EVALUATION REPORT

HONOLULU COMMUNITY COLLEGE

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Honolulu, HI  96817-4598

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team
that visited Honolulu Community College from October 23-26, 2006

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October 23-26, 2006

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Honolulu Community College

DATE OF VISIT: October 23-26, 2006

TEAM CHAIR: Christopher C. O’Hearn, Ph.D.
President/CEO, Mt. San Antonio College

On September 22, 2006, the Team Chair and Team Assistant visited Honolulu Community College to familiarize ourselves with the institution and meet representative leaders from the college community. While the Team Chair met with the college chancellor, the Team Assistant finalized logistical arrangements with the Accreditation Liaison Officer. We received updates regarding developments since the publication of the self study report and created a schedule for the team visit, including visits to off-campus sites.

A 12-member accreditation team visited Honolulu Community College from October 23-26, 2006, for the purposes of determining whether the institution meets accreditation standards, evaluating how well the college is achieving its stated mission and purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the college.

In preparation for the October visit, team members attended an all day team training session on September 12, 2006, conducted by ACCJC, studied the Commission Handbook for Evaluators, read the college’s self study report, including the recommendations from the 2000 accreditation team and related evidentiary documents provided by Honolulu Community College.

Two weeks prior to arriving on campus, each team member prepared written reactions to the Honolulu Community College self study report and identified inquiries to be made during the visit. One week prior to arriving on campus, team members requested 32 appointments with college employees to be scheduled by the Honolulu Community College Accreditation Liaison Officer in preparation for the visit. On October 23, the team met for several hours to review the self study report and finalize preliminary questions and issues to be addressed during the following three days.

During the three day visit, the team met either individually or in groups with over 40 college faculty, classified staff, students, administrators, and governing board members. In addition, team members held two widely publicized sessions open to all members of the college community. Each session was attended by numerous college employees and students, all of whom spoke positively about the college and its future. The team appreciated the candor of the employees and students throughout the visit.
The self study report contained all of the elements required by the Commission. The organization and writing style of the self study report were clear. The team found that the college was well prepared for the site visit. All of the necessary supporting documentation was readily available in the team room or easily obtainable on campus.

Overall, the visitation team was impressed with the college’s programs/services and its positive response to the recommendations made by previous teams. In particular, the team observed the following strengths:

1. Dedicated faculty, staff, administrators, and regents;
2. Comprehensive instructional and student services programs with which students are very satisfied;
3. Strong connections with and support of the region’s major businesses and industry;
4. Progress made in the areas of program review and student learning outcomes.

While a great deal has been accomplished at Honolulu Community College over the past few years, additional work needs to be done to institutionalize and integrate all planning processes. The visitation team recommendations give special emphasis to and build upon the most critical planning areas presented in the college’s self study.
Major Findings and Recommendations of the 2006 Team

The following six recommendations are made as a result of the October 23-26, 2006 team visit:

**Recommendation 1:** The team recommends that the Chancellor and the Planning Council clearly state the purpose, function, and membership of all governance committees and ensure that minutes are published and accessible to all constituents. The team encourages the Chancellor and the Planning Council to focus the Council’s agendas on its primary purpose as stated in its Charter, develop a commonly agreed-upon definition of collegiality, and establish specific timelines for accomplishing the self-study Planning Agendas. (Standard IVA, IVA.3 and 5, IVA.2a,b; Standards I, II, III, IV)

**Recommendation 2:** To meet the standards’ focus on ensuring student success and the quality of programs and services, the team recommends the college conducts meaningful, timely, and inclusive dialogue with all campus constituents to develop and refine its program review process and to identify student learning outcomes at the course, program, and institutional levels. The college should also systematically assess these student learning outcomes and use the results of these assessments for the improvement of institutional effectiveness. (Standard IB.1, IB.4, IB.7; Standard IIA, IIA.1.c, IIA.2.a, IIA.2.b, IIA.2.c, IIA.2.f, IIA.2.g, IIA.2.h, IIA.2.i, IIA.3, IIA.6, IIA.6.a, IIB.1, IIB.4, IIC.1.a, IIC.2, Standard IIIA.1.b, IIIA.1.c; and Standard IVA.1, IVA.2.b, IVB.1.b)

**Recommendation 3:** The team recommends that the college develop a formal assessment process in order to evaluate the effectiveness of its Distance Education program in meeting the institutional mission. The process should include a systematic evaluation, analysis, communication, and improvement of the program, including assessment of how well each online course is satisfying its student learning outcomes, support for staff development, and technical assistance for faculty. (Standard IIA.2.e,f; Standard IIIA.5.a)

**Recommendation 4:** The team recommends that the college develop a comprehensive facilities master plan and seek the funding to implement the plan in order to best serve the programs offered, to reflect the quality of its programs, and to project the college’s importance and image to the community. (Standard IIIB; IIIB.1; IIIB.1.a)

**Recommendation 5:** The team recommends the development of written descriptions clearly delineating the roles of the Chancellor and the Vice Chancellor of Academic Affairs in regards to the delegated authority given to the Vice Chancellor consistent with the responsibilities in Standard IV.B for the Chief Executive Officer of the college. The Chancellor is also encouraged to take steps to stabilize the administration. (Standard IVA.2.a,b)

**Recommendation 6:** The team recommends that the Chancellor develop a systematic plan that effectively communicates with the internal and external communities the vision, achievements, goals and long-range plans of the college. (Standard IV.B.2.b)
Honolulu Community College (HCC) is one of seven community colleges in the ten-campus University of Hawaii System. The college offers 23 programs located at different sites. The main campus is on Dillingham Boulevard in the Kalihi-Palama district. The college offers liberal arts courses for students preparing to transfer to baccalaureate institutions, degree and certification programs in career and technical education, developmental instruction for students needing to improve their basic skills, and a variety of non-credit courses and activities. A number of technical programs are located on off-campus sites: Aeronautics Maintenance Technology, located at Honolulu International Airport; Commercial Aviation, located at Kalaeloa Airport; Automotive Mechanics Technology and Diesel Mechanics Technology, located near the main campus; and Marine Education and Training, located on the waterfront. The college serves the Pacific region as the primary technical training center in areas such as transportation, information technology, education, communication, and construction. Team members visited all off-campus sites and found them to be impressive providers of teaching and learning. The college has a growing Distance Education (DE) program. The college has 33 courses offered in a DE format, with eight cable telecourses or teleweb courses, and 22 on-line web-based courses. The Chancellor is commended for his strong leadership in the areas of workforce and economic development by establishing numerous viable programs for the region and by seeking partnerships with business and industry, particularly in the areas of construction, advanced technology and training, automotive, and aviation.

Enrollment at the college increased 2.3 percent in Fall 2004 to 4,336 students; however, enrollment has declined three out of the last five years and is down 9 percent compared to Fall 1999. The long-term enrollment profile shows some peaks and valleys, but overall enrollment has changed little since 1994. Mobilization of military forces based on Oahu may contribute to the continued limited enrollment demand in the immediate future. There is slight growth of enrollment forecasted between 2005 and 2011. Unfortunately, the college’s official enrollment of 4,183 for Fall 2005 did not meet the projected total of 4,395.

Subsequent to the comprehensive visit in 2000, the college submitted a Focused Mid-Term Report, and this was followed by a visit. As a result of the visiting team’s findings, the college was asked to submit a Progress Report followed by a visit in fall 2004. The fall 2004 Progress Report and visit resulted in a requirement to submit yet another Progress Report followed by a visit in spring 2005. Visiting team findings in spring 2005 resulted in the college being placed on Warning. Following the 2005 Progress Report and visit, the college was removed from Warning status. The college has made significant progress since the fall 2000 visit. The college has formalized and linked planning processes, has developed a Strategic Plan, has revised its Mission and Goals Statement, and has expanded participative governance. In addition, the
college has formalized a five-year Program Review cycle and has made substantial progress in implementing student learning outcomes. Likewise, the college has clarified its budget development processes, formed a Planning Council to establish budget priorities for the college, and has established governance structures and procedures.
Team Evaluation of Institutional Responses to 2000 Recommendations

The college received nine general recommendations by the team that visited in fall 2000. The 2006 visiting team conscientiously reviewed the recommendations from the 2000 visit. Overall, the team is pleased with the progress made. The quality of the college's responses demonstrates a timely follow-up and appropriate communication with ACCJC regarding the previous team's recommendations.

The progress reported on prior recommendations included the following:

**Recommendation #1**

The team recommends that the college develop and institutionalize a comprehensive planning process that is systematic and inclusive.

The college has made substantial progress in formalizing and linking planning processes.

In both 2004 and 2005, the Chancellor convened a retreat to identify priorities and needed actions, most of them directly responding to accreditation recommendations. Between 2000 and 2006, the college undertook three revisions to the Strategic Plan (formerly known as the Academic Development Plan). All three review and revision processes entailed substantive opportunities for the college’s faculty, staff, administrators, and students to provide input into the plan.

The college formalized the process and annual cycle for review of the Strategic Plan. The Planning Council will oversee this review and revision cycle each year, producing an updated plan that accurately reflects campus needs and priorities in time for many budget decisions. This plan will guide budgeting discussions and prioritization decisions.

