

**STANDARD IIIB:  
RESOURCES:  
PHYSICAL RESOURCES**

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## ***Standard IIIB: Physical Resources***

*III.B. Physical resources, which include facilities, equipment, land, and other assets; supporting student learning programs and services; and improving institutional effectiveness. Physical resource planning is integrated with institutional planning.*

### **Descriptive Summary**

Facilities utilized by the College include a main campus on Dillingham Boulevard and six additional satellite programs at various locations:

- Automotive Mechanics Technology, Kokea Street
- Diesel Mechanics Technology, Kokea Street
- Marine Educational and Training Center, Sand Island Access Road
- Aeronautics Maintenance Technology, Lagoon Drive
- Commercial Aviation, Hangar 111, Kalaeloa Airport
- Pearl Harbor Apprenticeship Program, Pearl Harbor Naval Shipyard

The main campus is situated in the Kalihi-Pālama district, approximately two miles northwest of downtown Honolulu. Twenty-one buildings, including two six-story high-rise and several two-level structures, occupy a twenty-acre property. Most of these buildings were constructed between 1930 and 1980, with the exception of the Kokea Training Center, which was completed in 2008. A concrete pedestrian mall in the middle of the campus provides walking and emergency vehicular access to most buildings.

The majority of classes are held on the main campus. The Computing, Electronics, and Networking Technology Building and the Trade Industrial Complex are designed and furnished for specific program majors, while most of the other buildings are for mixed instructional activities.

Building 2, one of the two high-rise buildings, was constructed in 1979. Its ground floor houses the Bookstore, Student Life and Development and Student Government offices, the Student Lounge, and Health Office. The Norman Loui Conference Center, located on the second floor, has a maximum occupancy of 180 persons. The Center's entryway includes a dinosaur exhibit built by volunteers from the College and the community. The Mike Curb studios and classrooms for the Music and Entertainment Learning Experience (MELE) program are on the fourth floor of Building 2. Construction of the MELE program facilities, completed in 2010, was funded by the Mike Curb Family Foundation.

Many of the instructional support programs are located in Building 7, another high-rise building. These include the Library, College Skills Center, Educational Media Center, the distance education studio, and the Technical Desktop Support office for information technology. The Library occupies the first and second floors and the other offices occupy the third floor. The print shop, operated by the Educational Media Center, is situated in another building away from instructional activities.

Building 7 has been scheduled for major improvements which include:

- Construction of a new six-story elevator and an elevator lobby.
- Construction of a new mechanical room stack.
- Removal of existing air conditioning system and installation of new A/C system.
- Removal of existing ceiling and lighting and installation of new ceiling and lighting.
- Construction of three new telecommunication rooms on Floors 2, 4, and 6.
- Installation of network conduits.
- Removal of the remaining vinyl asbestos tiles.
- Repainting of building's exterior surfaces.

Renovation activities began in November 2011 and are expected to be completed in August 2014, prior to the beginning of the fall semester. In addition to elevated noise levels, dust, and debris generated by construction activities, students and personnel will have to be relocated during the renovation.

In order to minimize disruption to instructional and support activities, the College is exploring various options for classroom and office replacement spaces. These include adding portable buildings, leasing commercial property near campus, and facilitating mobile offices with wireless equipment. In addition, the Library may be relocated to Building 2, Room 201 during the last phase of the renovation, which will start in August 2013.

The Cafeteria is located in Building 4. It consists of a kitchen, food and supply storage area, food service counter, large dining area, and a main stage. The Cafeteria is open during most of the instructional hours including evenings and Saturdays.

The Operations and Maintenance (O & M) Department occupies its own one-story building that includes storage areas, a small maintenance shop, a staff lunch room, and a supervisor's office. The building is the base-yard for the O & M staff whose work areas cover the main campus and satellite facilities. The Vice Chancellor for Administrative Services (VCAS) oversees all activities related to facility maintenance, repair, and improvement.

Four parking areas, with a maximum capacity 677 vehicles, are available for students at the main campus, as well as a small parking lot for visitors (18 stalls). Working with representatives from the student government, the VCAS office has expanded parking spaces and eliminated the students' parking lottery system to accommodate all students. Currently, it appears that the parking is sufficient at the main campus and satellite facilities.

Six academic programs are located off the main campus:

- The Automotive Mechanics Technology and Diesel Mechanics Technology programs are located about half a mile southwest of the main campus, on Kokea Street. Spreading over a seven-acre property, the facilities include two one-story buildings and a large parking area. Both buildings are designed to accommodate specialized training activities in automotive and diesel mechanics technologies.

- The Marine Education and Training Center (METC), a 4.86-acre waterfront property, is situated on Sand Island Road. In addition to a two-story building, the facilities include two finger piers and a securable parking area. The Center's building houses classrooms, offices, workshops, and specialized equipment appropriate for its instructional activities related to building, repairing, and maintaining marine vessels.
- The Aeronautics Maintenance Technology program is located on Lagoon Drive near the south ramp of the Honolulu International Airport. It occupies 4.77 acres and encloses nearly 46,500 square feet of hangar space, storage areas, classrooms, workshops, and offices.
- The Commercial Aviation Program, Hangar 111, is located on two parcels of land totaling six acres at the Kalaeloa Airport (the former Naval Air Station at Barber's Point). The Center occupies 54,480 gross square feet, with 48,900 assignable square feet.
- All instructional activities for the Pearl Harbor Apprentice Program are conducted at the Pearl Harbor Naval Shipyard, a federal facility managed by the United States Department of the Navy. Although the College manages the Program under a contract with the Shipyard, it has no control over operations and maintenance of the facilities. Concerns regarding physical structures and equipment are addressed directly to the Shipyard administration.

The following lists include projects in various stages since the previous 2006 self-study.

Completed projects since the previous 2006 self-study:

- Building 2: Replacing air handlers; renovating the MELE room; conducting general structural repairs.
- Building 5: Constructing a greenhouse for hydroponic gardening.
- Building 6: Replacing air handlers.
- Building 7: Painting; replacing air handlers, floor carpets and tile (three bottom floors), fire doors; repairing electrical problems in Library; reroofing; retrofitting exhaust fans; conducting general structural repairs.
- Building 10: Replacing cooling towers.
- Building 12: Asbestos abatement.
- Building 14: Replacing air handlers, air compressors, exterior water drains, mezzanine, asbestos panels (Welding), elevator's exhaust fan; retrofitting building exhaust fans; conducting general structural repairs.
- Building 20: Renovation to accommodate relocation of the Native Hawaiian Center.
- Building 27: Replacing air handlers, repairing walkways.
- Building 45 Kokea Training Center: Demolishing existing structure and constructing classrooms, restrooms, and offices.
- Building 50 (METC): Replacing air conditioning system.
- Hangar 111: Renovation of the second floor.

- Campus-wide: Buildings and grounds termite treatment; irrigation project-phase 1; installing emergency communication systems at various locations throughout the campus; improving lighting to enhance security.

- Replace FRP Ventilation System.

Ongoing projects with expected dates of completion:

- Buildings 6 and 27: Repainting (December 2011).
- Building 27: Upgrading electrical power for Cosmetology (December 2011).
- Buildings 57 and 52: Replacing floor tile (December 2011).
- Campus-wide: Upgrading PBX telephone system with VOIP (December 2011).
- Buildings 43 and 44: Replacing rain gutters (Spring 2012).
- Building 50 (METC): Repairing finger piers (Spring 2012).
- Building 27: Replacing interlocking tiles (Summer 2012).
- Building 7: Renovating entire building which will include replacing elevators and upgrading electrical system (December 2014).

In-design projects:

- Building 5: Retrofit air conditioning system.
- Building 17: Replace windows.
- Building 50 (METC): Replacing floor tiles.
- Building 52: Replacing fire suppression system.
- Buildings 3, 5, 14, 17, 18, 20, and 24: Repainting.
- Buildings 14 and 18: Repairing roll-up doors.

## **Self Evaluation**

The College meets the Standard.

Two physical resources surveys were conducted during the Spring 2011 semester, one for students and another for staff/faculty. Eight hundred and sixty-two students responded to the survey and 101 faculty/staff members did. Both surveys used a rating scale of Poor-Fair-Good-Excellent.

Of staff/faculty respondents, 60%-80% rated the quality of offices as Good and Excellent in terms of size, furnishings, location, equipment, safety, security, and cleanliness. Results show similar ratings for quality of the classrooms. Adequacy of classroom number and classroom furnishings shows the highest percentage for the Poor and Fair ratings (43% and 41%, excluding the "Do not know/Do not use" answer).

Student respondents expressed more appreciation for quality of the classrooms. Between 79% and 88% of student respondents rated classroom size, appropriate location, furnishings, equipment, safety, and cleanliness as Good and Excellent.

Respondents appeared satisfied with the quality of laboratories and shops. Approximately 70%-90% of respondents who utilize the facilities rated them as Good and Excellent regarding their adequacy in number, size, location, furnishings, equipment, safety, and cleanliness.

Results from both surveys showed disproportionately low ratings for quality of the elevators. More than 80% of respondents rated the elevators as Poor and Fair. Forty percent of faculty/staff respondents found the quality of elevators to be Poor.

Cafeteria, restrooms, study areas, leisure areas, sidewalks, stairways, and campus signs/maps received high ratings by student and staff/faculty respondents. Between 62% and 86% of the respondents rated these facilities as Good and Excellent.

Because results of the previous surveys in 2005 indicated a lack of appropriate signs and maps, the College has installed various signs and maps throughout the campus. Ratings from the 2011 surveys for signs and maps have improved significantly. Sixty-two percent of staff/faculty respondents rated signs and maps as Good and Excellent in comparison to the 2005 survey in which more than 76% rated signs and maps as Fair and Poor. Seventy-two percent of the students also gave high ratings, Good and Excellent, for the campus signs and maps.

Although 60%-70% of the respondents are satisfied with the cleanliness of restrooms (Good or Excellent), 11% of staff/faculty rated it as Poor and 30% rated it as Fair. Twenty-four percent of students rated the restrooms' cleanliness as Fair.

The survey results also included numerous comments on improvement needs for work areas, offices, classrooms, laboratories, shops, parking spaces, planning, and assessments. [[Fall 2011 Physical Resources/Facilities Survey \(Students\)](#), [Fall 2011 Physical Resources/Facilities Survey \(Staff/Faculty\)](#)]

In comparison to the 2005 surveys, ratings for parking have shown a significant improvement. More than 90% of faculty/staff rated parking availability as Fair, Good, or Excellent, compared to the 2005 survey where 62% of faculty/staff rated it as Poor. Approximately 80% of student respondents rated parking availability as Fair, Good, or Excellent, while nearly half of the respondents rated parking as Poor in the 2005 survey. Parking location and security also received high rating among students (more than 70% rated Good or Excellent).

