Honolulu Community College  
Administrative Review  
AY 2011 – 2012

Background and Purpose:

This administrative program review is the first iteration of a process established by a working group of faculty members in conjunction with campus administration. The purpose of the review is to assess the effectiveness of the administration as it relates to supporting the college’s vision and mission while working under the model of the continuous improvement process. This collaborative goal-setting and self-assessment process is non-quantitative in nature. The content below will illustrate the recent accomplishments of the college led specifically by the administration, as well as a self-assessment of administrations strengths and weaknesses. The regular preparation of this report will occur annually in line with the other program reviews conducted on campuses. However it is important that this year’s review provide a comprehensive assessment of the administration’s performance over the last several years and address how those accomplishments have played a role in strategic planning for the campus.

Administration’s Mission Statement and College Leadership Outcomes (CLO’s):

During the summer of 2011, the administrative team held an executive retreat to discuss the process of developing the administrative assessment. As part of this discussion the administrative team developed an administrative mission statement and college leadership outcomes.

Mission statement for administration:

To lead and support to the college in its planning and execution of services to students and college community; and, to make decisions that are best to promote student learning within the overall success of the college.

Objectives: Planning, Staffing, Assessment, Budgeting, Organizing, Improve effectiveness Assess the implementation of the institutional mission, Accountability, Effectively managing the execution process, Communicate effectively internal and external

Through empowerment by creating a collaborative environment that looks at continuous improvement to support student program and services success

Campus Leadership Outcomes:

- Always put students first by continuous improvement of all programs and services through a campus-wide review process
- Improve enrollment, retention, graduation and transfer rates
- Enhance diversity by attracting more students, faculty and staff from underrepresented groups, specifically focusing on those of Native Hawaiian ancestry
- Provide support and educational opportunities for faculty and staff seeking professional development opportunities
- Be transparent and accountable to the constituents of Honolulu Community College
- Increase funding through grants, non-credit programs and donations and endowments
- Promote environmental sustainability

The purpose of the administration is to provide leadership, vision, direction and support to all divisions of the college with the ultimate shared goal of achieving student success. Each individual division will differ in function, purpose and desired outcomes but will all rely on the direction set and support provided by administration to reach those outcomes. As in any organization, divisions are assigned leads of authority. These leads of authority are managed by Deans, Directors and Vice-Chancellors of various levels. The focus of administration on campus has made major changes in its focus and direction since the adoption of a new strategic plan and planning process in 2009. In addition, the adoption of specific strategic measures as outcome / performance measures has helped the college focus in on the ultimate goal of student success.

The adoption of the strategic plan in 2009 became a major turning point for the college and specifically for administration that now had specific strategic goals and measures as accountability outcomes. Each administrator is evaluated through an annual performance review. These comprehensive reviews include assessments of their peers, constituents, and subordinates through the online confidential 360 review process. In addition, each administrator is responsible for crafting goals and objectives to be met through the continuous improvement cycle within that individuals division. These two processes allow supervisors to judge the leadership, management and decision making ability of each individual. In part, as a result of this review process administration underwent major leadership changes. This has allowed the college administration to become much more transparent and communicative with its constituents.

Honolulu Community College’s review process and strategic outcomes of overall enrollment, graduation and transfer rates, Native Hawaiian enrollment, Native Hawaiian educational attainment, STEM graduates, extramural funding, conserving of resources, etc., are consistent with the other community colleges in the system, as well as national counterparts. In addition to meeting these goals and providing leadership to the campus community, administrators, specifically the Chancellor and Vice-Chancellors are responsible for leading important initiatives across the system and nationally. The Chancellor plays a key role as the Chair of the Accrediting Commission for Community and Junior Colleges (ACCJC). The academic affairs office has played an important and key role in several of these activities such as representing the community colleges academic affairs lead in the Banner Advisory Committee, Data Governance Committee, Institutional Research Cadre, Jumpstart Advisory Committee, Achieving the Dream Initiative – State Policy Team and UHCC System team and Instructional Program Review Indicators Committee. The administrative services office has also been involved in system initiatives and leadership through the WACUBO.