In 2004, the Accreditation Oversight Committee was created to provide continuity in campus initiatives and efforts responding to accreditation recommendations. This committee links the activities of different committees to ensure coordinated college responses. In direct response to ACCJC/WASC’s recommendations for more integrated and participatory planning, the college created a new committee, the Planning Council, in Fall 2005. The Council represents all major campus constituencies and is intended to tie together more explicitly and inclusively strategic planning activities, budgeting and resource decisions, and other long-term planning discussions and decisions.

The college has partially met this recommendation.
**Recommendation #2**

The team recommends that the college provide opportunities for more dialogue and exchange of information regarding major issues impacting the college community to improve communication.

The college has made substantial progress in expanding opportunities for meaningful inclusion of those in the campus community regarding major issues and decision making. The college engages in multi-layered campuswide self-reflective dialogue on student learning, institutional processes, and improvement of the college as a whole. The discussions occur in many forums, and they promote and foster a sense of collegiality, and encourage development of new ideas, procedures, and processes in an effort to achieve the college’s mission and improve student learning (Standard IB.1, IB.3, IB.6).

A new governance body, the Staff Senate Executive Committee, was created to ensure that college staff have a representative body that reviews and provides input into policies that affect the campus. Membership on the Campus Leadership Team has also expanded to include all unit heads of support services and other important areas on campus.

In addition to the heavy use of e-mail, the college has also increasingly relied on use of the college’s internal Web site, the Intranet, to disseminate and share critical campuswide information.

Beginning in 2001, the college began the practice of “town meetings” or open meetings called by the Chancellor, Vice Chancellor of Academic Affairs, or other facilitators seeking to provide a forum for discussion, questions, and input on pressing campus issues.

The college has partially met this recommendation.

**Recommendation #3**

The team recommends that the College engage in systematic and integrated educational and financial review of all programs and services.

Over the past six years the college has developed a mission statement and eleven goals that are linked to college processes, including assessment, planning, prioritization, and improvement activities. A formal Assessment Committee with faculty, staff, administration, and student representation is the primary body responsible for ensuring coordination, consistency, and the direction of assessment findings towards informed planning and ongoing institutional improvement.

In the past two years the college has designed and implemented procedures that require that program outcomes and course SLOs guide campus decisions and actions and that these decisions and actions are directed toward meeting college goals. The college has made substantial progress in the area of assessment and program review since the 2000 self study.
The college has prioritized securing the necessary personnel to support faculty and staff in their assessment efforts. The college has a full-time Institutional Researcher and an active and engaged Director of Management Information and Research, and it has hired an Assessment Officer to undertake the full-time duties of coordinating assessment activities previously addressed through assigned time designation.

The Assessment Committee with faculty, staff, administration, and student representation is the primary body responsible for ensuring coordination, consistency, and systematization of college assessment efforts, and it is also responsible for the direction of assessment findings towards informed planning and ongoing institutional improvement.

The college has met this recommendation.

**Recommendation #4**

The team recommends that the college ensure an effective administrative structure that optimizes the College’s ability to serve students and achieve its mission.

The college has made progress in ensuring that the administrative structure optimizes the college’s ability to serve students and achieve its mission.

There have been two changes in the administrative structure since the 2000 self study. The college has faced difficulties in filling administrative positions due to departures and system processing time to complete hiring of management positions. As a result, some positions are vacant for months or filled on an interim basis.

The college has not met this recommendation.

**Recommendation #5**

The team recommends that the college develop and implement an assessment strategy so that standard institutional research practices are coordinated and integrated with institution planning and evaluation.

The college’s progress in assessment is addressed under Recommendation #3.

The college has met this recommendation.

**Recommendation #6**

The team recommends that the college consistently implement evaluation policies and procedures for all employees.

The college has in place processes for conducting annual evaluations of all personnel. This function is handled by the Office of Human Resources.
The college has met this recommendation.

**Recommendation #7**

The team recommends that the college ensure that it complies with standard personnel practices and procedures when filling position vacancies and interim positions on a permanent basis.

The college’s Personnel Officer ensures all hiring practices and processes meet systemwide requirements. The college is in compliance with recent changes in UH System classification system for executive/managerial and APT employees.

The college has met this recommendation.

**Recommendation #8**

The team recommends that the college budget development processes be publicized, inclusive as appropriate, and that completed budget planning documents have widespread distribution.

The college has implemented processes to ensure that budget development processes are publicized and inclusive and results are distributed. The Vice Chancellor, Administrative Services makes regularly scheduled visits to major campus committees to explain annual budget decisions and outcomes and to receive input. All budget documents are placed in the Library in order to be available campuswide. Campuswide emails are sent out announcing upcoming budget submission deadlines and encouraging all campus members to communicate with their division or unit leadership.

The college has met this recommendation.

**Recommendation #9**

The team recommends that the college develop through a joint decision making process, a clear, concise, written statement regarding its governance structures and procedures.

The college completed the task of creating explicit flowcharts to map out governance structures, processes, and authorities. This process enabled the entire campus to provide input, and important changes were made indicating lines of authority and reporting or recommending responsibilities.
Additional work needs to be done in clarifying the unique roles and responsibilities of the Vice Chancellor of Academic Affairs relative to the Chancellor as the 2006 Visiting Team points out in Recommendation #5.

The college has partially met this recommendation.
Eligibility Requirements

1. AUTHORITY
   The visiting team confirmed that Honolulu Community College receives State approval of its programs/services and is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association for Schools and Colleges. The college is authorized to operate as an educational institution and to offer undergraduate education.

2. MISSION
   The visiting team confirmed that Honolulu Community College’s Mission Statement is clearly defined. It was last adopted by the Board of Trustees in 2004. The college’s goals were reviewed and revised by the college in 2005. The Mission and Goals statement are published in the college’s Web site and included in the College Strategic Plan. The college’s Mission and Goals Statement is comprehensive and appropriate for a degree and certificate granting institution of higher education. This mission statement explicitly indicates how the college meets the needs of the State of Hawaii.

3. GOVERNING BOARD
   The visiting team confirmed that Honolulu Community College has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution’s mission is being carried out. The eleven-member Board of Regents is sufficient in size and composition to fulfill all board responsibilities.

4. CHIEF EXECUTIVE OFFICER
   The visiting team confirmed that Honolulu Community College has a chief executive officer who is appointed by the governing board and whose primary responsibility is to the institution.

5. ADMINISTRATIVE CAPACITY
   The visiting team confirmed that Honolulu Community College has an administrative staff that supports the necessary services for an institution of its size, mission, and purpose.

6. OPERATING STATUS
   The visiting team confirmed that Honolulu Community College is operational with students actively pursuing its degree and certificate programs.

7. DEGREES
   The visiting team confirmed that Honolulu Community College offers four Associate Degrees (Associate of Arts, Associate of Science, Associate of Applied Science, Associate in Technical Studies) and 23 certificate programs and nearly 30 percent of credit students are enrolled in associate degree applicable courses.

8. EDUCATIONAL PROGRAMS
   The visiting team confirmed that Honolulu Community College’s principle degree programs are congruent with its mission, are based on recognized higher education fields of
study, and are of sufficient content and length. The level of quality and rigor are appropriate to the degrees offered.

9. ACADEMIC CREDIT
The visiting team confirmed that Honolulu Community College awards academic credits based on generally accepted practices in degree granting institutions of higher education. The credits awarded are in compliance with clearly stated criteria and processes published in the college catalog.

10. STUDENT LEARNING ACHIEVEMENT
The visiting team confirmed that Honolulu Community College defines and publishes the expected student learning outcomes for all instructional programs. Programs are required to use annual assessment and program review to demonstrate that students who complete these programs, no matter where or how they are offered, have achieved these outcomes.

11. GENERAL EDUCATION
The visiting team confirmed that Honolulu Community College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

12. ACADEMIC FREEDOM
The visiting team confirmed that Honolulu Community College faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. An academic freedom statement is included in a number of publications including the College Catalog.

13. FACULTY
The visiting team confirmed that Honolulu Community College employed 133 full-time faculty members as of August 13, 2005. The faculty members are qualified to conduct the institution’s programs and meet State mandated minimum requirements.

14. STUDENT SERVICES
The visiting team confirmed that Honolulu Community College provides for all of its students appropriate student services and develops programs consistent with student characteristics and the institutional mission.

15. ADMISSIONS
The visiting team confirmed that Honolulu Community College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

16. INFORMATION AND LEARNING RESOURCES
The visiting team confirmed that Honolulu Community College provides specific long term access to sufficient information and learning resources and services to support its mission and all of its educational programs.
17. FINANCIAL RESOURCES
   The visiting team confirmed that Honolulu Community College documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services to improve institutional effectiveness and to assure financial stability.

18. FINANCIAL ACCOUNTABILITY
   The visiting team confirmed that Honolulu Community College annually undergoes and makes available an external financial audit by a certified public accountant.

19. INSTITUTIONAL PLANNING AND EVALUATION
   The visiting team confirmed that Honolulu Community College has created the infrastructure and processes necessary to ensure systematic evaluation of all programs and college functions.