Student parking was identified as an area needing improvement during the previous self-study. Using the survey results and additional feedback from students, the VCAS' Office, in collaboration with the student government, has been able to make substantial improvements in parking availability, location, safety, and security.

Although 88% of students rated the College's environmental responsibility as Good and Excellent, only 30% of staff/faculty shared that feeling. Approximately 50% of the staff/faculty (excluding "Do not use/Do not know") rated it as Fair.

The College has increased its effort toward environmental sustainability through various venues. These include improving recycling of solid waste, managing and properly disposing of electronic

waste, and energy conservation. Large receptacles for recyclables conveniently located near Building 7 and regular collections/disposals of electronic waste have contributed to the “greening” of the College.

The current Strategic Plan addresses energy conservation and sustainable development as well as the commitment to maintain and improve the existing physical environment. Specific actions and responsible parties, identified in the Implementation Planning Framework, allow a meaningful monitoring system for the progress of the College’s goals. [[Strategic Plan 2008-2015](#)]

The College’s current Energy Management Program is primarily focused on the control of the central air conditioning system (A/C). The Honeywell software system controls 90% of the buildings on the main campus. The software system allows the campus to schedule (turn off and on) the A/C system for each building. Other buildings at the main campus and satellite facilities are controlled by mechanical timers. The integration of the College’s Facilities Use Application System with the current energy management system allows the College to effectively control the utilization of the A/C system, and therefore, reduce electricity costs. Since July 1, 2011, the College has implemented a new Energy Management Program via Johnson Controls, Inc. (JCI). JCI is responsible for reducing energy costs through a performance-based agreement. JCI is also tasked with developing an educational component and renewable projects for the Campus. Furthermore, the College is pursuing the utilization of new class scheduling software that will integrate with the University's Banner Student Registration System. When implemented, this will allow the College to assess and utilize its facilities more efficiently.

The environmental sustainability concept has been integrated into classroom instruction as well. In 2010, the College was awarded a grant from the National Institute of Food and Agriculture/U.S. Department of Agriculture to build a greenhouse facility to support hands-on training on environmental sustainability. The main purposes of building a greenhouse on campus were to generate community interests in food cultivation for enjoyment and in achieving food sustainability. Dr. Kakkala Gopalakrishnan, the grant’s principal investigator, along with students and faculty members from the Carpentry, Welding, and Apprenticeship Programs, assembled and installed the greenhouse structure behind Building 5, along the pedestrian mall. Since its completion, the greenhouse has served as a place to train students in agricultural and botanical fields. The greenhouse is designed to support instructional activities in conventional gardening techniques as well as various food production systems such as urban gardening, aquaponics, hydroponics, and aeroponics. In addition to their educational values on sustainability, these activities are meant to inspire and guide students to higher studies in food and agriculture-related fields.

In 2011, the College received a grant from the Office of Hawaiian Affairs to fund the Native Hawaiian Center’s Māla project. The māla (a cultivated garden) is located behind Building 2 and the Children’s Center, and is planted with varieties of taro and ti leaves. The project is designed to instruct students in a holistic and traditional Hawaiian approach and to model mālama‘āina, caring for the land. The māla was dedicated on October 14, 2011. [[Grant from Office of Hawaiian Affairs to Support Māla \(Garden\) Project, Mala Ceremony](#)]

In addition to the physical resources surveys discussed above, in February 2012, faculty and staff participated in a survey of College issues for this self-study. The majority of respondents rated the safety, healthfulness, and security of their workplaces as Excellent or Good. Cleanliness of buildings and grounds were also rated as Excellent or Good by the majority, but as Fair by approximately one-third of the respondents. [[Accreditation Self-Study Spring 2012 Executive Summary](#)]

The College systematically evaluates adequacy of its physical resources through individual program reviews, committees' assessments, safety walk-through surveys, meetings with individual department heads, and institutional self-study surveys.

Program reviews are conducted annually by the program's personnel. Results from the program reviews are collected and analyzed to identify priorities and improve allocation. Each instructional and support unit is required to conduct an annual program assessment that addresses the issues of adequate facilities, supplies, and equipment to meet student learning outcomes.

The Committee on Disabilities Access - Honolulu (CODA-H) meets monthly to discuss access issues including the adequacy of facilities, supplies, and equipment to meet the Americans with Disabilities Act (ADA) requirements. Additionally, members of the Health and Safety Committee conduct regular walk-through surveys of high hazard areas. Written reports sent to the respective departmental heads provide additional input on the need for upgrades of facilities, equipment, and tools to ensure compliance with the safety and health regulatory requirements.

Budgetary needs for the following fiscal years are discussed annually among the Vice Chancellors, Deans, Directors, and Division Chairs. At the meeting, each program's head presents his or her programmatic needs, justifying the budget request as well as elaborating on the adequacy of facilities, equipment, and supplies.

The Standard IIIB Self-Study Committee conducted students/faculty/staff surveys, interviews, and planning process analysis to evaluate the adequacy of facilities, equipment, and supplies. The results are used to prioritize physical resources and improve the planning process. Funds are allocated based on the availability of funds and the nature of the request. Items needed to meet the health and safety requirements are normally given the highest priority for funding.

Faculty, staff, and student involvement varies, depending on the type of evaluation. Program reviews involve faculty, staff, and students to indicate whether student learning outcomes are achieved. Similarly, the annual budgeting meetings and safety walk-through surveys require the involvement of faculty and staff. In addition, students in the Occupational and Environmental Safety Management (OESM) program conduct safety inspections of program facilities every semester as part of a class assignment. Faculty, staff, and students are usually involved in the various campus committees, such as CODA-H.

Providing a positive environment that enables the students to achieve the learning outcomes is the College's major goal. Results from various evaluation venues are used to prioritize new facility construction, facility upgrading, and facility maintenance. All major mechanical items such air conditioning and elevators are maintained via service contract. Health, safety, and

building code items are given the highest priority for facilities upgrading and repair. Programmatic needs and facilities conditions are also given the highest considerations for funding. For example, due to the age of the Science Building (Building 5, built in 1963) and the need to provide an environment essential for positive student learning outcomes, the Advanced Technology Training Center building (includes Science Programs) has been the College's top priority for many fiscal years.

Similarly, prioritization of equipment acquisition and repair is based on health, safety, and code needs; program improvement identified through annual program reviews; achieving Strategic goals; and other operating needs such as the replacement of defective equipment essential to the program. In the event that funds are insufficient, prioritization is completed by either the Planning Council or the Campus Leadership Team.

Effective use of individual facilities and equipment to meet student learning outcomes is identified through the program review process. Scheduling of instructional rooms is tied to the mission of the College. This means the credit programs are given first priority, then Apprentice programs, and lastly, non-credit programs.

The strengths of the current evaluation and prioritization process are that 1) program review/assessment can lead to additional funding, 2) various stakeholders are involved in identifying facility and equipment needs, such as CODA-H and the Health and Safety Committee, and 3) faculty, staff and students are included in the evaluation process.

However, the current process allows limited student participation. It is difficult for students to participate in these processes because of their class schedules, working hours, and personal responsibilities.

Beginning in 2010, the College initiated a process of updating its Long Range Development Plan (LRDP) or facilities master plans. The last LRDP was completed in 1996. Various opportunities were initiated to allow input from faculty, staff, administration, students, and the community. "The outcome of the LRDP planning process and community involvement is a comprehensive plan that guides physical development such as the location of buildings, open space, circulation, and other land uses. In addition, the plan addresses issues related to traffic, parking, and other forms of infrastructure, as well as a heightened commitment to environmental sustainability. The 2010 LRDP envisions a campus that will have greater definition at its edges, improved facilities for the campus community, more sustainable infrastructure, and enhanced landscape—all well-integrated to create a setting that meets the ever-evolving needs of a modern college." The updated LRDP was submitted and approved by the Board of Regents in February 2011. [[Long Range Development Plan](#)]

### **Actionable Improvements Plans**

Although the College meets this Standard, there are several things that should be done to ensure continued compliance:

- The Vice Chancellor of Administrative Services should ensure that results from the 2011 Physical Resources Surveys, especially the specific comments, are evaluated and used to improve the quality and adequacy of facilities and equipment.
- The College should continue to seek feedback from students, staff, and faculty regarding its physical resources, especially those that received Poor and Fair ratings, including quality of the elevators, cleanliness of the restrooms, adequacy of classroom furnishings, and environmental sustainability. Feedback information should be used as basis for future improvements.
- The College should continue to communicate its efforts on physical resources improvements and environmental sustainability to the students, staff, and faculty.

*III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

### **Descriptive Summary**

The College strives to comply with the safety and health regulations established by the Hawaii Occupational Safety and Health (HIOSH)/Department of Labor and Industrial Relations. Although HIOSH regulations apply only to employees, the College applies the same safety and health standards to classroom and workshop activities involving students. Instructors at the main campus and all satellite locations are responsible for ensuring that students follow safety rules strictly and that equipment is in safe, operable condition.

The College's Health and Safety Program prescribes safety responsibilities, hazard identification and correction, injury reporting, and other safety management principles to ensure a safe and healthful learning environment. The Vice Chancellor of Administrative Services (VCAS), with assistance from the Health and Safety Coordinator and the Health Nurse, is responsible for the implementation of the College's Health and Safety Program. [[Honolulu Community College Health And Safety Program - September 2005](#)]

The Health and Safety Committee is comprised of representatives from the Administration, each academic unit including off-site programs, and student organization. The Committee meets once per semester at the Safety Meeting, which is open to the entire campus. The main purposes of the meeting are to provide update information on safety issues and facility improvements; to communicate key safety, health, wellness, security, and emergency preparedness issues; and to solicit feedback from the programs' Safety Liaisons.

Two subcommittees meet regularly to address specific issues on emergency planning and wellness. The Emergency Planning Subcommittee is in the process of finalizing the College's Standard Operating Procedures: Emergency Operations while the Health and Wellness Subcommittee plans regular activities to promote wellness, reduce stress, maintain a healthy lifestyle, and improve productivity. [[Emergency Action Plan \(EAP\) Draft - April 2008](#)]

The Health and Safety Steering Committee consists of the Vice Chancellor for Administrative Services, the Health and Safety Coordinator, and the Health Nurse. They meet regularly several

times during the semester to conduct safety and health walk-through surveys of the main campus and satellite facilities, to evaluate and prioritize hazards, and to follow up on corrective actions. Throughout the semester, the Steering Committee also maintains regular communications with members of the Health and Safety Committee and the campus at-large via electronic means.

Faculty and staff members are responsible for day-to-day accident prevention activities including safety surveys of facilities and equipment, hazard and injury reporting, preliminary incident investigation, and hazard correction. Safety training is required for all classes involving equipment, machinery, or hazardous tasks. In addition, health and safety competencies are included in the Technical Standards for many of the CTE programs. The Health and Safety Coordinator provides safety consultation and training for all members of the College when appropriate.