Goals and Accomplishments: The college administration has accomplished a number of important initiatives over the last three years. The items below outline some of the major accomplishments.
• Development of a Strategic Plan
  The creation of the 2009 strategic plan identified the following goals administration is responsible for meeting:

  Goal A: Promote Learning & Teaching for Student Success
         Native Hawaiian Educational Attainment
         Hawaii’s Educational Capital
  Goal B: Function as a Seamless State System
         A Globally Competitive Workforce
         Promote System Articulation
  Goal C: Promote Workforce and Economic Development
         A solid return on State’s investment in higher education
         Promote Workforce Development
  Goal D: Develop our Human Resources: Recruitment/ Retention / Renewal
         Recognize and invest in human resources
  Goal E: Develop Sustainable Infrastructure for Student Learning
         Resource and Stewardship
         Policies and Procedures
         Communication and Accountability

• Implementation of campus policies:
  o Participation in College Decision-Making Processes (HCCP #1.101)
    The purpose of this policy is to assure that faculty, staff and students have a substantive and clearly defined role in institutional governance with the opportunity to exercise a substantial voice in college policy, planning and budgeting.

  o Policy on Workplace Non-Violence (HCCP #9.210)
    This policy aligns campus policy with that of the University system, which encourages the intellectual and personal growth of its students as scholars and citizens and recognizes the need to maintain a safe and secure environment for faculty and staff to fulfill the College’s mission of teaching and service. In order to maintain an environment where these goals can be achieved safely and equitably, HCC promotes civility, respect and integrity among all members of its community.

  o Policy on Student Placement Testing and Developmental Education Class Assignment (HCCP #5.101)
    The purpose of the policy is to identify those incoming students who are required to participate in the college placement testing process and to determine if necessary, their appropriate placement in the established developmental reading, writing, and mathematics curricula.

  o Review of Established Programs (HCCP #5.202)
Each instructional and non-instructional program shall undergo a comprehensive review at least once every five years. In addition, each year there will be an annual report of instructional program data, which is analyzed, reviewed and where appropriate, reflected in the updated action plans. These reviews will result in improvement plans that are linked to the HCC Integrated Planning and Resource Allocation process.

- **General Education Policy (HCCP #5.213)**
  The purpose of the policy is to establish a philosophy and rationale for General Education as a part of the Board of Regents’ approved credentials offered by Honolulu Community College.

- **Social Media Site and/or Account Use and Management Policy (HCC #2.211)**
  This policy is to ensure that all social media interactions on behalf of the Honolulu Community College (HCC) represent the College's best interests and to assist college employees in implementing effective online communication. The policy implements the provisions of the Community College system policy, UHCCP 2.211 adopted in May 2011.

- **Overhaul of remedial education:**
  Beginning in 2008, the college administration began exposing and involving the English and math faculty in discussion with leaders and faculty from various campuses that have successfully moved the performance needle in educating underprepared students. These discussions resulted in various faculty stepping up to become involved in leading change in curriculum and process in the way the college handles underprepared students.

  Involvement of the English faculty resulted in a complete redesign of the curriculum breaking out the need for reading and writing as part of an essential skills base for underprepared students. Included in the redesign is the incorporation of technology resources as learning and assessment tools.

  Similarly, the math faculty also overhauled the remedial math curriculum in line with a successful college models. The incorporation of technology into this curriculum has also been essential to assessment and evaluation of student learning. Assessment of both the English and math now need to occur and become part of the campus dialogue around student success. Tracking of these students must also occur to determine their success levels and the quality of the preparation.