20. PUBLIC INFORMATION
   The visiting team confirmed that Honolulu Community College publishes in its catalog, class schedule, and other publications information concerning the college’s purposes and objectives, admission requirements and procedures, rules and regulations affecting students, degrees offered, degree requirements, etc. In addition, the college distributes annual publications that focus on program accomplishments and student graduates.

21. RELATIONS WITH THE ACCREDITING COMMISSION
   The team confirmed that Honolulu Community College adheres to the eligibility requirements, standards and policies of ACCJC; however, at present the college does not have any relations with other accrediting agencies for any of its degrees. A review of past correspondence and ACCJC/WASC actions confirms that the college communicates any changes in its accredited status and readily and immediately discloses information required by the Commission in carrying out its accrediting responsibilities. The college complies with all Commission requests, directives, decisions, and policies, including complete, accurate, and honest disclosure.
Accreditation Themes

- **Dialogue**

  The visiting team found evidence that the college community had engaged in significant dialogue regarding recommendations of the previous accreditation visiting teams. Through the use of e-mail, committee meetings, web resources, and completion of the self study, dialogue occurred that enabled the college to successfully create a Program Review Process that included the development of SLOs. The creation of a Planning Council provides a forum for addressing a number of issues facing the college; however, the Council is still struggling with its role as it relates to the role of the committees. The dialogue has been purposeful and resulted in significant institutional change in relation to Program Review. The dialogue regarding planning needs to continue as the charter of the Planning Council continues to be better defined.

- **Institutional Integrity**

  The institution advocates and demonstrates honesty and integrity in its relationship with internal constituencies and with external agencies. The team found evidence of compliance with ACCJC standards, policies and guidelines. The college considers itself a Federal contractor and complies with all the requirements of Federal Affirmative Action Guidelines, including involvement of an Equal Employment Opportunity (EEO) Officer in every stage of the hiring process from creation of the job announcement to completion of hiring. The team suggests that the college Chancellor communicate his accomplishments, projects being pursued and direction to the campus community. The college is in the initial steps of approving a statement of professional ethics. The college has an ethics requirement for graduation for all students.

- **Student Learning Outcomes**

  The college has made significant progress in developing and assessing SLOs. In the Career Technical Education (CTE) programs, SLOs have historically been assessed as part of certificate and degree completion. The CTE programs are now documenting their work. Liberal Arts (LBART) courses have implemented Knowledge Surveys to evaluate SLOs in their courses. The college provided ample evidence through the use of hyperlinks in its self study to document its progress. The team suggests that the college continue this work as the basis for program improvement. Faculty are engaged in discussions regarding connecting SLOs to faculty performance evaluation.

- **Planning, Evaluation, Improvement**

  The establishment of the Planning Council is a significant step toward the improvement of a more robust planning process. Demonstrated responses in the Planning Council to improve and support programs through the use of the new Program Review reports is responsive to good planning, evaluation and improvement. The college has made effective use of the self study to identify weaknesses and has developed Planning Agendas for addressing areas
where the standards are not fully met. There is a demonstrated commitment by the college to sustain these Planning Agendas.

- **Organization**

  At the time of the visit there were eight administrators in regular appointments, one interim, and one position under recruitment. Since the writing of the self study report, the University of Hawaii has delegated authority to the chancellors to increase the salaries for administrators as it was recognized that previous salary caps were a barrier to employment of new administrators. In addition, there continues to be regular turnover in the administrative ranks. This affects the continuity and quality of programs and college institutional processes. The team recommends that the college take immediate steps to increase the stability of the organizational structure. As the Planning Council is new, there is still work needed to connect planning and budgeting. Since the Chancellor has been given a lead System responsibility to focus on external matters such as partnerships and fund-raising, a clear delineation of roles and responsibilities for other senior administrators needs to be clearly communicated to the campus community.

- **Institutional Commitments**

  The college has adopted a mission statement, and each instructional program has related its mission to the college mission. The college provides high quality education congruent with its mission statement. The college is committed to supporting student learning and student success, as evidenced by its work on program review and SLOs.
Reports of the four standards and related recommendations are as follows:

STANDARD I
Institutional Mission and Effectiveness

A. Mission

General Comments

The mission statement and goals were reviewed in 2005 and are well understood by the entire college community. The college has a comprehensive mission statement which focuses on the academic and vocational preparation of its student population as well as the lifelong learning and vocational retraining of its citizens (IA.1). The mission is appropriate for an institution of higher education. The mission statement is publicly presented in written and electronic forms and is included in the Strategic Plan 2003-2010. The mission statement is reviewed regularly by many of the constituents at the institution and approved by the Board of Regents. Examining and updating the mission statement appears to be a collaborative effort by the faculty, staff, administrators, and selected students (IA.2 and IA.3).

Findings and Evidence

The mission statement is thoughtfully and systematically reviewed and updated as needed (IA.1). Suggestions for revisions of the mission statement are welcomed by all constituents from the campus. The mission statement guides the practices and decisions at the campus. Evidence of this practice is noted by the fact that there are mission statements for programs which directly align with the campus mission statement, and the mission statement is discussed when academic and vocational planning decisions are being made. The last revision of the mission statement was published in 2005.

Conclusions

The mission statement is an indication that the campus has a clear view of its role as an institution and how it can best serve its students both on academic and vocational levels. The mission statement is reviewed regularly and input by all constituents is welcomed. The mission statement appears to guide college policies and practices (IA.4). Each campus program also prepares a mission statement and they are in direct alignment with the campus mission statement. The college has a clear view of its student population and meets the academic and vocational needs as well as being mindful of the cultures from which they come.

Recommendations

None.
B. Improving Institutional Effectiveness

General Comments

The college has eleven goals which specify the ways in which the institution will meet the educational needs of its population. The goals, albeit appropriate and clearly stated, do not indicate how the goals will be realized, how they will be assessed, and how the findings from the assessments will be used to guide the planning for institutional improvements (IB.2).

The college has a very clear description of the student population and its unique educational needs. The college is mindful not only of the academic and vocational pursuits of its student population but the cultural and historical background from which they view the world. The campus is ethnically diverse and the programs and services are aligned to the particular needs of their students.

Student learning is the focus of the mission statement and the eleven goals specify ways in which student learning will take place at the college. The college appears to be very cognizant of the academic and vocational needs of its student population. SLOs have been completed for most courses and programs, and the self study indicates that the SLOs are directly aligned with student learning and they are assessed appropriately and used to foster further educational program improvements. Programs have designed mission statements which are aligned to the college mission statement both in the vocational and academic programs campuswide.

Students are regularly surveyed regarding their degree of satisfaction with the college, and student representatives serve on college and department/division committees. The college tabulates the student survey responses and uses them to assess programs, courses, and services.

The college has several vehicles to determine if the institution is meeting its goals. Information gathered from faculty, staff, and students through a variety of assessment instruments is tabulated to determine if the campus is responding to the needs of the student population. The Planning Council, which is a representative body focused on integrating all planning processes with budget, has been established.

The college is commended for taking seriously the implementation of its Planning Agendas through the creation of a document identifying who is responsible for carrying out each Agenda and for identifying the intended outcome and/or goal, linking each Planning Agenda to criteria in the standards.

Findings and Evidence

There is a great deal of enthusiasm with regard to the tremendous amount of work that has been accomplished since the last visit in 2005. These feelings are shared by faculty, staff, students, and administration and are evident in the responses to questions posed by team members. Clearly a cultural transformation has taken place with an emphasis on student learning. Students shared testimonials to validate how effective their learning experiences are and have been at this institution. HCC seems to be on the cutting edge with its charge to serve the Pacific Rim as the
primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal service. This information can be reviewed on the internet and intranet.

The Planning Council is charged with responding to the recommendation for the planning, assessment, budget allocation, and improvement cycle. In its second year, the Planning Council has convened approximately two dozen times and includes faculty, staff, administrators, and a student representative. Several members of this committee are non-voting members, including the Chancellor and the Executive Assistant to the Chancellor. The Executive Assistant to the Chancellor currently is charged with convening the meeting; however, the visiting team recommends reviewing that function. The written charter for the Planning Council agendas and minutes are available campuswide.

The Planning Council is comprised of a broad representation of campus members and information about its work is widely published. The key task of the council is to determine the policy, protocol, and long range planning strategies for the college. At the time of the writing of the self study report, the details for planning agendas were written but did not include a timeline. The Planning Council made the decision to wait to prepare the timeline and priorities for the Planning Agendas until the faculty and staff returned to campus in the fall of 2006 so that more members of the college could participate in the decisions pertinent to the Planning Agendas. The Planning Council plans to address the following during this academic year: full implementation of the charter so that work is addressed systematically; determination of which tasks are appropriate for the Planning Council and which should be addressed by other committees; and updating the Strategic Plan by an ad hoc subcommittee of the Planning Council.

The Planning Council has much work ahead. As this committee moves forward, it is important that this group uses the mission statement and goals as they discuss, develop, and define policies and procedures in the planning process (IA.4 and IB.7). It is important that the Planning Council members continue to represent the campus at-large and all of its constituents and the diversity of voices are respectfully heard and discussed (IB.4). Meaningful data and findings from the Assessment Committee and Institutional Research Office needs to be used to carefully discuss and make decisions about the direction of the institution and its programs and services (IB.5). The Planning Council should institute consistent protocol and policies with regard to how the allocation of funds are tied to the planning and assessment processes (IB.6).