The College's room use is generally at full capacity during the morning hours, including Saturdays, and during the late afternoon hours until 7:00 p.m. Many of the Apprenticeship classes begin in the late afternoon, Monday through Thursday. Enrollment in Apprenticeship classes rises and falls with the status of Hawaii's construction industry. When enrollment increases, classroom space for these Apprenticeship classes is not adequate.

Activities related to distance education are performed in Building 7, including production of web-based and televised courses, academic support services, and student testing. Programs for courses broadcast via cable television are developed, produced, and edited on the third floor. Recordings of the cable course programs and DVD/VHS viewing stations are available in the Library on the first floor of Building 7.

## **Self Evaluation**

The College meets the Standard. However, there are areas that need improvement.

Safety and health issues are given the highest priority during a planning process. The College uses various means to evaluate the safety of facilities and equipment. Instructional faculty and staff, especially in the CTE departments, provide direct feedback to the Division Chair, Dean, or the Health and Safety Committee on the need for the safe and up-to-date equipment. Regular safety walk-through surveys, both at the main campus and at the satellite facilities, are conducted to ensure HIOSH compliance and to obtain first-hand information from the CTE instructors. In addition, students from the Occupational and Environmental Safety Management Program conduct safety inspections as part of class assignments. The results from students' inspections are submitted to the Health and Safety Coordinator and deficiencies are corrected as appropriate.

Many of the large equipment such air conditioning, elevators, and exhaust hoods are on maintenance contracts with third-party vendors. These vendors maintain and recommend various repairs to the respective systems. The VCAS and Operations and Maintenance (O & M) staff conduct periodic visual inspections as part of the equipments' preventive maintenance schedule.

Ninety-seven students from various satellite facilities responded to the Physical Resources/Facilities survey conducted in the Spring 2011 semester. Between 80%-90% of the students rated safety, security, and emergency preparedness of the sidewalks, stairways, and general facilities as Good and Excellent. However, students' knowledge of the College's emergency procedures varied. Among the 10 respondents from the Marine Education and Training Center, only three students were familiar with the emergency procedures. More students in the Automotive Mechanics Technology, Aeronautics Maintenance Technology, and Diesel Mechanics Technology Programs were aware of the procedures (60%-80%).

The College has invested significantly in emergency preparedness. Faculty and staff were given opportunities to provide suggestions on the College's Emergency Action Plan and the Plan continues to be updated through the Emergency Planning Subcommittee. To improve their visibility, key response procedures are printed in the colored section at the front of the College's Telephone Directory. Copies of the Directory are distributed to all offices on the main campus and satellite facilities.

Recognizing the importance of emergency notification and communication, the College has installed an emergency telephone system (Blue Phones) at the main campus, established an emergency broadcast system via cellular phones and email, and upgraded the telephone system.

Building emergency evacuation drills and table-top exercises are scheduled periodically to evaluate the effectiveness of the emergency response procedures.

Sufficiency of the College's facilities is determined by whether they meet the needs for classes. Scheduling and space assignments are based on program and curriculum needs. Credit courses are given first priority, Apprenticeship classes are second, and non-credit offerings are third.

Students, faculty, and staff evaluated College facilities in the Physical Resources/Facilities surveys administered in the Spring 2011 semester. Faculty and staff were generally satisfied with their offices and work areas: 66.3 % rated the size of their work space as Good or Excellent, 80.2% rated the location as Good or Excellent, and 69.3% rated the cleanliness as Good or Excellent. Classrooms were also generally considered adequate. Of the respondents, 42.6% rated the number of classrooms as Good or Excellent, and 33.7%, Poor or Fair. (The total is less than 100% because some of the respondents identified themselves as non-instructional.) The size of classrooms was rated Good or Excellent by 58.4%, and location was Good or Excellent for 65.3%. Nearly half of the respondents evaluated their classrooms as sufficiently clean and their furnishings and equipment as adequate. Students' perceptions of their classrooms were very positive, with a majority of Good or Excellent ratings: classroom size received 87.6% Good or Excellent, location 87.1%, furnishings 78.4%, equipment 77.9%, and cleanliness 82.8%. In their survey comments, students most frequently requested improvements to desks and chairs; chalkboards, whiteboards, and/or SMART boards; and air conditioning.

As a result of the current slump in the construction industry, Apprenticeship enrollments in recent years have decreased to approximately half of what they during the last construction boom. Final enrollment in Spring 2008 was 3,878 and enrollment in Fall 2011 was 2,007. Therefore, classroom availability for Apprenticeship is presently sufficient. However, due to the

cyclical nature of the industry, enrollments will most certainly rise again in the coming years with the next resurgence in construction jobs and there will again be a shortage of classroom space. In regard to laboratories, even with the current reduced enrollments, shop space is inadequate. Apprenticeship hands-on training is being conducted in areas not designed or intended for training. For example, the lab for a plumbing class is held in a locker room that had been long abandoned due to crushed waste water lines and some Apprentice painters are painting campus buildings because they do not have shop space. Building 12, which is regularly used by Apprenticeship, is outdated and in need of major repairs and renovation. Many training programs including the Associated Builders and Contractors, Inc. (four trades), Building Maintenance, City and County, Hawaii Electrical Workers, Hawaii Electricians, Oceanic Cable and Kawikas/Color Dynamics have no shop space on campus and could improve their programs with laboratory activities if space were available. Other programs including the Masons, Roofers, Painters, and Elevator Constructors currently have shop space on campus but are still unable to offer all of the training that they would like because their spaces are too limited. Overuse of shops, such as the welding facility, which is used for the Welding program as well as the Apprenticeship classes, results in accelerated deterioration of the equipment. Storage space is also lacking. In the Long Range Development Plan, the College acknowledged the need for a building and outdoor space that are dedicated solely to Apprenticeship training and storage.

The Media Specialist generally develops and produces three new cable television courses per year and revises existing courses as needed. Cable course production is done in three areas: the pre-production and post-production office, the studio where the programs are filmed, and the control room adjacent to the studio. Although the space is sufficient, there are difficulties. The placement of electrical outlets in the studio is problematic, requiring cables and power cords to run along the floor. Since this is not a public area, however, the hazard is limited. Electricity is insufficient, resulting in overloaded circuits. The lights in the studio are inadequate and are over twenty years old. Perkins Grant funds were used to upgrade some equipment to enable HDTV quality, but additional cameras are needed. The equipment in the control room is similarly outdated. For example, it is not possible to make backups and archives. According to the Dean of University College, some equipment for cable course production has been upgraded as of Fall 2011.

Many of these deficiencies can be attributed to the way in which cable course production is funded. The College has relied largely on grant funding and end-of-year monies. State of Hawaii law dedicates a percentage of cable television revenue to educational purposes. When distance education via cable television was initiated in the 1990s, the participating community colleges built and equipped studios with State dollars. The cable revenue (known as the 'Olelo Grant), however, is strictly for personnel costs. 'Olelo funds, therefore, are for the Media Specialist's salary and for paying student assistants, but cannot be used for video and editing equipment, furniture, materials such as DVD's, repairs and maintenance, or construction in the studio. The College does not have a budget for cable course production, as do Kapi'olani and Leeward Community Colleges. Furthermore, there has not been a program review for distance education, and consequently, it cannot receive higher cost items, since program reviews are the basis for identifying funding needs.

The Media Specialist produces disc copies of each cable course program. These DVDs are sent to University System libraries for students who miss the telecasts. HCC Library holds the cable course DVD's in the Circulation department and provides four viewing stations and headphones on the first floor. Because many students choose to check out the DVD's for overnight loan rather than watch them at the Library, the number of viewing stations is sufficient. In addition, the University of Hawai'i provides video-on-demand (VOD) services for the most current episodes of many cable courses; students must have computers with broadband connections to access VOD. The DVD/VHS viewing stations were provided by and are maintained by the Educational Media Center (EMC). The Library staff monitors the condition and performance of audiovisual equipment and coordinates maintenance and replacement with the EMC.

The Testing Center is in room 316 of Building 7. It is scanned by a multi-camera security system that was upgraded in 2009. A pan-and-zoom system would provide fuller coverage, but would have been more expensive to purchase. In addition to exams for distance education students, the Testing Center administers make-up and placement tests (over 3,000 annually). The facilities are currently adequate for these multiple testing functions. There are 25 computers and numerous combo chair-desks, as many distance education courses use paper-pencil tests. A closed door separates the intake and testing areas; this has significantly improved testing conditions. Additional soundproofing for the testing room would be helpful, however. In addition, rooms 314 and 315 are testing rooms for special needs students who utilize authorized accommodations. These rooms are equipped with security cameras as well. Room 319 can be used as a backup during busy periods, such as finals week. The Testing Center plans for and manages its physical resources well. It has its own printer and uses the College Skills Center's (CSC) all-in-one scanner/facsimile/photocopier machine. Funding for Testing Centers varies at University campuses. Organizationally, the HCC Testing Center is part of the CSC. The security system, furnishings, equipment, and the computers used for exams are provided and maintained by the CSC. Equipment is currently sufficient, and should be included in the maintenance and replacement cycle to ensure that they remain satisfactory.

## **Actionable Improvement Plans**

Although the College meets this Standard, there are several things that should be done to ensure continued compliance.

- As recommended in the 2006 Self-Study, the College should establish a Health and Safety Office with at least one full-time Health and Safety Officer. Currently, the College is relying on a faculty member whose responsibilities include instructional and safety duties. Given the current size of the College and the types of hazards associated with the CTE programs' activities, a full-time Safety Officer is needed to effectively manage the College's accident prevention program.
- As recommended in the 2006 Self-Study, the College should grant assigned time or reduction of workload for the Programs' Safety Liaisons. This will allow the Safety Liaisons to perform their safety duties as prescribed in the College's Health and Safety Program, which include coordinating all health and safety activities in their programs, keeping direct and regular communication with the Health and Safety Coordinator and the Health and Safety Committee on health and safety issues; attending the meetings of the Health and Safety

Committee; acting as liaison persons between faculty and staff in their program and the Health and Safety Coordinator/Health and Safety Committee; assisting faculty and staff in their programs in enforcing the health and safety rules; assisting faculty and staff in investigating and keeping records of all near-misses, accidents, injuries, and illnesses that happen in their programs; and assisting faculty and staff in corrections of hazardous conditions and behaviors.

- The Administration must ensure that the College's emergency management system is being implemented at the main campus and at the satellite facilities. Implementations must include regularly scheduled communication and training for students and employees; evaluations of emergency communication systems' effectiveness; table top exercises and drills for the Emergency Management Team; assessment of strengths and weaknesses of past response activities (debriefing); and other activities that will improve the College's ability to respond to and recover from an emergency. Results from the exercises and activity assessments should be used to improve the College's ability to prevent and respond to emergencies.
- The College must continue to earnestly explore acquiring suitable off-campus sites for Apprenticeship training.
- The College should assess distance education through program review, and should develop a budget specifically for distance education, with ongoing funding for cable course production.
- Distance Education should encourage the development of a University-System budget to assure that each Testing Center has a printer, document scanner, photocopier, and facsimile machine, and a sufficient budget for materials.