- **Development of an assessment, planning, review and budgeting process**
  Administration supported greater faculty and staff understanding of the system-wide Annual Report of Program Data process by holding several presentations detailing the context and detail of the quantitative health measures by which programs are evaluated each year. The purpose of these presentations is to make the review process and criteria more transparent and thereby empower the programs to better understand these
quantitative measures and to enable them to address the measures in the narrative portion of the program review.

University College Accomplishments:

- To increase Native Hawaiian enrollment and success, participated in the system effort to establish an Associate of Arts in Hawaiian Studies that will replace the college’s Academic Subject Certificate in Hawaiian Studies. The introduction of the Hawaiian Mythology course completes the last missing piece in the Hawaiian Studies core at University of Hawaii at Manoa. The Hawaiian garden or *mala*, constructed using college monies and an Office of Hawaiian Affairs grant, provides hand-on instruction in *kalo* cultivation. Secured a Diversity and Equity award from the University of Hawaii to research and install Hawaiian place name signage to identify the historic ‘ili (ancient land divisions) present on the main campus. Installation of climate monitoring equipment on Hawaiian Homes lands on the Kona side of Mauna Kea through the college’s geography program will allow real-time analysis for students and support efforts to improve the ecosystem there.

- In an effort to increase the number of majors in STEM-related degrees, participated in the system effort to establish the Associate in Science, Natural Science. Worked to reinvigorate the science and engineering programs with the PEEC grant. Built upon the longtime work of Dr. Gopal in aquaculture to expand the botany discipline and introduce new courses in the agriculture discipline. Secured continuing support for those endeavors through a USDA NIFA grant. Continued funding of the NASA grant with allow students to conduct STEM-related projects.

- To improve success rates of developmental students, in addition to the course redesigns in developmental math and English, secured system funding for an Accelerated Learning Project that will pair an English 22 and English 100 during the same semester to improve success and retention rates.

- To improve distance education introduced online Chemistry courses and lab and Geography. Expanded cable television courses using Hawaiian Education Network Consortium (‘Olelo) funding. All told distance education reached new levels with nearly 70 courses offered using distance modalities.

- Hired faculty in English and history to support strategic efforts to recruit, renew, and retain a qualified, effective, and diverse faculty. Currently recruiting faculty in mathematics, physics and technical sciences.

Tech I Accomplishments:

- The 2011 Summer Construction Academy Program afforded 76 high school students from various public, charter school, and private high schools on O‘ahu the opportunity to learn about the construction industry. Of these students, 32 students (42%) were 2011 high school graduates; 10 students (13%) were female; 32 students (42%) were of Native Hawaiian descent. Ninety-four
percent (30 students) of the program participants who were 2011 graduates matriculated into the University of Hawai‘i System during the Fall 2011 semester; 69% (22 students) of those graduates were admitted to Honolulu CC.

- Established a partnership with Department of Hawaiian Home Lands (DHHL) to have HCC programs design and build and home on DHHL property. Currently Carpentry program and AEC programs will have a major role in this live project. Logistical details and equipment needed to implement the activity are being requested in this year’s budget cycle.

- Construction Management Program has completed CPC and CCAO approvals, and is on track for BOR approval in February. Frist CM courses will are scheduled to run in the FALL of 2012. Frist CM courses are scheduled to run in the FALL of 2012. Substantive Change Proposal has been submitted to the ACCJC for review and approval.

- Worked on joint committee with the DOE to establish a pilot Jump Start program, between Farrington, McKinley, Roosevelt, and Kaimuki High schools and Honolulu Community College and Kapiolani Community College. Of the 13 participating students, 10 students attended Honolulu Community College. 10 of the 13 students have successfully completed semester one with GPA’s above 2.0.

- Through Perkins funding was able to expand the Automotive Technology Program to include Hybrid Technology within their automotive technology curriculum.

Tech II Accomplishments:

- Conclusion of an agreement with the Honolulu Police Department to increase accessibility of HonCC’s Administration of Justice courses to HPD uniformed personnel, and to encourage pursuit of AAS and other degrees.