There are some programs which have a comprehensive model and have implemented the cycle of planning, assessment, and institutional improvement. The library is one such entity which has completed the cycle successfully. With regard to the academic programs, many are still in the planning and assessment phases and have not yet used their assessment results for program improvement. Conversations about assessment appear to be prevalent campuswide. This is due, in part, to the newly formed Assessment Committee headed by the Assessment Officer and the full-time Institutional Researcher recently hired (IB.7). The co-chairs of Standard One concur that assessment is now a meaningful part of the campus culture and conversations about the particular assessment mechanisms and their results, along with how they can ultimately lead to student success, are now a natural and frequent part of the campus conversations (IB.7). These
types of open and honest discussions about the college’s work are a direct result of the recommendations presented to the college during its last comprehensive visit (IB.4, IB.5).

Discussions regarding the general education requirements for the Career Technical Education (CTE) and Liberal Arts programs are underway. Faculty from these programs are discussing the appropriate coordination of these requirements, and it is hoped that these discussions will ultimately lead to a decision which can be published in the college catalog during the spring.

The campus has made great strides in meeting its obligations with SLOs both on the course and program levels. The SLOs for the CTE programs are further along in the process than programs in the Liberal Arts which may be due to the frequent updating of technology in many of the CTE programs.

**Conclusion**

The Planning Council has made some significant headway in the development of the planning, assessment, budget allocation, and improvement cycle for the campus. The charter is established, but it is not evident how effectively and efficiently this group operates. The Council needs to continue to define itself as an entity and determine which tasks it will take on and which tasks are better handled by others on campus. The Council also needs to clearly define its roles and publicize those to all constituents. The Planning Council has much work ahead to determine how financial allocations are made and how assessment mechanisms are used to make budgetary decisions.

The college has made great strides in opening and broadening communications about assessment, SLOs and other educational issues among all of the constituents on campus. The frequency and caliber of these dialogues should be commended.

The college should continue in its work with SLOs and how the assessment mechanisms which are used to determine student success can be used to improve programs and courses.

**Recommendations**

**Recommendation 1:** The team recommends that the Chancellor and the Planning Council clearly state the purpose, function, and membership of all governance committees and ensure that minutes are published and accessible to all constituents. The team encourages the Chancellor and the Planning Council to focus the Council’s agendas on its primary purpose as stated in its Charter, develop a commonly agreed-upon definition of collegiality, and establish specific timelines for accomplishing the self study Planning Agendas. (Standard IB.1, IB.2, IB.3, IB.4, IVA, IVA.3 and 5, IVA.2.a,b)

**Recommendation 2:** To meet the standards’ focus on ensuring student success and the quality of programs and services, the team recommends the college conduct meaningful, timely, and inclusive dialogue with all campus constituents to develop and refine its program review process and to identify student learning outcomes at the course, program, and institutional levels. The college should also systematically assess these student learning outcomes and use the results of
these assessments for the improvement of institutional effectiveness. (Standard IB.1, IB.4, IB.7; Standard IIA, IIA.1.c, IIA.2.a, IIA.2.b, IIA.2.e, IIA.2.f, IIA.2.g, IIA.2.h, IIA.2.i, IIA.3, IIA.6, IIA.6.a, IIB.1, IIB.4, IIC.1.a, IIC.2, Standard IIIA.1.b, IIIA.1.c; and Standard IVA.1, IVA.2.b, IVB.1.b)
STANDARD II
Student Learning Programs and Services

A. Instructional Programs

General Comments

The team noted that the self study report describes a transformation of the college in direct response to the recommendations made by previous ACCJC visiting teams.

Over the past six years, the college has made substantial strides in meeting team and Commission recommendations. HCC has developed a planning process that assures that all instructional programs are in alignment with its mission statement (IIA.1). As a result, Standard II reflects a serious effort in creating programs and services that effectively and efficiently meet the demands of their target student population.

Honolulu Community College offers a variety of Career Technical Education (CTE) programs leading to the A.S. Degree and Liberal Arts (LBART) courses leading to transfer. All courses are approved by the curriculum committee, and Career and Technical Programs are subject to external review or input from advisory committees (IIA.1). Additionally, courses offered via a distance must be approved by a separate committee which is coordinated through the System Office.

The college has completed Program Reviews in most programs and those which have not are in progress or close to completion. In conjunction with Program Review, Student Learning Outcomes (SLOs) have been developed for most programs. The Faculty Senate Executive Committee (FSEC) has formed the Assessment Committee to assist faculty in the development of SLOs for the college’s courses and programs as well as to provide guidance in formulating assessment methods and tools to measure the successful achievement of the SLOs. College policy requires that each instructional program perform an Annual Assessment to ensure currency, improve teaching and learning strategies, and achieve stated SLOs. The results of all assessment activities are to be published in the program’s Annual Assessment Report (IIA.1.c, IIA.2.e)

Career Technical Education programs have a clear understanding of outcomes based on specific skills and have a history of measuring these. Faculty in these programs have now begun to document this work. The LBART programs have also developed SLOs and are using Knowledge Surveys to assess their outcomes. The college community is rightfully proud of the progress it has made in the areas of Program Review and Assessment of Outcomes.

Findings and Evidence

HCC offers many programs in recognized and emerging fields in CTE and LBART leading to transfer and employment. All programs and services support the mission of the college (IIA.1). The recently completed Program Review and Annual Assessment processes provide HCC with
the foundation for assuring that all of its instructional programs are systematically assessed (IIA.1.c.).

A schedule of recurring program reviews was available to the team via a hyperlink in the self study report. The cycle of implementation of these processes has just begun; hence, further monitoring and review should be done in the coming years to evaluate their effectiveness in assuring currency, improving teaching and learning strategies, and achieving stated learning objectives (IIA.1.c, IIA.1.c).

Distance Education (DE) as a mode of delivery for instructional programs is employed by the college primarily for general education courses. The Distance Education Review Board is integrated into the curricular development process and adheres to the same curriculum requirements as non-distance education courses (IIA.2.d).

ACCJC provides guidance to evaluators in assessing distance learning programs. This guidance includes a Policy on Distance Education, adopted June 2001 and revised June 2005. The policy addresses two areas: curriculum and instruction and institutional context and commitment. In the area of curriculum and instruction, HCC’s Distance Education coursework follows the same curriculum approval process as non-distance education courses. Currently, there is no distinction made in terms of SLOs in the delivery of courses, whether DE or non-DE. The program has been in existence since 1990, steadily growing at an average of 2-3 courses per year. Currently, the college offers 32 sections, mostly in the liberal arts area, consisting of 75 percent online and 25 percent cable courses. The proportion of the cable courses has declined over the years.

In terms of institutional context and commitment, HCC’s DE program is consistent with the institution’s role and mission. The college provides adequate information about its DE coursework to potential students at http://honolulu.hawaii.edu/distance/ and to faculty at http://honolulu.hawaii.edu/intranet/distance/sysinfo.html. In addition, the college offers adequate learning resources to students in its DE program, including an orientation on its distance education web portal (http://www.hawaii.edu/uhcc.e-learn/uhcc/honolulu/honcc.htm). The orientation covers five areas: Academic Advising, Distance Learning Student Success Tips, Successful Online Learner Skills, and Successful Tips & Strategies for Instructional TV Courses, and Student Resources.

ACCJC’s Policy on Distance Learning also states that an institution demonstrate a commitment to ongoing program support, both financial and technical. HCC demonstrates this commitment to its distance education program by way of the University of Hawaii (UH). Much of the development and maintenance of the HCC DE program infrastructure is done at the System level, mitigating the need for HCC to duplicate effort. The UH Distance and Distributed Learning Action Plan can be found at http://www.hawaii.edu/dlplan/dlplan_final.pdf.

At the college level, HCC institutionalized the position of Distance Education Coordinator. The DE coordinator receives guidance related to the operation of the program from informal discussions on a faculty and staff listserv. The Distance Education Ad-hoc subcommittee of the Planning Council and the Technology Advisory Board also provide the DE coordinator with information related to planning and to technology needs.
In order for HCC to consistently evaluate the effectiveness of its DE program in meeting the institutional mission, the college should develop a formal assessment process. The process should include a systematic evaluation, analysis, communication, and improvement of the program – including assessment of how well each online course is satisfying its SLOs (IIA.2.e,f). Additionally, HCC should develop formal operating procedures for its DE program that addresses its coordination with other groups in the areas of curriculum, technology requirements, and student online-competence assessments (IIIC.1.b). Similarly, with respect to faculty online course development, UH provides few training opportunities. HCC should develop and implement, directly or indirectly via the UH System, a robust online faculty training program that leads to competent and consistent creation of online courses (IIIA.5.a).

The college uses established procedures to identify learning outcomes for all courses and programs. To ensure that quality is maintained in all programs, curriculum changes are reviewed first by the Division Chairs followed by a review by the Division Curriculum Committee (DCC) (IIA.2.a). Change, if appropriate, will then be reviewed by the recently-formed General Education Council and the Distance Education Committee. The Committee on Programs and Curricula (CPC) is the final reviewing committee, and it forwards its recommendation to the administration (IIA.3). The LBART program has been a key force in support of ongoing and new programs by providing the needed General Education courses to ensure that culturally diverse students achieve the reading, writing, speaking, cultural awareness, critical thinking, and problem-solving skills required today (IIA.3.c).