*IIIB.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

## **Descriptive Summary**

The VCAS and staff from the Operations and Maintenance (O & M) department serve important roles in setting priorities for the maintenance of common facilities, including buildings, grounds, and parking areas. Repair and maintenance requests are prioritized based on their impact on occupants, safety and health, input from faculty and staff, and the VCAS's knowledge of the facilities. The Facilities Renewal Reinvestment Model (FRRM) is being implemented to optimize analysis of maintenance and budgetary needs. Requests can be reported to the O & M department with an online or hard copy form. Compliance to building codes, HIOSH regulations, and ADA/ADAAG regulations are given a higher priority. Planning for, building, maintaining, upgrading, and replacement of physical resources for the campus should be based on the College's mission, so the replacement and upgrading of program equipment and improving facilities are addressed in the Strategic Plan. Evaluating the resources needed to support the achievement of program SLO's is part of the program review process. Information from these evaluations is used to identify action steps that are added to the Strategic Plan, so the prioritization of equipment and facilities will be directly linked to SLO's. Planning for facility construction, upgrading, and maintenance is included in Capital Improvement Plan (CIP) at the University system level. Scheduler Plus has been used to allocate classroom space to accommodate student and program needs. This process is being upgraded with a new system, Resource 25.

The College relies on its faculty and staff to communicate to Administration through their respective Division Chairs, Deans, and Directors regarding their equipment needs. Equipment purchases are acquired with year-end money, vocational-education funds, and from each department's base budget. Priorities are determined based on information from Division Chairs, Deans, and Directors. Needs and sufficiency of equipment and facilities are identified through program reviews and annual reports.

Building 7, the College's primary instructional building, has been subject to recent space reallocation in support of curricular changes. It is also scheduled for a major multifaceted renovation project spanning the next three years.

The College has initiated activities toward improving environmental sustainability through recycling, eWaste disposal, and energy management. Honolulu and the other Community Colleges on Oahu have a multi-year contract with Johnson Controls, Inc. (JCI) for comprehensive energy conservation and energy savings services.

## **Self Evaluation**

The College meets the Standard.

However, there are areas that need improvement. These include more updated equipment in classrooms, shops, and classroom-program computer labs, and deferred repair and maintenance projects. The College should address these needs in order to continue to meet the Standard.

As primary technical training centers for transportation, information technology, education, communications, construction, and public and personal services, an increasing number of classrooms are being converted to high-tech multimedia rooms, each containing a computer with Internet access and projector, a visual presenter, and video player. However, some classrooms are traditional chalk or whiteboard rooms; instructors obtain television monitors, video players, and overhead projectors from the Educational Media Center, Library, or division on an as-needed basis. Students who have taken classes in the multimedia rooms compare their experiences with those in traditional classrooms. Students' comments in the Physical Resources/Facilities survey calling for improved electronic learning devices in their classrooms demonstrate the high priority that students place upon these physical resources. Similar responses were expressed for updated and more computers and software for classrooms, computer labs, and offices.

In 2011 surveys were conducted to assess student and faculty/staff perceptions of the physical resources/facilities on campus. The results provide support that the College meets the Standard. The survey instrument asked respondents to rate the physical resources on campus as Poor, Fair, Good, or Excellent and included a series of questions for each of several physical resource categories. The mean percentage of respondents that answered Good or Excellent is a majority across the categories with elevators affecting the mean (Table 1). Plans are in place to replace the elevators in Building 7 in a major renovation effort. The elevators in Building 2 are also being addressed. Classroom number was also a concern for faculty.

Table 1. Mean percent of survey question responses rated Good or Excellent by category.

Topic	Questions	Students (862)	Faculty (101)
Classrooms	6,7*	84	67
Labs/Shops	6,7*	83	67
Parking**	3	67	67
Other Campus Areas	9	69***	58***
Emergency Preparedness	3	70***	63***

\*Faculty received an additional question regarding the number of facilities.

\*\*Questions for each were focused on the target group.

\*\*\*Elevators scored very low and affected the mean.

Plans for building and upgrading facilities are in place. A new science and technology building, the Advanced Technology Training Center (ATTC), is intended for Parking Area 1. When the new building is completed, science classrooms and offices will be moved there from Building 5, and Building 5 will then be demolished. Planning for new facilities involves consultation with faculty whose programs will use the proposed facilities. Science faculty, for example, participated in plans for the ATTC. The LRDP includes a multi-story parking structure to replace parking stalls in the current Student Parking Lot 1 and the adjacent temporary parking area in the former incinerator site (Lot 1C).

Students expressed interest for paving the largest parking area on campus. This is planned for and included in the Capital Improvement Plan.

Plans to improve or replace the exterior elevators in Building 7 led to the discovery of other maintenance concerns. Additional improvements are planned, including replacement of the air conditioning, ventilation, and lighting systems; installation of new telecommunications infrastructure; reflooring and painting; and construction of a six-story mechanical room stack. The estimated cost is \$8.6 million. Renovations are projected to address two floors at a time and will require the temporary relocation of classes, offices, the academic support services of the third floor, and the Library. Discussions and planning for relocation are underway.

The College has been focusing on improving the success of underprepared students in mathematics and language arts. New curricula were selected and designed for math, reading, and writing. These Math Essentials and English Essentials courses require the students to participate in computer laboratories. Adding these computer labs involved reallocation of classrooms in Building 7 and relocation of departments and offices. For example, math tutoring, labs, and the consolidation of the Mathematics department on the fourth floor of Building 7 were achieved with the migration of the Native Hawaiian Center (NHC) from the fourth floor to Building 20, where the NHC has designed a welcoming learning environment. Classrooms and lab space were provided for the English Essentials courses in portable buildings formerly occupied by the Employment Training Program, which has been consolidated with Windward Community College.

The College has increased its efforts in recycling and responsible disposal since the last self-study. A City and County recycling container for the collection of aluminum cans, glass and plastic bottles, corrugated cardboard, newsprint, and office paper has been located near Parking Lot 1 since 2010. It is available to the O & M staff, members of the College, and the general community. The VCAS initiated the collection and disposal of inoperable and outdated computers, peripherals, and electronic equipment, familiarly known as “eWaste,” in 2005. In 2006, the Apple computer company partnered with the University of Hawai‘i system in the Apple Recycle Pickup Program. Apple funds the cost of transporting the University’s eWaste to the mainland for disposal. The Apple program is now held quarterly. The College’s initial eWaste collections were massive, but have decreased as eWaste collections have become a routine and accustomed part of the technology lifecycle. In addition, community collection of household eWaste is offered biannually, sponsored by the University and funded by Apple.

The energy conservation contract with Johnson Controls Inc. (JCI) encompasses an extensive range of conservation and savings efforts, including replacements for interior and exterior lighting, significant improvements to air conditioning and ventilation, and the implementation of a central energy management control system. Other projects are refuse management with a trash compactor, water conservation and irrigation systems, synchronization of the power settings of the College's networked computers, solar water heating, vending machine controls, a photovoltaic system shade structure, and an electric vehicle charging station. It is estimated that the energy efficiency solutions will create combined energy savings, for the University of Hawai‘i Community College (UHCC) system, of over \$58 million during the 20-year performance contract period.

The UHCC-JCI partnership includes an educational component as well. It is designed to provide “integrated” sustainability experiences for students, personnel, and visitors through instruction, service learning, and kiosk learning centers.

The UHCC-JCI Fellowship program was initiated in 2011. Student “Fellows” were recruited from all four community colleges on O‘ahu. Along with the Hawaii Educational Consultant, the JCI National Program Director of Higher Education, and JCI subject matter experts, they hosted the first UHCC Renewable Energy Training Summit. More than 150 participants attended the conference, which included training on the latest in solar technology and trends. The Fellows are expected to continue their work, which includes assisting with a summit every semester and administering a survey to generate student awareness of sustainability. Future training will include LEED® –Green Associate Training. Participants completing the training will have the opportunity to pursue a LEED® Green Associate certificate. [UHCC Renewable Energy Training Summit]

## **Actionable Improvement Plans**

Although the College meets this Standard, it should do the following to ensure continued compliance:

In addition to upgrading structures, the College should continue to improve classrooms by installing electronic and multimedia learning devices in classrooms where they are lacking.

*III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

## **Descriptive Summary**

The Hawaii Occupational Safety Health Division (HIOSH) requires employers to provide a safe and healthful working environment that is free of recognized hazards. The College applies HIOSH standards for instructional and support activities at all locations. Students, employees, Administration, and visitors are required to follow safety rules and specific precautions. The College's Health and Safety Program sets forth policies on hazard identification, reporting, and correction. It also specifies steps to be taken when there is an accident, including accident reporting and investigation.

The campus-wide Health and Safety Committee is composed of about forty designated Safety Liaisons from all academic units, including those from satellite facilities. Safety Meetings are held once a semester, during the non-instruction duty period, to provide members with updated information on facility changes, safety, security, and emergency preparedness issues as well as to obtain input from the members on those issues. Safety communications during the semester are mostly through electronic means.

The Health and Safety Steering Committee, consisting of the VCAS, the Health and Safety Coordinator, and the Health Nurse, meets several times during the semester to conduct safety walk-through surveys, evaluate hazards identified from the surveys, explore corrective options, and prioritize actions. The walk-through surveys are conducted at the main campus and satellite facilities. Survey reports listing hazards and recommended corrective measures are sent to the VCAS, the Deans, and the Division Chairs responsible for the areas where the hazards are discovered.

Instructors, especially in the high-hazard programs, must provide safety training to students prior to allowing them to engage in hazardous activities. They are also responsible for ensuring that the equipment and tools are equipped with appropriate guards and are in safe operable condition. Faculty and staff members are encouraged to report hazards to the Health and Safety Coordinator, the VCAS, the Deans, or to the Division Chairs. Injuries and illnesses are reported to the Health Office and documented by the Health Nurse. The Health and Safety Coordinator reviews the injury reports to spot trends and to identify areas that need immediate attention. Recommendations on preventive strategies are submitted to the VCAS for implementation consideration.

The VCAS directs ongoing renovations for the main campus and satellite facilities to ensure equal access as prescribed by the Americans with Disabilities Act/Accessible Guidelines for Buildings and Facilities (ADA/ADAAG) and by the College's multiple programs and committees. The Disability Specialist conducts an annual facility inspection to ensure compliance. Results of the inspections are reported to the Committee on Disability Access - Honolulu (CODA-H), and the Committee's meeting minutes are posted on the College's

Intranet. Concerns regarding any issues are placed on a maintained list of access concerns. When possible, facilities with dated original designs are improved to address access and safety concerns. Otherwise, accommodations are made to relocate classrooms and offices to further access and to demonstrate a culture of providing fair opportunity across the College's community.

