals, and SLOs, many of which relate to student development, self-improvement, and appreciation of others. Service learning opportunities have been increasing at the College, and the Academic Counseling unit developed and will continue to improve the online advising Websites.

Actionable Improvement Plans

No action is required.

IIB Evidence

Academic Counseling Program Review

[Achieving the Dream](#)

[Advising/Academic Counseling](#)

[ASUH-HCC](#)

[Cultural, Educational & Service Learning Events](#)

[Disability Access Website](#)

[Ka Lā](#)

[Ka Lā Newspaper](#)

[Mālama ‘Āina Days](#)

[Nā Huaka‘i](#)

[Native Hawaiian Center](#)

[Native Hawaiian Center Activities Calendar](#)

[November 25, 2008 - Achieving the Dream Update](#)

[Po‘i Nā Nalu](#)

[Program Review](#)

[Student Organizations](#)

[Strategic Plan 2008-2015](#)