The college relies on faculty expertise in the development of curriculum and in the identification of competence levels and measurable SLOs for all courses and programs (IIA.2.b). Advisory committees also play a major role in the development and assessment of the college’s programs. Each CTE program has an Advisory Committee, the members of which are practitioners in the applicable field and business owners who often hire the program’s graduates (IIA.2.b).

The college is dedicated to meeting the diverse needs of its student population. The college makes every attempt to adjust classroom delivery and modes of instruction to accommodate students with physical or learning disabilities and to comply with the Americans with Disabilities Act. The college uses a variety of high tech, state-of-the-art delivery systems to meet the needs of students. Many classrooms are permanently equipped with technology supporting teaching and learning. Instructors in these facilities must be certified in the use of the equipment as well as being able to utilize specialized instructional modes (IIA.2.d).

There are comprehensive SLOs that ensure understanding of basic content and methodology for all General Education courses in the major areas of knowledge. For the LBART degree, the college’s requirements include courses in the humanities, fine arts, natural sciences, and social sciences. Every course has stated SLOs. For the associate degrees in CTE, students complete at least three General Education courses encompassing humanities, natural sciences, or social sciences (IIA.3.a).

HCC addresses the attributes listed in this standard by providing a variety of courses designed to give students tools for the development of responsible deliberation and ethical judgment.
Additionally, courses are offered designed to increase a student’s understanding of Asian-Pacific cultures and to foster multicultural understanding and respect. The Global and Multicultural Perspectives requirement provides thematic treatments of global processes and cross-cultural interaction from a variety of perspectives. In addition, the college offers courses with a Service Learning component, which combines services to the community with student learning in a way that improves both the student and the community. These courses help promote civic responsibility (IIA.3.c).

All CTE programs specialize in one focused area of inquiry. There are 23 CTE programs in a wide array of disciplines, including Carpentry Technology, Fashion Technology, and Refrigeration and Air Conditioning Technology. The LBART program requires students to take an interdisciplinary core of education courses leading to an AA degree (IIA.4).

Students completing CTE certificates and degrees demonstrate in a variety of ways that they have attained technical and professional competencies that meet employment and other applicable standards. When appropriate, students are also prepared for external licensure and certification (IIA.5).

The college has taken major steps to ensure that it presents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, publications, and website. The Committee on Student Affairs (COSA) has been tasked with maintaining the integrity of all campus publications and advertisements. COSA has established procedural guidelines for review, which will be performed every year at a minimum to ensure the integrity of information (IIA.6).

The policy on Academic Freedom is outlined in the 2003-2009 agreement between the University of Hawaii Professional Assembly (UHPA) and the Board of Regents. The agreement ensures that faculty members are entitled to the free pursuit and dissemination of knowledge. It is expected that faculty members will conduct themselves in an honorable and ethical manner (IIA.7.a).

The policy on student academic honesty is found in the Student Conduct Code and is included in the college catalog. The Student Conduct Code addresses cheating and plagiarism (IIA.7.b).

The college uses systemwide institutional research to determine the needs of its current and future students. They also rely heavily on faculty members and advisory committees in keeping abreast of trends in their fields of study, as a way of keeping a pulse on the instructional needs of their target student population (IIA.1.a). As an example, the Computer, Electronics, and Networking Technology (CENT) program was created in response to the growth of the internet. They developed corporate partners with Microsoft and Cisco Systems that enables HCC to develop the needed information technology workforce. As a result of grants received, the college also makes efforts to transition at-risk high school students into college programs via dual credit/running start programs for the Construction Academy and Automotive Programs.

The college Faculty Senate Executive Council (FSEC), Faculty Development Committee (FDC), and the Assessment Committee are the primary groups involved in the design and identification
of student learning outcomes (SLOs) (IIA.1.c). The faculty members on these committees, presumably, have primary responsibility in the identification of competency levels of student learning outcomes for courses, certificates, and degrees. Therefore, the establishing of the appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning (IIA.2.c) relies primarily on the judgment of highly professional and motivated instructors.

Via the Annual Assessment and Program Review Processes (5-year cycles), HCC assures the quality and improvement of all its instructional programs through an on-going and systematic evaluation of all their courses and programs (IIA.2.e). Because these processes have recently been established, evidence is not available for some programs; however, notable progress has been made particularly in CTE programs where external certifications require the assessment of SLOs, e.g. the NATEF Certified Automotive Program. LBART Programs have also made progress using Knowledge Surveys to assess outcomes.

The college makes use and publishes governing board-adopted policies on academic freedom and responsibility and student academic honesty. The policy on Academic Freedom is outlined in the 2003-09 Agreement between the University of Hawaii Professional Assembly (UHPA) and the Board. Student code of conduct is reflected in the college catalog (IIA.7).

**Conclusion**

The college has made significant progress conducting Program Reviews and identifying and assessing student learning outcomes in the instructional programs. The college must maintain its focus on the work accomplished and now begin using what they have developed in the cycle of program improvement. While the Distance Education Program is coordinated systemwide through the System Office, the visiting team felt that HCC could make better use of the training opportunities offered by the System Office in order to ensure consistency in the delivery of on-line and cable television courses.

**Recommendations**

**Recommendation 3:** The team recommends that the college develop a formal assessment process in order to evaluate the effectiveness of its Distance Education program in meeting the institutional mission. The process should include a systematic evaluation, analysis, and improvement of the program, including assessment of how well each online course is satisfying its student learning outcomes, support for staff development, and technical assistance for faculty. (Standard IIA.2.e,f; Standard IIIA.5.a)
B. Student Support Services

General Comments

To support the instructional programs, HCC offers a variety of comprehensive student services, including assessment, admission, counseling, services for disabled students, financial aid, registration, student activities and health services. Student Services is located in the administration building in a one-stop format, and counselors travel to off-site locations to provide counseling services to students attending those sites. Many services can be accessed online (IIB.3.a).

Findings and Evidence

Through a collegewide collaboration of outreach and recruitment, the college attracts students from diverse backgrounds. In addition to participation in career and college fairs at high schools and in the community, the college welcomes group tours on campus and hosts annual events to showcase programs and services.

With a focus on students’ access, progress, learning, and success, support services and specialized programs assist students in achieving their educational goals. New students are invited to orientation sessions, to tour the campus, and to learn about college resources.

All units providing student support services have aligned their mission statements with the college’s mission and goals. A Program Review cycle has been established for Admissions, Career Readiness and Job Placement Center, Counseling Services, Services for Students with Disabilities, Educational Services for Distance Education Students, Native Hawaiian Center, Records Office, Student Financial Aid, Student Health Services, Student Life and Development, and Testing Services. Each program is required to develop and regularly review its mission statement, create strategic academic development plans, set annual outcomes, collect assessment data, and evaluate the data systematically (IIB.1).

HCC ensures that students receive clear and accurate information about educational courses, programs, and transfer policies (IIA.6). The college uses the catalog, both printed and online, to describe its programs’ requirements, purposes, and expected SLOs. The catalog is clear, easy to understand and use, and well structured. Detailed admissions information, tuition information, other financial obligations of students, and degree and certificate requirements are explained in the catalog. Graduation requirements, academic regulations, admission, registration, credit, grade, and examination information are included. Academic dishonesty, grievance, and complaint procedures are addressed in the Student Services section of the catalog. Nondiscrimination and sexual harassment policies are addressed in the General Information section of the catalog. The refunding of fees is addressed in the Tuition section. All collegewide policies that directly affect students are either included or referenced in the catalog. The catalog serves as a legal document between the college and students (IIB.2).

HCC maintains an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, personal development (IIB.3.b), and appreciation for diversity (IIB.3.d) by
offering students a myriad of personal, community, and cultural activities. Student Services has designed its SLOs by adopting standards from the Council for the Advancement of Standards in Higher Education. Student Services conducts periodic surveys to assess student satisfaction with their services.

The college provides many opportunities for students to engage in personal and community activities. Service Learning was initiated eight years ago and has expanded the opportunities for student participation. By participating on college committees and on System committees, students have leadership opportunities. Student leaders attend national leadership conferences, set goals for the year, and plan student activities (IIB.3.b).

The college has eight counselors, one coordinator, and three clerks in Admissions & Counseling. All counselors are knowledgeable and able to advise students in all programs at the college. Counselors provide academic counseling and advising to students by appointment and through drop-in. Each counselor also is a specialist in a specific program. Counselors have maintained their currency through attendance at various workshops and conferences. Counselors continue to develop, implement, and evaluate assessment instruments integrated within the objectives of each unit (IIB.3.c).

The student population of the college reflects the ethnic diversity of the State. The college offers many programs to provide a unique approach to serving these students and programs to support and enhance all students’ understanding and appreciation of diversity. The office of Student Life and Development organizes activities planned and implemented by students to provide them with an awareness and appreciation of different cultures (IIB.3.d).