The Student ACCESS office for servicing students with special needs was established in 2005 and was relocated to its current location in Building 5 Room 107B in the summer of 2011. The relocation has improved accessibility for students with disabilities in comparison to the previous location on one of the "half-floors" of Building 7. A full-time Disability Specialist coordinator and an Educational Specialist staff Student ACCESS. They coordinate disability services provisions such as parking, elevator, and mobility access. They also provide disability-related academic support services which include note-taking, testing and interpreter accommodations, and assistive technology. Foremost, the College's providers are accessible, informative, and outcome-oriented.

Six academic programs are located off the main campus: Aeronautics Maintenance Technology at Lagoon Drive near the Honolulu International Airport; Commercial Aviation at Hangar 111 Kalaeloa Airport; Automotive Mechanics Technology and Diesel Mechanics Technology at the Kokea campus; Small Vessel Fabrication and Repair at the Marine Educational and Training Center; and the Pearl Harbor Apprentice Program. Since the Pearl Harbor Naval Shipyard is managed solely by the U.S. Department of the Navy, it is not included in the Self-Study.

Disability parking and mobility access are available at each of the five satellite locations. The Automotive Technology, Diesel Mechanics Technology, and Marine Training and Education Center facilities provide disability parking stalls near the main entrance. All doors at satellite facilities, including toilet stalls in both men's and women's restrooms, are wheelchair accessible. Most building signage includes a description in Braille and/or raised lettering for the vision impaired. The Aeronautics Technology Program on Lagoon Drive, the Commercial Aviation Hangar 111 Kalaeloa Airport, and the Marine Training and Education Center are equipped with elevator access for those physically challenged. Elevators at these facilities are inspected annually.

The College continues to upgrade satellite facilities to improve security, safety, and disability access. For example, the roof at Hangar 111, Kalaeloa Airport, was extensively refurbished and updated with new steel sections, cleaning and painting of the trusses, and complete replacement of the overlays and waterproofing materials. New security gate locks were also installed. New hangar doors and an air conditioning system were installed at the Aeronautics Technology building. The ventilation system for the Marine Education and Training Center was renovated and air quality monitored to ensure regulatory compliance. The dust evacuation system for the woodworking bay was completely rebuilt with user-friendly controls. The vacuum system, used for composite fabrication, is now equipped with a timer to automatically shut down when the resins reach their curing stage. A new air conditioning compressor system was installed at the Diesel Mechanics Technology facility.

The Operations and Maintenance (O & M) staff provides janitorial services to all off-campus facilities on a part-time basis. Maintenance issues are identified by faculty members and maintenance services are provided by O & M staff and outside contractors as needed. Portable fire extinguishers and wet extinguishing systems are inspected annually. Faculty and staff members at each satellite facility follow regulatory requirements on the appropriate handling, storage, and disposal of all chemicals used at the facility.

Security services at the Automotive Mechanics Technology program, Diesel Mechanics Technology program, and Marine Education and Training Center are provided by the College's security personnel. All three facilities are secured by a perimeter fence and have a monitored security system for both break-ins and fire. In addition, the Marine Education and Training Center has a night security service that surveys the property multiple times each night.

After the departure of the Employment Training Center in 2010, the Cafeteria on the main campus is being managed by a new vendor, Creations in Catering. Creations redecorated the interior to create a more inviting environment. The Cafeteria is slated for air conditioning in 2012.

## **Self Evaluation**

The College meets the Standard.

The VCAS is actively involved in the safety, health, security, and emergency planning aspects of the College. For personnel and students in the CTE programs, exposure levels to chemical and physical agents are periodically evaluated by a contracted Certified Industrial Hygienist. Results of the monitoring are used to identify the effectiveness of the existing control measures such as chemical fume hoods and welding booths. The ventilation system in the Welding program was recently repaired and upgraded when the air monitoring results identified its deficiencies. In addition, chemical and electronic wastes are regularly collected and properly disposed. A recycling bin is on-site to facilitate recycling efforts of non-hazardous wastes.

Due to students' security concerns at the main campus, a security escort service is provided. Students may call a security officer to accompany them from the classroom to the parking lot. To improve its emergency communication system, the College has installed an emergency telephone system (Blue Phones) at the main campus. The system allows public announcements as well as emergency notification throughout the main campus.

About 70%-80% of survey respondents rated safety, security and emergency preparedness for sidewalks, stairways, and general facilities as Good and Excellent. Elevators were the single item that received the Poor rating. More than 20% of students rated elevators as Poor while more than 30% of the faculty/staff rated them as Poor.

Almost 40% of the students are not familiar with the College's emergency procedures. However, the majority of faculty and staff are familiar with the emergency procedures, and only 6% are not aware of the procedures.

Security at the main campus appears adequate. Besides the College's security staff, additional support is provided through a private security contractor.

Upgrades of facilities and equipment to improve and maintain access, safety, and security at satellite sites are ongoing. Air conditioning concerns have been met and major building maintenance projects undertaken and completed. These facilities are included in LRDP and are integrated into the overall campus building maintenance oversight.

Security services are adequate at the Automotive Mechanics Technology (AMT), Diesel Mechanics Technology, and the Marine Education and Training Center. Hangar 111 and Aeronautics Technology on Lagoon Drive are surrounded by secured perimeter fences with restricted access and are patrolled by the State of Hawaii Department of Transportation's Airport Security, although there is no formal agreement between the College and the Department. At these satellite sites remote from the College's security staff, removal of a disruptive or threatening student will require action from the Honolulu Police Department. AMT has expressed interest in security cameras to monitor its facility when it is closed.

Analysis of the 2011 survey responses by students in off-campus programs indicates adequacy in all areas except posting of emergency procedures. The size, location, furnishings, safety, and cleanliness of classrooms, labs, shops, and equipment were rated Good to Excellent at all satellite campuses. Parking and common areas such as the elevators, restrooms, sidewalks, stairways, and signs were also rated Good to Excellent. While security response ranged from Fair to Excellent, posting of emergency procedures is not adequate at any satellite facilities and was rated either Poor or Fair.

The Committee on Disability Access (CODA-H), Student ACCESS, and the VCAS work together to identify needs and to improve accessibility. The Campus is compliant to the Americans with Disability Act and its Amendments (ADA), Rehabilitation Act Section 504, and with the Accessible Guidelines for Buildings and Facilities (ADAAG).

The College makes corrections and renovations to improve access. Since the 2006 Self-Study, projects in progress, such as the installation of accessible elevator control panels in Buildings 5, 6, and 27; the renovation of restrooms on two floors of Building 7; and signs designating wheelchair accessible pathways have been completed. The College is still in the process of improving Braille signage across the entire campus and addressing counter heights in the Records Office. Though the campus meets compliance regarding accessibility, it continues to address areas of safety concerns and improved access for both students with and without disabilities. Through CODA-H, constituents from all departments and/or divisions have the opportunity to discuss areas of improvement in their respective areas. CODA-H, which meets monthly, has direct contact with the VCAS, the Vice Chancellor of Academic Affairs, and the Dean of Student Services; all have been extremely supportive in improving access. Through CODA-H, a list of accessibility concerns is compiled, discussed, and addressed. Some of the other projects completed within the reporting years include improvement of thresholds to improve access to Student Life and the Student Lounge; the renovation of the sidewalk surrounding building 27; widening of accessible restrooms in Building 7; eliminating the slope when entering/exiting the elevator in Building 5. Additionally, an Access Map has been created

to highlight accessible paths and features at the College, as recommended by the previous Self-Study, and a Guidebook on Academic Accommodations has also been completed. Both the Access Map and the Guidebook are available in print and on the College's website. [[Disability Access Website](#)]

In the summer of 2011, the Student ACCESS office was relocated from Building 7 Room 319 to a ground floor office located in Building 5 Room 107B. This new location provides students with special needs a more accessible, convenient, and discrete location to access services. Prior to the move, in the Spring 2011 survey students with special needs indicated there were challenges in getting to the Student ACCESS office in Building 7 due to the unique elevator situation and having to walk through a learning lab to reach the ACCESS office.

Access is satisfactory at the satellite facilities as well. Disability parking, elevator access, and mobility access are provided. Elevators at these facilities are inspected annually. All doors are wheelchair compliant, including restroom toilet stalls. Signage includes Braille and/or raised lettering.

All satellite facilities are regularly evaluated for compliance with federal, state, and local requirements such as fire codes, workplace safety regulations, and ADA/ADAAG. The Disability Specialist conducts annual visits of each satellite location during the summer and reports concerns to the VCAS. To date, there have been no access-related concerns reported.

Signage at the main campus has increased and improved. As recommended in the previous self-study, the College has completed and posted two prominent signs and maps at the east and west ends of the mall walkway. These maps depict the main campus and the off-campus sites. In addition, campus maps with locator markings are posted at many buildings. For public safety and health, "No Smoking" signs are mounted on the exterior of every building. State of Hawaii law prohibits smoking within buildings operated by the State, and within twenty feet of the entrances and windows of these buildings. [[Hawaii Revised Statutes 328J-2, 328J-6](#)]

The College is also in the process of installing digital signage through a project initiated and funded by the Student Media Board (SMB). Three to five digital signs will be placed in high-traffic areas on the main campus. These will be controlled by a central server that will allow updates in real-time. The server will be maintained by the SMB and Student Life and Development. All College groups will have opportunities to post announcements and the signs will be linked to the University of Hawai'i emergency alerts system.

The College has continued to address parking concerns raised by students. During the 2008-2009 academic year, the President of the Student Government (ASUH-HCC) proposed changes to the way parking had been assigned to students. Because of students' dissatisfaction with the lottery-based parking system and with permits restricted to specific parking lots, the President initiated a petition which was signed by over one hundred students. The parking proposal was continued by the succeeding ASUH-HCC President in the following academic year. The students worked with the VCAS to revise student parking for the main and Kokea campuses. The new parking policy took effect in the Fall 2010 semester. There is no longer a lottery and

students' permits are valid in all four parking lots for the main and Kokea Street campuses. [\[Parking Information\]](#)

Students evaluated parking in the Physical Resources/Facilities survey in Spring 2011. "Availability of student parking" was rated Poor by 12.2%, Fair by 22.3%, Good by 27.0%, and Excellent by 22.5% of the respondents. These scores indicate that the addition of Lot 1C and the new no-lottery method of student-parking allocation have resulted in greater satisfaction: in the 2005 survey, nearly half (47.5%) of the student respondents rated "Availability of student parking" as Poor. "Location of student parking" also shows improvement. In the 2011 survey, it was rated Poor by 8.2%, Fair by 16.4%, Good by 36.0%, and Excellent by 25.3%; in 2005, 67.6% of the respondents rated it Poor or Fair. Students' comments in the 2011 survey noted fewer stalls were available at certain times of the day and frequently requested that Lot 1C be paved. Such paving is included in the College's capital improvement plans. "Safety/security in parking lots" was rated 6.1% Poor, 18.75% Fair, 36.1% Good, and 24.5% Excellent by the students, again showing improvement since the last Self-Study. Students' survey responses about parking were positive overall and indicate that parking is adequate.