- Completion of a curriculum revision by the Communication Arts program that simplifies and focuses the program on design, bringing the program more in line with the needs of employers and job opportunities.

- Ongoing development of certificate programs in the Computing, Electronics and Networking Technology program, which will enable the program to prepare students for rapidly evolving industry needs and credentials.

- System-wide discussions led by HonCC’s Early Childhood Education program with its sister programs on Maui and the Big Island to prepare the programs for accreditation by the newly created Early Childhood Associate Degree Accreditation, part of the National Association for the Education of Young Children, scheduled for 2013.

- Successful hiring of a tenure-track faculty in the Information and Computer Sciences department and a non-tenure-track faculty in the Music and Entertainment Learning Experience program.

- Ongoing preparation of the request to the Board of Regents to change the MELE program’s status from provisional to permanent.
Student Services Accomplishments:

- Submitted Perkins Proposals for (1) Counseling Department for assistance advising, outreach, and retention of pre-CTE majors (2) Mental Health and Wellness support for CTE students with mental health issues
- Implementation of budget prioritization process within our Division to insure personnel in the Division is well aware of all request prior to voting in respective governing groups.
- Modification of the Passport to College program to enable new students be more engaged in the program. Moved the new student registration part of the program up front so the campus tour would have more relevance and impact.
- Continued increase our Native Hawaiian Student population (AY 10-11 = growth was 29%)
- Gained nationally recognized certified for two counselors to administer the MBTI Assessment
- Created a job description focused on a counseling coordinator to help with the numerous student services focused projects.
- Increasing safety and security of Financial Aid and Counseling department – project to be completed by Summer 2012

Administrative Services Accomplishments:

- Received approval the campus’ Planned Use Review (PRU) permit from the City and County of Honolulu. The PRU provides a ten year development period for the campus to fulfill its Long Range Development Plan (LRDP).
- The University’s Board of Regents approved the campus’ LRDP in 2011. The LRDP provides a map and a planning foundation for the campus’ future.
- The campus fully implemented the AMES/FMAX work order system. The work order system provides for a more efficient minor repair and maintenance process.
- A number of construction projects were completed on the campus during 2011:
  - The Building 7 renovation continues with current work being done in the construction of the mechanical tower.
  - The campus’ fiber network backbone is nearly complete.
  - Buildings 14, 27, 6, 13, 24, and 20 were completely re-wired.
  - The system wide Energy Management Initiative continues with major electrical and lighting renovations done to 85% of the main campus.
The campus overhauled its analog telephone system and in December 2011 moved to a Voice Over Internet Protocol (VOiP) telecommunications system.

- Work toward the new science building (Advanced Technology and Training Center) continues. The Administration has invested many hours in discussions with the Legislature, the system, and consultants to acquire funding to begin the project. The building design is 90% complete and will be done by June 2012.

Communications and External Affairs Accomplishments

- Worked with the college’s webmaster and graphic designer to refresh the College’s website by adding more color, photos, video. In addition, added rotating web banners, an events calendar, news releases, and incorporated social media to the home page.

- Created a series of cost-effective, quality outreach material to share relevant information about the college – its programs of study, college facts, application/financial aid process, and contact information. The collateral material share a consistent theme and template in keeping with the rebranding of the College’s image.

- Honolulu focused much attention to increasing interaction and traffic on the College’s website and social media outlets, such as, Facebook, Twitter, and YouTube to gain a stronger presence as a primary information resource. These communication platforms enabled the campus to further its reach with potential students, reengage current students, stay better connected with alumni, and provide the greater community with up to date information on the College’s performance and future plans.

- Implementation of a Social Media Site and/or Account Use and Management Policy (HCC #2.211)
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- The College produced its first annual report to the community that covered fiscal years 2010 and 2011. This report was printed and distributed to the College’s various constituents and it was posted online as an e-book on the College’s website.