The college accepts graduates of any high school in the United States, recipients of General Education Development certification, or persons 18 years of age or older who can benefit from the instruction offered. Students under the age of 18 may be considered for early admission. The Admissions counselor coordinates the implementation of System policies with college policies and procedures that minimize bias in admissions. For international students, federal regulations are followed to ensure that students are in compliance with pertinent laws. During the annual assessment, admissions policies and procedures are evaluated (IIB.3.e).

The college collects and maintains student records in Admissions, Records, and Financial Aid. The college adheres to the Family Educational Rights and Privacy Act (FERPA) and publishes this policy in the schedule of classes and in the college catalog. The college adheres to confidentiality of student records and uses an exclusive ID to reduce the threat of identity theft and potential legal repercussions (IIB.3.f).

A Program Review cycle for Student Services has been established to correspond with the start and end of the academic year. The Program Review in Financial Aid, the first unit in Student Services to successfully complete the cycle, has resulted in the decrease in the number of student complaints and in the length of time required for processing financial aid applications (IIB.4).
Conclusion

Student Services has adopted national standards to develop program objectives and expected SLOs. They are beginning the assessment process and have a plan to move forward. Like instruction, the Student Services unit must stay focused on this effort and use results of their assessment activities for program improvement. It is commendable that counselors travel to off-site locations to provide services to students at those locations. The college is also to be commended on its articulation of courses with the University.

Recommendations

None.

C. Library and Learning Support Services

General Comments

The library consists of five main units: Access Services/Circulation, Technical Services, Bibliographic Instruction Reference Services and Administration. The Library has five full-time librarian positions and six paraprofessional positions.

HCC provides support for the instructional programs through the college library, College Skills Center, and various computer labs on campus. The Library supports instructional programs through its collection of books, periodicals, video and audio recordings and electronic resources (IIC.1). The library’s collection compares favorably to similarly sized colleges.

Findings and Evidence

With respect to library and learning support services (IIC), the college provides the college community with substantial resources in the way of labs, technology, and training activities. The library, College Skills Center, and the Educational Media Center are the main providers of support services to students. The college has recently purchased new computers for the library and College Skills Center and upgraded the technology infrastructure in the building to support the addition of this equipment in order to provide better services to students.

The library has five full-time librarians and six paraprofessionals. Collection development is supported by recommendations of the faculty as well as librarian evaluation of needs based on the curriculum (IIC.1.a). The library provides online databases and access to online journals that can be accessed by students.

Because of the humidity and sometime failing air-conditioning systems, the library staff battles mold that develops on books, at one time necessitating bringing in an outside firm to eradicate the problem. This continues to be an issue for the library. The college should take appropriate steps to preserve its collection.
The CSC’s mission is to provide access to the skills necessary for students to become responsible self-directed learners. This is accomplished by providing placement testing for students, entry-level students in English and math, testing services for students, and services to students with disabilities.

The Educational Media Center (EMC) provides the media support for faculty to establish the learning environment that meets the educational needs of the diverse student population; provides media support in the area of DE to meet community needs for alternative educational opportunities; and provides the college the media support it needs to promote workforce and economic development and to recruit and retain students (IIC.1).

The library and all learning support services are developing assessment strategies using student learning outcomes. The library completed a Program Review in the spring of 2005. This Program Review led to improvements and to budget discussions and prioritization by the Planning Council. The CSC completed a Program Review in the spring of 2006. The EMC is scheduled to complete a Program Review in the spring of 2009 (IIC.2).

**Conclusion**

The library provides adequate services to support instruction and conduct outreach activities to make students aware of their services. The library conducts user satisfaction surveys in order to inform program improvement efforts. The College Skills Center addresses the basic skills needs of students, providing instruction and tutoring. The self study report suggested that new computers should be purchased, and the team was informed via an addendum that this had indeed been accomplished.

**Recommendations**

None.
STANDARD III
Resources

A. Human Resources

General Comments

In visiting the offices, classrooms, and labs, the team observed a diverse faculty and staff serving the students at HCC. All interviewees spoke of the college’s success in hiring personnel of diverse backgrounds. The college is subject to various System requirements with respect to some functions of Human Resources. The college coordinates its Human Resources function with the System and is, therefore, subject to the requirements of Board of Regents policy and, in some cases, civil service requirements. The System is transitioning, and more of the responsibilities for Human Resources are being handled at the individual colleges.

Recruiting, screening, and selection processes are well-defined and developed and are carefully monitored. The Planning Council will be responsible for setting hiring priorities as it links resources to planning.

An increased commitment to fill and keep filled support positions is evident and acknowledged by college staff as a positive change. Even with this commitment, it remains difficult to fill and maintain dean level positions.

Findings and Evidence

The process of assuring the employment of qualified personnel begins with a department or program providing justification of a need to fill a newly budgeted position or a position vacant due to separation (IIIA.1). The Office of Human Resources (OHR) provides guidance and consultation to ensure that all position descriptions are reviewed and approved by the appropriate authorities and OHR assists in preparing the necessary documentation including supporting documents. HCC is required to provide a certification statement that there are sufficient funds to support the position request and that the position description is current (IIIA.6).

The method and timing of performance evaluations are set forth by the Board of Regents, the University of Hawaii administrative procedures, the State’s Department of Human Resources Development, and respective collective bargaining agreements (IIIA.1.b). The University of Hawaii administration is responsible for the annual evaluation of all executive and managerial employees. The Vice Chancellor of Academic Affairs and the Chancellor are responsible for evaluation of instructional and non-instructional faculty and follow a prescribed process for contract renewal, tenure, promotion, and prescriptions for improvement. In each review cycle, faculty members are required to address how information from course assessments is used to improve student learning outcomes (IIIA.1.c). The OHR oversees performance evaluations for classified and civil service employees (IIIA.1.b).

The college has identified student learning outcomes for all of its programs and services. Faculty members develop measurable learning objectives for their respective programs and courses. The
Faculty Development Coordinator and Faculty Development Committee present frequent workshops on instructional improvement and sponsor professional development opportunities. Various training sessions have been organized on the design of effective learning objectives, assessment methods, and ways to improve learning based on assessment results (IIIA.1.c).

Professional ethics are addressed in the Chancellor for Community Colleges’ Memo, “Statement on Professional Ethics, Faculty.” The Faculty Senates of the community colleges adopted the “American Association of University Professors Statement on Professional Ethics.” The University of Hawaii Community Colleges adopted the “Statement on Professional Ethics, University of Hawaii Community Colleges” in 1991. It was revised in 1998. The statement addresses intellectual honesty, academic freedom, honest academic conduct, respect for colleagues, respect for students, and commitment to teaching and scholarship. The college has identified student-centeredness and respect as a core value (IIIA.1.d).

The college employs 144 full-time faculty. It appears that there are sufficient administrators and staff to support the college’s mission and purposes (IIIA.2).

The college’s policies and procedures for Human Resources are based on Board of Regents policies and reflect applicable laws, codes, and collective bargaining agreements. New policies are the result of a collaborative decision-making process with participation and consultation as appropriate (IIIA.3).

Personnel files for each employee are kept in confidence and maintained in secure files by OHR. Employees have access to their records by contacting OHR and making an appointment. Confidential information is disclosed only with the employee’s consent or by following the System Office of Information guidelines (IIIA.3.b).

The mission statement of the college states that a college goal is to “maintain a multicultural environment where ethnic and gender diversity is appreciated, respected, and promoted.” This environment includes all constituents of the college: students, faculty, staff, and administrators. In the spring of 2005, the Faculty and Staff Institutional Environment Survey was conducted and there was general satisfaction of the faculty and staff with their employment at the college. Overall, the faculty and staff identified HCC as a “good place to work” and as a “fair campus” (IIIA.4). The college provides programs and services to support its diverse students, staff, and faculty. The Staff Development Council (SDC) plans workshops and conferences to support the mission of the college and to improve the professional competency levels of support staff (IIIA.4).

The System and the college have labor union contracts with the majority of their employees. These contracts define and formalize working relations between the parties. All employees and students are subject to federal and state laws and policies, including the Sexual Assault and Harassment Policy. The Equal Employment Opportunity/Affirmative Action Officer and Personnel Officer for each campus are charged with addressing any complaints. There is a formal complaint process which addresses other types of discrimination. A Student Conduct Code explains the rights and responsibilities of students and is contained in the college’s catalog and on the web (IIIA.4.c).
The college has two professional development committees, the Faculty Development Committee (FDC) and Staff Development Council (SDC) for faculty members and staff members, respectively. In support of the educational mission of the college SDC strives to provide a staff development program that will enhance the professional and personal talents, skills, and competency of civil service and classified employees. FDC has representatives from each academic division of the college and an administrative liaison. FDC conducts a needs assessment survey at the beginning of each academic year and co-sponsors professional development activities (IIIA.5.a). An evaluation is conducted after each FDC and SDC activity. The evaluation references the core values and the mission of the college (IIIA.5.b).

Human Resource planning is part of the college’s Strategic Planning Process which includes participation by and input by administrators, faculty, staff, and students. The college’s Strategic Plan is reviewed and updated annually. The college utilizes a staffing plan which is included in the Strategic Planning and Budgeting Process. Before a vacancy can be filled, a justification must be completed which is tied to Program Review data and which identifies the source of funding.