For students with special needs, the College meets the standards as required by law regarding the number of disability parking stalls. The main campus has also implemented overflow parking needs for students with disabilities who hold a valid disability parking placard. Should there be no available disability parking stalls, students with a valid parking pass and disability parking placard may park in any available non-reserved stall.

Parking is not identified as a problem at the satellite facilities.

The College's facilities are regularly evaluated for compliance with federal, state, and local requirements. The Honolulu Fire Department assists with the fire code compliance and emergency evacuation drills are conducted periodically. A staff member from the Community College's Environmental Health and Safety Office provides assistance on the management of hazardous materials and wastes. The VCAS has been responsive to directing funding toward improvements needed.

### **Actionable Improvement Plans**

Although the College meets this Standard, there are several things that should be done to ensure continued compliance.

- The College should ensure that emergency procedures are posted at all satellite campuses.
- The College should schedule emergency response and evacuation drills at its satellite facilities. Results should be used to improve emergency planning efforts.
- The College should require faculty and staff at the off-site facilities to conduct regular safety inspections. The inspections should be documented and items needing improvements should be submitted to the Administration.

*III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

## **Descriptive Summary**

The College is able to track both enrollments and the number and types of classes that are offered each semester in classrooms and shops via Banner, the University's class scheduling and student records software. The number and types (nature) of facilities requests, approved by the VCAS and entered in the Scheduler Plus software, are also available in printed reports generated weekly. Included in these reports are all credit and Apprenticeship classes, non-credit courses, and special events and activities. This system allows an up-to-date and comprehensive evaluation of facility usage at any point in time.

Additionally, information on the adequacy and condition of facilities is available from various other sources. The Deans, Directors, and Division Chairs solicit and receive frequent on-going feedback from faculty regarding the condition and adequacy of their teaching facilities, and more formal evaluations are obtained from annual assessments and program reviews.

Information on required repairs and indications of the general condition of facilities are available from processed maintenance requests. To better manage the maintenance requests and to improve efficiency, the request process was converted from the submission of hard copy forms to an online system (AiM). The electronic submission has also made it easier to collect data and generate summary reports. Since this process includes requests from virtually all segments on campus, it provides broad data on the state of the College's facilities.

The Committee on Disabilities Accessibility - Honolulu (CODA-H) meets monthly to discuss issues related to the adequacy of facilities and equipment in meeting ADA/ADAAG requirements. Members of the Health and Safety Steering Committee meet monthly to perform inspections and investigate problems associated with facilities and equipment that may pose health and safety hazards. Both committees report their findings to VCAS and the appropriate groups on campus for action.

Until 2007, the Campus Beautification Committee (a subcommittee of the Recruitment and Retention Committee) surveyed campus buildings and grounds and developed a list of proposed projects that would improve the appearance and appeal of some campus facilities. The intent was to make the campus more inviting for students, to create an atmosphere conducive to learning, and to improve working conditions for faculty and staff. Their efforts resulted in a list of recommendations that were to be reviewed and approved by Administration. The committee was disbanded in 2007 but may be resurrected shortly.

Johnson Controls, Inc. has been contracted to help the College save energy and develop processes that are more focused on sustainability. Some of their activities leading up to these goals include monitoring the lighting, temperature, and water usage both in campus and off-campus buildings. These surveys have provided the VCAS with information about the adequacy of these elements in offices, classrooms, and labs/shops.

VCAS's on different campuses have recently gained access to Pacific Partners Consulting Group's (PPCG) facility evaluation reports. Included in these annual reports is information on the "useful life" of buildings with depreciation tables and costs of building repairs. These reports provide VCAS's with building deterioration rates, a schedule of upcoming required maintenance and repairs, and estimates of costs. These reports are used as the bases for repair and maintenance funding requests to the Legislature.

College accreditation committees collect information on the adequacy of facilities during the self-study process with surveys, interviews, and research. Findings of conditions that need to be addressed are included in the resulting planning agendas. Surveys were administered during the Spring 2011 semester to obtain student and staff/faculty feedback on the adequacy of College facilities. The results of the Student survey revealed predominantly "Good" ratings (on the scale: Poor-Fair-Good-Excellent) in regard to the perceived quality of classrooms and labs/shops. The results from the Staff/Faculty survey were similar with the largest numbers indicating "Good" ratings of office/workspace and classrooms. Responses on labs/shops were most heavily clustered in the "Don't Know/Don't Use" category because it appears that the majority of respondents do not work in labs/shops. However, of those who did submit ratings, most indicated "Good" ratings. Many useful comments and remarks were received on both surveys in regard to these spaces.

The Vice Chancellors meet annually with each program to discuss budgeting priorities for the following year. Some of the discussion is focused on the adequacy of their facilities and their needs in this area. Health and safety concerns are addressed immediately and other needs are incorporated into program review reports.

In prioritizing repair and maintenance projects, the VCAS presents a compilation of deferred projects (not funded) to the Campus Leadership Team (CLT) and requests their recommendations for additional projects and assistance in prioritizing the projects. CLT members poll their constituencies for needed maintenance and repairs and reach an agreement on the ranking of these projects. These projects generally exceed \$100,000 in cost and require hiring consultants. The VCAS then meets with VCAS's from other campuses to discuss their deferred maintenance projects and come to an agreement on which projects will be funded. Health and safety projects and those needed to meet what have been identified as urgent programmatic needs are given priority. The Associate Vice President of Administrative Affairs ultimately decides on how funds from the Vice President of Community College's Office are allocated.

The primary responsibility for evaluating the condition of equipment and identifying the need for new equipment rests with the individual programs/departments and their divisions. Faculty formally communicate their equipment requirements to the College through the processes of annual assessment reports and program reviews in which they evaluate, among other areas, how their equipment meets their needs in regard to achieving student learning outcomes. They also evaluate priorities for replacement and new equipment requests based on how these support the College's strategic goals and/or remedy health and safety issues.

The effective delivery and presentation of course material are becoming rapidly more dependent on web access and the availability of computers and other electronic learning devices (e. g., SMART board, Sympodiums, etc.) in the classrooms. Instructors are responsible for reporting their needs in these areas through annual assessments and program reviews, and dialogue with the Division Chairs. The Educational Media Center (EMC) in particular has been receiving instructors' requests and has foreseen emerging needs in these areas. EMC staff have been communicating to Administration the importance and urgency of equipping rooms with the technologies needed. Additionally, a Director of Information Technology was hired and is working with key administrators, faculty, and staff to recommend and implement policies and procedures to unify IT and Media infrastructure and to improve how classroom equipment needs are evaluated and met.

In addition, the Vice Chancellors, Deans, and Division Chairs meet with faculty to obtain regular updates on equipment needs, and feedback from campus groups about the adequacy of equipment in classrooms and shops/labs was obtained through the accreditation self-study surveys. Information from these sources supplements what is received through the other processes.

## **Self Evaluation**

The College meets the Standard.

Several means for obtaining information on the use of primary facility spaces are available and this enables the College to extract, compile, and evaluate facilities use at any time. However, Scheduler Plus does have its limitations. Fortunately, the College plans to transition from Scheduler Plus to Resource 25 in Fall 2012. This more sophisticated and versatile software will enable more detailed analyses and comprehensive reports on facilities usage and will improve the ease, efficiency, and effectiveness of space use evaluations. Additionally, with this software, office spaces, storage spaces, common work areas, and other types of work and service spaces can also be systematically evaluated for adequacy and optimal utilization.

Current initiatives and efforts to repair and improve facilities are based on information gathered from many different sources. Currently, assessments are conducted on an ongoing basis. In combination, the information gathered provides a detailed picture of both what is adequate and what needs to be addressed in regard to the campus' primary facilities. The College, through the office of the VCAS, has been able to acquire funding to address the most pressing needs for facility maintenance and improvement. These recently include repair of the air conditioning system in Building 27, replacement of ceiling tiles and outside walkways in Building 27, repair of the exhaust system in the Welding shop, increasing the electrical power to Building 27, replacing the transformer in Building 14, replacing the rain gutters on Buildings 43 and 44, and repairing the finger pier at the Marine Education and Training Center.

Funding was also secured for a major renovation of Building 7, which includes new elevators, air conditioning system, and refurbishing of classrooms, offices, and hallways. Additionally, the planning and design of a new Science building (ATTC) is underway and its building will be initiated when funds become available. The VCAS maintains a spreadsheet with details on

campus projects that are in design, in progress, and completed. [[Current Funded Repairs and Maintenance Projects and CIP for the Fiscal Years Ended June 30, 2007 to 2012](#)]

In addition to what was accomplished with available and acquired funding, small-scale improvements and expansion of facilities were also done with in-house resources (i.e., Apprenticeship classes, credit classes, Operations & Maintenance staff). Many of these projects were repairs and minor renovations to quickly remedy health and safety issues. Fortunately, the College is able to take on and complete many small projects by utilizing the wide array of expertise and equipment available on campus.

The procedures for repairing and acquiring new equipment are satisfactory. Repairs and maintenance of equipment used in instruction are usually managed through department budgets. Emergency repairs that become necessary due to health and safety problems are funded through the VCAS or Deans' office. The process for securing funding for new equipment begins with justifications in program reviews and continues with a review by the Planning Council budget committee that includes input from the Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), Associated Students of the University of Hawai'i-Honolulu Community College (ASUH-HCC), and the Kupu Ka Wai Council, with a final ranking by the full Planning Council. This process is fair and ensures that the equipment purchased supports important program and College goals.

Development of an efficient method of assessing and meeting the classroom multimedia needs of instructors is underway. All equipment purchases will now be routed through ITC and there will be cooperative development of technical specifications for standardized classroom technology. The evaluation of existing equipment for replacement will be completed in two ways. First, existing equipment will be monitored via GLPI (Gestionnaire Libre De Parc Informatique), the College's new equipment inventory, incident, and request system. This will provide data on problem reports and age. Replacement decisions will be made based on that data. Second, new equipment will be purchased with three-year service contracts. Items will be replaced based on the proportion of the cost of service contract renewal against equipment replacement. If service contract renewal is greater than 50% of the replacement cost or is unavailable for the item, it will be replaced. Life expectancy of end user computer equipment for classrooms and offices will also be greatly increased because processing and storage will be removed from individual machines by replacing machine-based desktops with virtual desktops.