- In the fall of 2011 much work has gone into the development of a campus mobile app that will be made available to Android and iPhone users that features the campus events calendar, program information, campus map and contact information for campus services. The application will be made available in March 2012.

- In an effort to better communicate with the College’s various constituent groups a multi-voice blog has been developed and will go live in March 2012. The blog will feature
stories of campus events, projects and messages from campus leadership. The blog will be distributed through a variety of delivery methods.

PCATT Accomplishments:

- Awarded $750,000 in Federal grant funding to develop two-year curriculum for technicians to operate and maintain a Smart Grid Infrastructure.

- Awarded $116,000 in Statewide Energy Sector Partnership (SESP) grant funding to develop curriculum and provide training in Green jobs.

- Awarded $100,000 in Federal grant funding to conduct train-the-trainer training to further enhance and develop the Solar Instructor Training Network (SITN).

- Ongoing process for acquiring Non-credit Student Information and Management Registration System for the entire UHCC system. A Request for Proposal was developed and approved. Vendor proposals were evaluated and the next stage is to invite the vendors with the top ranking proposals to give oral presentations.

Accomplishments managed through Perkins Funding
For the FY 2011-12 period, administration supported and facilitated approval of proposals from CTE faculty and staff for Perkins funding that directly supported strategic mandates for the college, including the following:

- Expanding tutoring services for CTE students, including specific services for students in developmental Math and English courses ($107,470).

- Providing translation services for disabled students ($42,592), enabling them to participate in CTE courses and providing support services where necessary.

- Upgrading automotive and construction programs with new instructional equipment (total of $140,211) to prepare students for rapid workforce adoption of green/sustainable technologies.

- Supporting a multi-campus initiative by the Early Childhood Education programs to prepare for a new national accreditation program in 2013 ($7,300).

- Supporting faculty and staff development through the Real World Academics and Great Teachers programs.

Weaknesses, Lessons Learned and Future Actions:
1) The college administrative offices continue to struggle with delivering clear and consistent communication to campus constituents. Townhall meetings were instituted in 2007 to allow for more direct delivery of information. Those townhall meetings were then superseded by the number of campus wide participation meetings being held to solicit input on: the long range development plan, a campus IT assessment and plan, and the camp's re-organization process. It is apparent that more timely communication mechanisms are needed. The reinstatement of general townhall meetings will begin in February of 2012.

2) Even though the campus has an instituted timeline for filling vacant positions, the administration continues to be slow in posting and filling positions. An evaluation of the step by step process of filling positions should be conducted to determine if the processes should be changed. The Human Resources office will be an important part of that evaluation.

3) This evaluation process must have an established timeline. It is recommended that the administrative evaluation schedule occur at the time the administration is conducting the administrative performance reviews (360s and the evaluation of goals and accomplishments). It is at this time the campus leadership can step back and review administration as a whole and individually. This evaluation should also include a review of the campus strategic outcomes and the ability to meet those outcomes. The evaluation of the campus implementation plan and needed action items should be included in this review process.

4) The college has been very successful in the development and implementation of policies and procedures. However, there are several other needed policies that will be future action items for the college to complete. The first of those will be a policy related to facilities use and classroom, office and meeting space management. Further development of policies to guide the campus is needed.

5) The evaluation of our self-study process has identified a huge need to engage our staff level employees. The staff senate has voiced concerns around the professional development activities available to staff. Increasing professional development across the campus is one of the strategic plan outcomes and will continue to be an ongoing need. Additionally, the administration must ensure line level supervisors are supporting staff members in release time to be involved in college decision making and committee work.

6) The administration needs to better integrate (through planning) and communicate the link between the program review and budget review processes. Currently, the two processes occur in different semesters, which may result in duplication of efforts and reduce the importance of the program review process. Better integrating the two processes would enable the programs to more fully tie their evaluations, strategies, and budget requests together.