The evaluation of human resource needs and effectiveness is being incorporated in the college’s guidelines and procedures for Annual Assessment and Program Review. Human resource decisions will be tied to the results of these evaluations (IIIA.6).

Vacant administrative positions have been filled with persons serving as interim deans and assistant deans. In the last few years recruitment efforts have not always resulted in permanent hires, a phenomenon which seems to be systemwide.

**Conclusion**

Generally, the conversion of the human resource function from the System to the college is progressing well. Some progress has been made to fill vacant positions and to make a commitment to keep such positions filled. Planning is in place to determine appropriate staff development and support to better retain these important positions (IIIA.2). The implementation of Planning Agendas as they relate to Human Resources should be a priority (IIIA.1.b). Ongoing position changes challenge the continuity of program support and quality. No leadership training to assist in the retention of administrators is apparent.

**Recommendations**

See Recommendation 5 regarding stabilization of the administration.
B. Physical Resources

General Comments

Since 2000, the college has made much progress in the areas of maintenance and repair. The self study report provided a clear description and an easily understood evaluation of each section of the Standard. The college believes it meets the Standard in each section; however, the facilities are below the standard for the quality of programs being taught and for the college to project its importance to the community. The Planning Agendas detail progress that is needed; however, they do not address the need for replacement of old buildings. The college has not received sufficient Capital Improvement Program funds for several years and none in the last three years.

Findings and Evidence

Physical resources of the campus include 23 main buildings and 13 smaller buildings. The college staff maintains the buildings and grounds in a clean and workable condition; however, the buildings were built between 1930 and 1979. The older buildings are antiquated and in need of replacement. Many of the older buildings are inadequate and cannot adequately support the state-of-the-art equipment needs for instruction. In addition to the need to replace buildings, the college lacks sufficient parking. In general, courses and programs on off-site locations are in facilities superior to those on campus (IIIB.2). The college requested funding to update its Long Range Development Plan (LRDP) in the last supplemental budget. While that request was not supported, the college has reapplied for funding (IIIB.2.a). The Long Range Development Plan supports the College Strategic Plan (IIIB.2.b). All facilities, both on and off the main campus, are maintained by the Operations and Maintenance Department.

The college utilizes its physical resources to the maximum; however, the limited fiscal resources have disallowed the college from maintaining the buildings and grounds adequately (IIIB.1.a).

The college has begun to evaluate its physical resources through the Program Review process. Program Review requires the evaluation of equipment and facilities in terms of meeting program needs in supporting the achievement of SLOs and in providing college services (IIIB).

The college’s health and safety management system ensures the safe and healthful learning environment through various methods of hazard identification, communication, and correction. The Health and Safety Committee, consisting of a representative from each academic unit, meets regularly to discuss safety-related issues and recommend corrective measures. Ongoing maintenance and repairs are used as the vehicle to meet and adhere to specific building regulatory code specifications for the campus plant (IIIB.1).

The college’s facilities are regularly evaluated for compliance with federal, state and city compliance such as fire codes and ADA.

Physical resource planning is part of institutional planning at the college. The college’s physical resource planning is based on the LRDP.
Conclusion

The college has an excellent reputation and should have buildings and grounds on all sites which reflect its image.

Recommendations

Recommendation 4: The team recommends that the college develop a comprehensive facilities master plan and seek the funding to implement the plan in order to best serve the programs offered, to reflect the quality of its programs, and to project the college’s importance and image to the community. (Standard IIIB; IIIB.1; IIIB.1.a)

C. Technology

General Comments

The Planning Council was established and has approved a new computer replacement plan since the publishing of the self study. The uniform funding for this plan is still not apparent. A number of equipment items have been considered and recommended for purchase through the Planning Council as part of the new Program Review process.

Findings and Evidence

Planning Council minutes and the new computer replacement policy are evidence of progress. Many equipment and computer needs remain unfunded as a result of the age of the computers and annual cost. Work is being done to better document these meetings with published agendas and minutes; however, documentation continues to be sporadic and inconsistent. The committee charter does not well define the committee’s responsibilities.

Two departments provide the primary computer technology support to the campus: Computer Services and the Information Technology Center (ITC). Computer Services is responsible for hardware and software computer support. It is also responsible for the college’s web site. ITC manages the college’s network and servers and provides computer support for faculty.

Educational Technology services are available through various venues including the EMC, the library, student computer lab, the Native Hawaiian Computer Lab, and numerous classroom and program labs, such as Information and Computer Science, Architecture Engineering, and Communication Arts. The Technology Advisory Committee (TAC) consists of various representatives and informs and advises ITC and EMC on matters involving budget, equipment, and personnel with respect to technology at the college. TAC promotes the integration of major technological changes on campus.

Various methods are used to evaluate whether the college’s technology needs are being met. These include input from advisory committees, formal surveys of users, and informal feedback
from faculty, staff, and students. Programs evaluate whether their resources, including technology resources, are sufficient to support their SLOs to the Program Review process. Technical needs required to achieve SLOs are identified. These needs are included in the Strategic Plan to become part of budget discussions (IIIC.1).

ITC maintains records of computer systems and loaded software. TAC makes recommendations for purchases and upgrades of hardware for faculty and student lab computer systems. Software is either purchased directly for small orders or is acquired through the System software licensing agreements for large quantities. CSC provides equipment, resources, and services for students with visual, hearing, and reading disabilities. Professional support for the college’s technology is available from Administrative Services, Computer Services, EMC, ITC, the technical desktop support and the computer lab (IIIC.1.a).

Training for employees is provided based on employees’ feedback, usage patterns of the network account holders, and anticipated need as a result of new technology developments. Training needs are also determined with input from TAC which compiles feedback from the faculty. Training provided by ITC is announced by email and can be found on the ITC website. The FDC and the SDC offer training on new software packages. Likewise, the Pacific Center for Advanced Technology Training (PCATT) provides technology support by offering non-credit technology courses (IIIC.1.b).

The college’s information technology infrastructure and network are reliable and well protected. ITC contends with issues of reliability, disaster, recovery, privacy, and security. The college is working toward a systematic plan for the upgrade and replacement of computers for employees and computer labs. The Planning Council has issued a draft of the “IT Resource Replacement Policy,” addressing policies and priorities for replacing computer hardware (IIIC.1.c).

Standards for hardware and software are published on ITC’s website and are updated on a quarterly basis. ITC has begun publishing an annual report on the state of computing at the college. The document provides an overview of information technology issues.

**Conclusion**

Progress in the area of planning and supporting institutional technology by establishing the Planning Council is significant. Progress in resolving the gap between technology purchase needs and funding is apparent. Equipment purchase approvals are a demonstration that the new Planning Council is, in fact, connecting planning to budget. A comprehensive computer and instructional equipment plan was developed and approved that includes funding cycles and potential allocations. This needs to continue to be tied and coordinated with the Strategic Plan and unit plans and an ongoing part of the Planning Council agendas. Continued exploration into alternative funding solutions will continue to play an important role in supporting technology based programs.

**Recommendations**

None.
D. Financial Resources

General Comments

The self study report and college committees did a thorough job of describing and evaluating current financial resource planning. Financial planning is integrated with and supports all institutional planning. The annual fiscal planning process includes a review of the Strategic Plan, including mission and goals; a review of program effectiveness; and a finalizing of budget requests for submission. Significant progress has been made in linking planning and budget, and the newly formed Planning Council must continue to refine, clarify, and strengthen the processes.

Findings and Evidence

The financial planning process is based on institutional planning documents including the LRDP, Educational Specifications, and Strategic Plans for the System and the college (IIID.1). Approximately 80 percent of the college’s budget requests are for personnel costs. The remainder of the budget covers operating costs of the college. The college establishes budget priorities for new initiatives based on the Strategic Plan. The Planning Council, the Faculty Senate Executive Committee, and the Staff Senate Executive Committee make recommendations regarding campus priorities. After local campus priorities have been identified, the budget is submitted to the System Office. The Chancellors of the community colleges then determine relative priorities for all the budget priorities submitted from the seven community colleges (IIID.1.a).

The University of Hawaii Financial Management Information System (FMIS) provides electronic access to up-to-date information about available funds, and this is readily available to the college community (IIID.2). The establishment of the Planning Council has provided more opportunity for input from faculty and staff and more dialogue regarding priorities. The implementation of ongoing program reviews and annual assessments is expected to provide a more consistent systematic method for determining funding needs and priorities (IIID.2).

The college conforms to established System financial management control processes, which ensure the financial integrity of the college procurements and the responsible use of financial resources (IIID.2.d).

Documents relative to long-range planning, budgets, and audit reports have been placed on reserve in the campus library to be accessible by the college constituency. Finalized budget documents are posted on the web site of the Vice President for Academic Affairs (VPAA) in the Office of the University of Hawaii (IIID.2.b).