### **Actionable Improvement Plans**

No action is required.

*III.B.2.a. Long-range capital plans support institutional improvement goals, and reflect projections of the total cost of ownership of new facilities and equipment.*

### **Descriptive Summary**

The College's capital and financial plans are founded on policies of the University, the Community Colleges, and Honolulu Community College, and are part of the College's Strategic

Planning process. The Strategic Plan supports the University of Hawai'i Community Colleges System Strategic Plan, and the University of Hawai'i System Strategic Plan. This ensures that core values are shared and that the University operates as a unified system. The Planning Council reviews and revises the Strategic Plan annually. The Council examines units' resource needs and budget requests based on program reviews and annual reports, as well as information from Deans and Directors, additional operational needs, and feedback from faculty and staff. Funding priorities are determined by the Planning Council and College's governing groups (FSEC, SSEC, ASUH-HCC, and the Kupu Ka Wai Council), and approved by the Chancellor.

Future planning for physical resources is the purview of the Long Range Development Plan (LRDP) and the Plan Review Use (PRU) application. The previous LRDP was dated 1996. The revised and updated LRDP was completed in 2011, with College-wide participation. The LRDP is a comprehensive plan to guide the improvement, growth, and expansion of the College's facilities and environment for the next twenty-five years. It is based on the College's academic needs and objectives and considers the campus as a network of interconnected physical systems. The next update will be in five to ten years. The PRU is a ten-year plan extracted from the LRDP and is required for City & County building permits. The PRU application was coordinated by the VCAS and completed and subsequently approved by the City Council in 2010.

## **Self Evaluation**

The College meets the Standard.

The "HCC Operational Model for Integrated Planning, Implementation, Budgeting, and Assessment" describes how the College's financial planning process is rooted in University of Hawai'i Executive Policy and Community College Systems policies, as well as Honolulu Community College policy, specifically, HCCP 4.101, "Integrated Planning, Resource Allocation, and Assessment," which ensures that academic and facilities planning is consistent with the College's mission. Financial planning is integrated with institutional planning as specified in the Strategic Plan. Needs are determined through program reviews; with input from faculty and staff; by impact on occupants' safety and health; and compliance with building codes and safety, health, and disability regulations. Requests are subject to restriction and reduction depending on the current financial situation and estimates of future revenue from enrollment. Long-range facilities plans are part of the College's Strategic Planning process. In the Operational Model, strategic planning, implementation strategies and cost estimates, resource allocations, and assessment proceed in a continuous cycle. [[FY 2012 Budget Plan - Presentation to the Planning Council, September 9, 2011: "The HCC Operational Model: Integrated Planning, Implementation, Budgeting, Assessment", Integrated Planning, Resource Allocation, and Assessment - HCCP # 4.101](#)]

Capital plans and facilities master plans are conceived and developed based on College input and needs. The LRDP is the College's master plan for the future development of its facilities and physical resource assets. The LRDP has been updated as recommended by the previous self-study. The process was very inclusive, with participation from all College constituencies (including students, staff, faculty, and administrators), the community, and the City and County

of Honolulu. With this inclusive participation, the LRDP meets program needs. Funding for Capital Improvement Projects (CIP) requires the approval of the LRDP by the University Board of Regents. BoR approval was granted on March 17, 2011, enabling the College to seek CIP funds at the Legislature.

The VCAS develops the College's capital and financial plans based on the College's Strategic Plan, with information and prioritization provided by the Planning Council, the Campus Leadership Team, the Administration, and the College's governing groups. The VCAS uses the Facilities Renewal Reinvestment Model (FRRM), a framework to systematically assess ongoing and future capital needs for repair, renewal, and replacement of the College's facilities and infrastructure. The FRRM report is provided to the Community Colleges annually by the Pacific Partners Consulting Group, Inc. (PPCG). It delivers an inventory of the University's buildings, their condition, and replacement value; a maintenance history for major building systems (e.g., air conditioning, plumbing, roofing); the estimated cost of maintenance backlogs; and a forecast of building and facilities needs to apply in the planning, scheduling, and funding of future projects. FRRM also suggests models for addressing the maintenance backlogs. The FRRM is an important planning tool for the VCAS. Because all University campuses are included, FRRM contributes to decision-making for funding allocations. The VCASs of the Community Colleges meet annually with their Colleges' priorities to decide which major projects will be funded. [[Facility Renewal Reinvestment Study, Pacific Partners Consulting Group \(PPCG\) - 2011 Update](#)]

In the “total cost of ownership” of the College's facilities and equipment, all facilities and equipment purchased by funds controlled by the University belong to the University. There may be a few exceptions for items purchased from extramural funds. These funds may require the University to request for title after the grant or contract terminates.

### **Actionable Improvement Plans**

No action is required.

*III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

## **Descriptive Summary**

Honolulu Community College integrates physical resource planning with institutional planning. Physical resource sufficiency and needs, such as for equipment and facilities, are identified and assessed by annual assessment reports, program reviews, and periodic inspections by the Health and Safety Steering Committee. Planning, prioritization, and budgeting for maintenance, replacement, upgrades, renovation, and construction are addressed by the College's governing groups and the Planning Council. Membership of the Planning Council is comprised of representatives of College students, faculty, staff, and administrators. The Planning Council examines and updates the College's Strategic and Implementation Plans annually. There is a direct link between assessment and the Strategic Plan. [[HCC Statement on the Relation Between Assessment and the Strategic Plan](#)]

Comprehensive, long-range plans for the College's facilities are the scope of the Long Range Development Plan (LRDP), which was significantly updated in 2010-2011, as recommended by the last Self-Study. The LRDP was discussed by and unanimously approved the Board of Regents in March 2011. [[Minutes, Board of Regents Meeting, March 17, 2011](#)]

The updated LRDP includes the main campus on Dillingham Boulevard, the Kokea Street campuses where the Automotive Mechanics Technology and Diesel Mechanics Technology facilities are located, and the proposed Advanced Technology Training Center. The previous Self-Study also recommended a Plan Review Use (PRU) application to the City and County (C & C) of Honolulu, required by C & C ordinance for major expansion of public use facilities. The PRU application was coordinated by the VCAS and completed in 2010. This ten-year plan was approved by the City Council, which is critical because the PRU is required for building permits.

The Scheduler Plus software, which is used to manage room assignments, and the "Application for Use of Buildings, Facilities or Grounds," which is completed by credit, non-credit, and Apprenticeship programs, as well as College committees and organizations, both provide information that can be applied in determining room use and planning for space utilization. Repair and maintenance needs are submitted by College faculty and staff with the "HCC Maintenance Service Request" form. These requests are recorded and tracked, and provide an ongoing log of the state of the College's facilities. The "Application for Use" and "Maintenance Service Request" forms are both available online on the HCC Intranet as well as in paper format. Requests for maintenance, janitorial, and grounds services have recently been converted to the University of Hawai'i's AiM On-Line Work Request System.

In addition, the College conducts surveys to evaluate physical resources. Two surveys were offered in the Spring 2011 semester: Physical Resources/Facilities (Students), and Physical Resources/Facilities (Staff/Faculty). The surveys were designed to evaluate the effectiveness of and satisfaction with HCC's facilities, buildings, equipment, and safety, and to determine needs. The results are being used to plan for and prioritize improvements.

## Self Evaluation

The College meets the Standard.

Program review is at the core of assessment, and the College has refined and significantly extended the program review process since the last Self-Study. Academic programs and support units participate in annual program reviews which include evaluation of their physical resources. Programs have identified needs such as classroom and shop/lab space, storage, furniture, lighting and increased electrical demands, mechanical equipment, consumable supplies, and tools. With the College's specialized career-technical programs, equipment repair, replacement, and upgrade are continual challenges. In program reviews, the CTE programs also consult with their Advisory Committees about resource needs. Workforce development data may also be considered.

The Vice Chancellors meet with each program annually to discuss programmatic needs and budget requests for the next fiscal year. Program reviews are examined by the Deans and the Assessment Committee. Division Chairs and Deans determine resource needs based on the program reviews of their respective divisions, prioritize these, and submit them to the Planning Council and to the Vice Chancellor for Academic Services (VCAS), who compiles all requests. The resource requests are evaluated and prioritized by the FSEC, the SSEC, the Kupu Ka Wai Council, and the ASUH-HCC, who are the College's governing bodies. Their rankings are submitted to the Planning Council. The Planning Council reconciles the prioritized requests and makes recommendations to the Chancellor. As the program review process has developed, program evaluation and needs assessment have become very clearly integrated with College planning and priorities. In the Spring 2011 semester, the Chancellor introduced College Policy HCCP 4.101, "Integrated Planning, Resource Allocation, and Assessment," a planning, resource allocation, and assessment process for academic and facilities planning. [[Integrated Planning, Resource Allocation, and Assessment - HCCP # 4.101](#)]

In addition to the program review process, facilities and equipment concerns are raised at division meetings and meetings of the Campus Leadership Team (CLT). Deans, Division Chairs, and unit heads are members of the CLT. Students provide input to their instructors, who communicate to their Division Chairs. Space utilization, specifically with regards to classroom assignments, is the responsibility of the Deans and Division Chairs. In order to improve the coordination of room assignments and course registration, the VCAA and VCAS investigated replacements for Scheduler Plus, seeking software alternatives that can interface with Banner. Resource 25 (R25) was selected and will be implemented in the Fall 2012 semester. R25 will improve the College's assessment of space utilization and class scheduling. Repair and maintenance of facilities are the responsibility of the VCAS, with input from faculty, staff, and students. Health, safety, and code items have the highest priority for upgrade and repair. Major mechanical items, such as air conditioning and elevators, are maintained with service contracts. Program needs and the condition of their facilities receive highest considerations for funding because of their impact on student learning. The proposed Advanced Technology Training Center, for example, has been a College priority, due to the age and condition of the Science Building (Building 5).

Purchasing of equipment is prioritized similarly: health, safety, and code needs receive the highest priority, followed by program improvement as identified through program reviews and achievement of strategic goals. Operating needs, such as the repair or replacement of equipment essential to a program, is also high priority.

In the Physical Resources/Facilities (Staff/Faculty) survey, “effectiveness of planning and prioritization for equipment and facilities” was rated as Fair by 31.7% of the respondents, Good by 23.8%, Excellent by 6.9%, and 29.7% selected “Don't Know/Don't Use.” These results indicate the potential for greater inclusion of faculty and staff in the College's planning for and allocation of equipment, space, and facilities.

