2006-2007 ACCREDITATION ANNUAL REPORT
Accrediting Commission for Community and Junior Colleges

Honolulu Community College

DUE BY April 16, 2007

Prepared by/Title________________________ Telephone________________ E-mail________________

Please respond to all of the questions. Enlist the assistance of appropriate officers in your institution to ensure the accuracy of information submitted.

As you respond to the following questions, please consider “new” to mean only those changes which have occurred since the college’s last annual report unless otherwise indicated. Include any updates or approved substantive changes since the last annual report.

1. Indicate any change in the official name, address or control of the institution.

2. List all sites or campuses at which students can complete at least 50% of the credits for a degree or certificate program, and list the programs for which 50% or more of the credits may be earned at each site or campus. Also, report when these sites or campuses began operating, and identify those that are new.

3. List new courses and programs offered at sites or campuses outside the geographic region (but within the U.S.) served by the college since the last annual report.

4. List and describe any programs that were added to the college curriculum (other than outside the geographic region) in the 2006-2007 academic year, that represent a significant departure, (See Substantive Change Policy, enclosed) in either content or method of delivery, from those that were offered at the time of the last accreditation team visit. Please indicate whether each program is for a degree or for a certificate.

Over ➔
5. Describe new programs for which 50% or more of the credits are offered through a mode of distance or electronic delivery. Do not include study abroad programs.

a. What is the total enrollment for Fall 2006 in all types of distance learning offered? __________

b. Complete the table enclosed for courses offered in a distance delivery mode for the first time in the 2006-2007 academic year.

6. Complete the table and provide attached lists requested for an annual report update on the college’s progress with course, certificate, degree, and general education expected student learning outcomes identification, assessment, analysis and use of assessment results for institutional evaluation, planning and improvement.

7. List and describe any programs for non-US nationals the institution conducts or plans to conduct outside the U.S. Do not include study abroad programs.

8. List and describe any articulation agreements or Memoranda of Understanding with non-US institutions.

9. List and describe new contracts with non-regionally accredited organizations for those organizations to provide courses or programs on behalf of the institution.
ACCJC DISTANCE LEARNING UPDATE
2006-2007

On the grid provided, please list ONLY those distance learning courses your college offered for the first time via a distance delivery mode during the 2005-2006 academic year, their delivery mode, the semester they were first offered, the type of credit they carry, and those who participated in their development.

Please use the following abbreviations:

**Distance Delivery Mode:**
- One-way audio (tapes, radio) 1-way A
- Correspondence (conventional mail) Corresp
- Two-way audio (phone, voice mail, tapes) 2-way A
- One-way visual (non-interactive telecourses) 1-way V
- Two-way visual (interactive telecourses) 2-way V
- One-way Internet (website viewing) 1-way I
- Two-way Internet (website, e-mail, chat) 2-way I
- Combination of 2 or more above (Please describe.) Combo
- Face-to-face (only if combined with distance mode) F-to-f

**Credit Type:**
- Transfer Trans
- AA/AS Degree AA/AS
- Non-deg applic Non-deg
- Non-credit Non-cred

**Developer:**
- Faculty within the course's department Dept fac
- Non-department faculty Non-dept fac
- Faculty primarily employed to develop distance courses Distance fac
- Commercial materials developers (purchased prepackaged materials) Commer
- A combination of developers listed above Combo (please describe)

**EXAMPLES:** Courses first offered through a distance delivery mode in 2006-2007.

<table>
<thead>
<tr>
<th>COURSE NAME &amp; NUMBER</th>
<th>MODES</th>
<th>FIRST OFFERED</th>
<th>CREDIT TYPE</th>
<th>DEVELOPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upgrade Windows 98 to Windows XP, Comp 031</td>
<td>2-way I &amp; F-to-f</td>
<td>Sm06</td>
<td>Non-cred</td>
<td>Dept fac</td>
</tr>
<tr>
<td>Advanced Spanish, Spanish 210</td>
<td>2-way V</td>
<td>F06</td>
<td>Trans</td>
<td>Commer</td>
</tr>
<tr>
<td>Cultural Anthropology, Anth 2</td>
<td>1-way V</td>
<td></td>
<td>Trans; AA/AS</td>
<td>Distance fac</td>
</tr>
<tr>
<td>COURSE NAME &amp; NUMBER</td>
<td>DISTANCE DELIVERY MODE</td>
<td>FIRST OFFERED</td>
<td>CREDIT TYPE</td>
<td>DEVELOPER</td>
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</tbody>
</table>

Prepared by

Telephone

E-mail

Signature & title

College Name
Annual Report Update on Student Learning Outcomes
2006-2007

Dear Colleague:

This 2006-2007 Annual Report Update on Student Learning Outcomes is a new addition to the Commission’s annual reporting requirements. It is intended to assist you, in response to the requests the Commission has received to provide institutions with a framework of what is required for defining expected student learning outcomes, assessing learning, analyzing the assessment results, and using the results to plan and implement changes to improve learning, changes to pedagogy, facilities, etc. The 4-part template describes a framework for the process of implementing student learning outcomes requirements of the Standards. This report will provide the institution and the Commission with information about the degree of implementation since the adoption of the 2002 Standards. If you have any questions or require assistance, you may contact Deborah G. Blue, Vice President for Policy and Research at (415) 506-0234 or dblue@accjc.org.

From the ACCJC 2002 Standards
Standard I B. Improving Institutional Effectiveness
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. See additional details in the Standards.

Standard II. Student Learning Programs and Services
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. See additional details in the Standards.
### Part I: Student Learning Outcomes for Courses

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Percentage (%) of all courses/programs</th>
<th>Courses/Programs</th>
<th>Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Defining Expected Student Learning Outcomes</td>
<td>Has the college defined expected student learning outcomes for all courses?</td>
<td></td>
<td></td>
<td>% of Courses</td>
<td>List the courses for which identification of expected student learning outcomes is complete.</td>
<td>List the disciplines for which identification of expected student learning outcomes is complete.</td>
</tr>
<tr>
<td>2. Defining Assessment of Expected Student Learning Outcomes</td>
<td>Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?</td>
<td></td>
<td></td>
<td>% of Courses</td>
<td>List the courses for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.</td>
<td>List the disciplines for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.</td>
</tr>
<tr>
<td>3. Assessing Student Learning Outcomes</td>
<td>Has the college assessed student learning outcomes for all courses?</td>
<td></td>
<td></td>
<td>% of Courses</td>
<td>List the courses for which assessment of student learning outcomes is complete.</td>
<td>List the disciplines in which assessment of student learning outcomes is complete for all of its courses.</td>
</tr>
<tr>
<td>4. Analyzing the Results of Assessment</td>
<td>Has the college analyzed assessment results for the student learning outcomes for all courses?</td>
<td></td>
<td></td>
<td>% of Courses</td>
<td>List the courses for which analyzing assessment results for student learning outcomes is complete.</td>
<td>List the disciplines in which analyzing assessment results for student learning outcomes is complete.</td>
</tr>
</tbody>
</table>
### Part I: Student Learning Outcomes for Courses

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Percentage (%) of all courses/programs</th>
<th>Courses/Programs</th>
<th>Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</td>
<td></td>
<td></td>
<td></td>
<td>List the courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?