The college receives revenues from a variety of sources including state appropriations, tuition and fees, special funds, federal funds including grants, and payments for services rendered. The college’s General Fund budget is received in two parts. One part is received from the Legislature through the UH and System Office. This provides approximately 80 percent of the
allocation. This amount is guaranteed from year to year. The remaining 20 percent is from tuition and fees. This amount can vary depending on enrollment. The college’s budget is based on the College Strategic Plan with input from the Planning Council with approval from the Chancellor (IIID.1). The college provides quarterly reports and ending balance projections (IIID.2.b). Liabilities, Risk Management, contracts and expenditure controls are functions of the System Office (IIID.1.c; IIID.2; IIID.2.c; IIID.2.d; IIID.2.f). The System Office, through controls, protects the integrity of the System. The UH System Office also provides oversight of grants, financial aid and other externally funded programs (IIID.2.d). The UH Foundation is the fund-raising unit for the System. Budget guidelines are clearly written, publicized and followed. There is input into the budget process from the Department Chairs, Deans, Vice Chancellors and governance committees. The Chancellor has final approval (IIID.1.d). Each community college must establish and maintain a reserve of 3 percent and the System must maintain a reserve of 5 percent. The college has reserves in excess of the 3 percent requirement. The University of Hawaii system is self-insured and maintains reserve funds to cover systemwide needs for the community colleges. The college is not allowed by law to incur debt obligations, and all obligations must be paid as they become due (IIID.2.c). The UH system performs annual external audits on a systemwide basis. The college performs annual assessments of programs which are used to provide a systematic process for reviewing the effectiveness of previous fiscal planning.

**Conclusion**

HCC meets the standards of financial resources. Its resource allocation process is integrated with its planning process and is participative through the establishment of the Planning Council. The college meets the standard of financial integrity through effective management of its financial resources. The college appears to have sufficient cash flows to maintain current financial stability. The team recommends that the college address the problems associated with an aging facility.

**Recommendations**

None.
STANDARD IV
Leadership and Governance

A. Decision-Making Roles and Processes

General Comments

It is clear that the entire System has been under redesign and review since the fall 2000 comprehensive accreditation visit. The change in the overall governance infrastructure resulted in more autonomy for the seven community colleges and a stronger role in the University of Hawaii system.

The college, through the numerous progress reports and visits by accreditation team members, has sincerely endeavored to address the issues placed before them. Their analysis and review are presented candidly.

Honolulu Community College is an institution in transition. It has made significant and meaningful progress since 2000. The establishment of the Planning Council and efforts to integrate all planning processes with budgeting are impressive advances. The definitions of the new governance committees and their respective roles and relations to one another are in development.

Findings and Evidence

The visiting team was able to confirm that the college offers many opportunities for employees to participate on committees; however, given the recent reorganization of the college’s governance structures, some of the committees do not yet function in a way that provides a substantial and clearly defined role in institutional governance. The college is in the process of developing charters that delineate these functions. While the college has developed a governance flow chart of responsibilities and committees, further work must be done to define the purpose and function of each (IVA.2a). The role of leadership and the institution’s governance and decision-making structures and processes are yet to be regularly evaluated to assure their integrity and effectiveness; therefore, the college partially meets this standard (IVA.5).

The Planning Council, formed by the Chancellor, is the primary planning body for the campus. The responsibilities of the Planning Council include reviewing and analyzing program review reports as well as annual assessment reports. Program needs identified from these reports are prioritized and integrated into the college’s Strategic Plan, which is the primary document used to prioritize budget proposals for the college (IVA.1).

The Board of Regents has established a policy that the faculty is the primary body responsible for curriculum and that the faculty and the Chancellor work together to ensure the institution’s ability to achieve its mission and that the campus has an advisory voice in decision-making (IVA.2.b). The team did not find evidence of a written policy providing for faculty, staff, administrator, and student participation in decision-making processes, nor a policy specifying the
manner in which individuals bring forward ideas and work on appropriate policy and planning. The Chancellor and the Planning Council should develop such a written policy (IVA.2.a).

The college has taken the suggestions and requirements of the Accrediting Commission seriously and has made significant changes in order to meet the standards. The college has made an effort to be proactive in addressing the needs identified by the Commission, and has responded, in part, by creating the Accreditation Oversight Committee (AOC) to oversee continuous improvement based on the recommendations from 2000 and based on the recommendations generated by the current visit. The college is committed to public disclosure as evidenced by the accessibility of documents on reserve in the library and posted on the intranet. The AOC and the Assessment Committee were created to provide continuity to the accreditation and assessment processes. There has not to date been a systematic process for evaluation of the college’s governance structure. The team recommends that the Chancellor, the AOC, the Assessment Committee, and the Planning Council define and implement such a process.

**Conclusion**

The Planning Council deserves special attention. The establishment of this new committee has clearly been an important step for the college. The Planning Council is still in its earliest stages. The fact that each agenda is published ahead of the meeting and that minutes are published soon after each meeting are important initial steps. The Planning Council needs to implement its Charter and make this Charter widely known. The roles of convener and chairperson for the Planning Council also need to be clarified.

**Recommendations**

None.

**B. Board and Administrative Organization**

**General Comments**

The Board of Regents takes seriously its responsibility to govern the University of Hawaii, which includes seven community colleges. HCC’s chief executive officer, the Chancellor, reports directly to the President of the University of Hawaii and is fully responsible for policy and operations on the campus. As part of the 2002 reorganization of the University of Hawaii System Office, the position of Vice President for Community Colleges (VPCC) was created. Although the Chancellor reports directly to the President, there is likewise a reporting function to the VPCC. The Chancellor derives his authority is derived from the Board of Regents and the President. The college has experienced significant change in a number of areas, including governance, assessment, planning, and budgeting. The college has the elements to become a more collegial and collaborative institution. The structures exist to enable all of the members of the college community to participate in decision-making and college governance.
For several years it has been difficult to recruit and retain administrators. The college needs to address this matter in order to maintain continuity and stability.

**Findings and Evidence**

The Board of Regents of the University of Hawaii (Board) is an independent, policy-making body (IVB.1). Membership on the Board is controlled by state law and members are appointed by the Governor of the State of Hawaii, and thus are directly responsible to the people of the state (IVB.1.a). The Board appoints and evaluates the President of the University System and approves the appointment of the Chancellors (IVB.1). The Board is responsible for the internal organization and management of the University. These responsibilities include overall responsibility for legal and financial matters as well as for educational quality on all of the campuses in the System (IVB.1). The Board has delegated authority to establish, review, and approve curricular and academic issues to the faculty at each college (IVB.1). Although the Board operates through seven standing committees, the Board acts as a unit to make final decisions (IVB.1.a).

The Board has recently approved a policy on Board Self Evaluation (IVB.1.g). State law dictates the size of the Board, how the members of the Board are selected, their terms of office, when the Board is expected to meet, and how they are compensated. This information, therefore, is public (IVB.1.d).

The Board has a policy regarding a process for dealing with unethical behavior. The Board’s orientation manual contains an appendix called an “Ethics Guide” (IVB.1.h). It is clear that the Board is informed about accreditation processes and procedures and is committed to meeting Commission standards. One of the Board’s standing committees, the Community College Committee, is designed to keep the Board informed of accreditation matters systemwide (IVB.1.i).

The Board and the President of the University of Hawaii have delegated authority to the Chancellor of Hawaii Community College for college administration. The Chancellor has all necessary authority to implement statutes and to ensure that institutional practices are consistent with statues, regulations, Board policies, and the college’s mission and policies (IVB.2c).

The Chancellor is strongly committed to HCC and represents the college well on the Community Colleges Chancellor’s Council and to the President of the University of Hawaii. The Chancellor provides general direction for all college administration and development. The Chancellor plans, organizes, and directs the institution’s academic and support programs and oversees the management and operation of the college in numerous areas, including planning, research, public affairs, resource development, support services, instruction, human resource management, and accreditation. The Chancellor has established the Planning Council as the primary planning body at the college and has, in collaboration with faculty, staff, and students, made great strides in advancing participative governance (IVB.2). The Chancellor has managed the finances of the college well and is in the process of more strongly linking budgeting processes with the college’s strategic planning (IVB.2d).
The Chancellor has been an effective leader in the community and serves as a member of a number of associations, executive committees, and boards. He likewise serves on statewide and national committees and is a vocal advocate for HCC (IVB.2.e). The Chancellor has done an extraordinary job of augmenting college income by establishing strong relationships in both the public and private sectors. The Chancellor has been given System responsibility for workforce and economic development. This responsibility requires clear delineation of roles and responsibilities of senior executive administrators.

**Conclusion**

The college is commended for its major shift in assessment, particularly in the areas of program review and student learning outcomes and for creating a committee structure to support these efforts. It is important that the college not lose its momentum in implementation of its new governance structure with an emphasis on integrated planning. It is essential that meaningful collegewide dialogue take place to ensure success. To help guide and help shape the direction of the institution, the college needs a stable administrative team. Every effort should be made to address the proliferation of interim and acting positions.

**Recommendations**

**Recommendation 5:** The team recommends the development of written descriptions clearly delineating the roles of the Chancellor and the Vice Chancellor of Academic Affairs in regards to the delegated authority given to the Vice Chancellor consistent with the responsibilities in Standard IV.B for the Chief Executive Officer of the college. The Chancellor is also encouraged to take steps to stabilize the administration. (Standard IVA.2.a,b)

**Recommendation 6:** The team recommends that the Chancellor develop a systematic plan that effectively communicates with the internal and external communities the vision, achievements, goals and long-range plans of the college. (Standard IVB.2.b)