The College has also made progress in developing the “comprehensive facilities master plan...to best serve the programs offered” recommended by the previous accreditation visiting team. The LRDP was produced by Helber Hastert & Fee and coordinated by the VCAS. The planners identified the College's academic goals and the functional relationships between programs and translated these into space needs. [[Long Range Development Plan](#)]

All College constituencies were invited to participate in developing the LRDP and were encouraged to share ideas and discuss needs. Of the respondents to the Physical Resources/Facilities (Staff/Faculty) survey, 53.5% rated “opportunities to participate in facilities planning, e.g. LRDP” as Good or Excellent. Four workshops were held for students, faculty, staff, and administrators to provide input. Helber Hastert & Fee also conducted an online College-wide survey. Consistent architectural style, parking on the campus periphery, a prominent College entrance, and attention to green space and landscaping were some of the desires expressed. In addition, the VCAS and Helber Hastert & Fee coordinated with the C & C of Honolulu's Department of Planning and Permitting and consulted with the Kalihi-Pālama Neighborhood Board. The LRDP process demonstrates that the College integrates physical resource planning with long-range institutional planning. The completed LRDP report and graphic depictions of the future campus were presented to the College in a display at the Library. The Planning Council has begun discussions about how to achieve the LRDP.

The LRDP includes the Kapālama Stations of the City's future mass transit route. The fixed rail system will run on Dillingham Boulevard adjacent to the campus. The main and Kokea campuses are within the Transit-Oriented Development (TOD) Zone. The C & C Department of Planning and Permitting is responsible for plans for the TOD zones. The College intends to remove the Auto Body and portable buildings, as these would be closest to the anticipated rail stations. The Committee on Disability Access-Honolulu (CODA-H) hosted representatives from the C & C Department of Transportation Services, who gave a presentation and answered questions at the College on May 7, 2010. The speaker was interested in how the rail system could benefit students who are enrolled in courses at multiple UH campuses and who could commute between them. In June 2011, the City held community meetings to inform and consult with stakeholders about the rail system and the stations proposed for their neighborhoods. Members of the College were invited to participate at the meeting held for the Kalihi area at Kalākaua Middle School on June 27, 2011. Input from participants included requests for better lighting, bike and pedestrian paths, and other infrastructure improvements. The consultant from

Keyser Marston Associates suggested that the Kapālama Stations offer much development potential because the University and Kamehameha Schools are major landowners of the surrounding area.

Planning groups and open meetings have also been convened for other major College projects, including the proposed Advanced Technology Training Center (familiarily known as the “Science Building”) and the renovation of Building 7. These groups included administrators, faculty, and staff of the program and service areas of these buildings to promote understanding of their needs and exchange of information. The Disability Specialist was consulted to ensure accessibility. Throughout the planning process, the VCAS placed copies of plan drafts in the Library for College members' review and response.

### **Actionable Improvement Plans**

No action is required.

### **III.B. Evidence**

#### [Access Map](#)

Administration Office Hours: Ken Kato (Vice Chancellor of Administrative Services), Erika Lacro (Vice Chancellor of Academic Affairs), Ralph Kam (Dean, University College)

#### [Administrative Service Updates: Presentation by VCAS Brian Furuto to HCC Planning Council, January 2012](#)

Advanced Technology Training Center: Charrette Report - Library Reserve

#### [AiM eFacilities Buildings, Operations, & Work Request Management](#)

#### [Application for Use of Buildings, Facilities or Grounds](#)

#### [Banner](#)

#### [Campus Leadership Team \(CLT\)](#)

#### [Campus Map: Security Cameras and Emergency Phones](#)

Capital Improvement Plan (CIP)

#### [Chancellor Mike Rota's Presentation at the General College Meeting Fall 2010](#)

#### [Committee on Disability Access – Honolulu](#)

#### [Community College Inventory: Focus on Student Persistence, Learning, and Attainment 2009](#)

#### [Community Recycling Bins](#)

#### [Contract No. 59799, Energy Savings Performance Contracting Services, Energy Conservation Projects, Oahu Campuses, University of Hawai'i - Community Colleges, Project No. CC-09-8129](#)

#### [Criteria for Items in the Implementation Plan](#)

#### [Distance Learning at the University of Hawai'i](#)

#### [Distance Learning at the University of Hawai'i - History](#)

Dr. Kakkala Gopalakrishnan, Email communication, February 22, 2012 (available upon request)

#### [Emergency Planning Subcommittee](#)

[Energy Conservation Measures for Honolulu Community College - Johnson Controls - Notice to Proceed](#)

[Energy Conservation Measures for Honolulu Community College: Schedule 1](#)

[Executive Summary – Learning Infrastructure \(Survey\) – Students 2005](#)

[Facilities Repair and Maintenance Plans for FY 2012](#)

[Facility Renewal Reinvestment Study, Pacific Partners Consulting Group \(PPCG\) - 2011 Update](#)

[FY 2012 Budget Plan - Presentation to the Planning Council, September 9, 2011: “The HCC Operational Model: Integrated Planning, Implementation, Budgeting, Assessment”](#)

[Gestionnaire Libre De Parc Informatique \(GLPI\)](#)

[Grant from Office of Hawaiian Affairs to Support Māla \(Garden\) Project](#)

[Guidebook on Accommodations](#)

[Hawaii Revised Statutes 328J-2, 328J-6](#)

[Accreditation Self-Study Spring 2012 Executive Summary \(Survey Results\)](#)

[Building 8807 Upgrade Infrastructure, Three Week Schedule, Ralph S. Inouye Co. Ltd.](#)

[Facilities & Grounds Maintenance Service Request Form](#)

[Parking Information](#)

[HCC Statement on the Relation Between Assessment and the Strategic Plan](#)

[Upgrade Infrastructure Building 8807, Project No. CC-09-1292, Ralph S. Inouye Co. Ltd.: Construction Schedule](#)

[Health and Safety Committee Charter](#)

[Health and Safety Committee Members](#)

[Health and Safety Committee](#)

[Health and Wellness Subcommittee](#)

[Current Funded Repairs and Maintenance Projects for the Period Ended June 30, 2011 and 2012](#)

[Honolulu Community College - Disability Access](#)

Honolulu Community College eWaste Summary - provided by William Lau (available upon request)

[Honolulu Community College Health And Safety Program - September 2005](#)

[Emergency Action Plan \(EAP\) Draft - April 2008](#)

[Strategic Plan 2008-2015](#)

Honolulu Rail Transit Project: HCC Workshop announcement and materials (available upon request)

[New Resource Requirements Planning Period FY 2011 thru FY 2015](#)

[Implementation Planning Framework](#)

[Integrated Planning, Resource Allocation, and Assessment - HCCP # 4.101](#)

Interviews: Cory Takemoto (Former Chair, Planning Council), Cynthia Smith (Coordinator, Distance Education), Gregg Gruwell (Media Specialist), Hanwell Kaakimaka (Educational Specialist, Testing Center), Jonathan Wong (Former Chair, Planning Council), Julia Ching (Student Media Board Chairperson), Lianne Nagano (Coordinator, College Skills Center), Poima Sataua (ASUH-HCC President, 2009-2010), Sharon Isa (Administrative Officer, Business Office), William Lau (Information Technology Specialist)

[“Kalihi Has Say on Rail Development.” \*Honolulu Star-Advertiser\*. 28 June 2011](#)

List of Access Concerns - available from the Disability Specialist upon request

[List of Repairs and Renovation Projects, Honolulu Community College, from 2006 to 2011](#)

[Long Range Development Plan \(LRDP\) - March 2011 Update](#) or Library Reserve

[Māla Ceremony](#)

Mike Meyer, Email communication.

[Minutes, Board of Regents Meeting, March 17, 2011](#)

[Minutes of Safety Meetings, reports on repair and maintenance status from VCAS](#)

[Pacific Partners Consulting Group \(PPCG\)](#)

[Parking Lot Capacity, November 1, 2011](#)

[Participation in College Decision-making Processes - HCCP # 1.101](#)

[Performance Contract: Johnson Controls Inc. & University of Hawai'i](#)

[Physical Resources/Facilities Survey Results \(Staff/Faculty\) – Self Study 2012](#)

[Physical Resources/Facilities Survey Results \(Students\) – Self Study 2012](#)

Physical Resources/Facilities Survey Results (Students) 2011: Interpretation (available upon request)

Physical Resources Survey 2005 (Staff/Faculty)

Physical Resources Survey 2005 (Students)

[Physical Resources/Facilities \(Students\) - Self-Study 2012](#)

[Physical Resources/Facilities \(Staff/Faculty\) - Self-Study 2012](#)

Plan Review Use (PRU) Application (C & C Honolulu) by Helber Hastert & Fee Planners, Inc. - Library Reserve

[Planning Council](#)

[Planning Council Charter \(2008\) - to show membership](#)

[Pre-Construction Meeting, Upgrade Infrastructure, Building 8807](#)

[Program Outcome Requests 2010-2011](#)

[Program Review Reports](#)

Project Development Report (PDR) for Advanced Technology Training Center - Library Reserve

[Quarterly University of Hawaii eWaste Pick-up Program](#)

[UHCC Renewable Energy Training Summit]

Reports of safety walk-through surveys and minutes of the Health and Safety Steering Committee - available upon request

[Resource 25](#)

[Scheduler Plus](#)

[Scheduler Plus at HCC](#)

[Self-Study Questions for Deans, Directors and Division Chairs: Eric Shaffer](#)

[Self-Study Questions for Deans, Directors and Division Chairs: Kerry Tanimoto](#)

[Self-Study Questions for Deans, Directors and Division Chairs: Russell Uyeno](#)

[Self-Study Questions for VCAS: Ken Kato](#)

[Status of Allotment Requests for CIP Projects, 2007 – 2008](#)

[Summary of the UHCC-JCI from: Judith Mouton, Johnson Controls Inc., Program Director, Higher Education. Via Email, February 28, 2012](#)

[UH DL Proctoring Office Information \(Testing Centers\)](#)

[Facilities Repairs and Maintenance Plans for FY 2012](#)

[UHCC Oahu Development Schedule \(Johnson Controls Inc.\)](#)

[UHTV Video On Demand: Honolulu Community College](#)

[University of Hawai‘i-Community Colleges, Current Funded R&M Project Listing, FY2007](#)

[University of Hawai‘i-Community Colleges, Current Funded R&M Project Listing, FY2008](#)

[University of Hawai‘i-Community Colleges, Current Funded R&M Project Listing, FY2009](#)

[University of Hawai‘i-Community Colleges, Current Funded R&M Project Listing, FY2010](#)

[University of Hawai‘i-Community Colleges, Current Funded R&M Project Listing, FY2011](#)

[University of Hawai‘i Community Colleges Energy Savings Performance Contract Honolulu Community College Water Conservation Schedule](#)

[University of Hawai‘i-Community Colleges, General Funded Strategic Initiatives Status, FY 2006-2007](#)

[Current Funded Repairs and Maintenance Projects and CIP for the Fiscal Years Ended June 30, 2007 to 2012](#)

[“Workshops Cover Development Near Transit Stations.” \*Honolulu Star-Advertiser\*. 26 June 2011](#)