Standard I

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A.1.
The institution establishes student learning programs and services aligned with its purpose, its character, and its student population.

Descriptive Summary

Honolulu Community College’s Mission statement is:

Serve the community as an affordable, flexible, learning-centered, open door, comprehensive community college that meets the post-secondary educational needs of individuals, businesses and the community.

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.

To accomplish this mission, the goals of Honolulu Community College are to:

1. Provide two-year transfer educational programs that offer students the general educational component of the Baccalaureate Degree.

2. Provide two-year, four-year, short-term and apprenticeship occupational-technical curricula for employment, skill upgrading and career advancement and transfer to four-year technical programs.

3. Insure general education competency in communication, problem-solving, ethical deliberation, cultural diversity and global awareness.

4. Provide developmental instruction to build skills necessary to
pursue educational objectives.

5. Maintain flexible educational delivery systems to enhance student access by providing affordable education when and where it is needed.

6. Establish a systemic institutional effectiveness program that regularly assesses expected student and Program learning outcomes to ensure the highest quality education.

7. Develop activities to increase resources for programs and operations.

8. To provide co-curricular programs and activities to promote student learning and development and to prepare students for leadership roles and responsibilities in a global community.

9. Contribute to the support of the community's economic and social growth.

10. Maintain a multicultural environment where ethnic and gender diversity is appreciated, respected and promoted.

11. Provide an opportunity for students to gain an understanding and knowledge of the host culture of Hawaii, the Native Hawaiian language, culture and values.

(Document: Mission Statement)

Mission

Honolulu Community College seeks to fulfill its mission by determining the needs of its intended students and community as well as the business and technical needs of the Pacific Rim, using both quantitative and qualitative data. Data sources include reports, studies, and surveys, as well as input derived from a continuous dialogue among all stakeholders.

The College’s intended student population is determined by its unique location in the Kalihi section of the city of Honolulu on the island of Oahu in Hawaii, and by our specific role in the University of Hawaii system, dictated by legislative mandate, of workforce development. This population is also established by our dedication to being an affordable, flexible, learning-centered, open door institution, and our mission of offering both a comprehensive community college education and being the primary technical training center of the Pacific Rim. The College gathers data to determine its actual student population. These data strongly indicate that the College’s mission and goals match those of our student population. Our students are enormously diverse. They come from a wide range of cultures and ethnicities. They range from highschool students to senior citizens. Many are the first in their family to attend college. Basic
summary data on Honolulu Community College including enrollment, student demographics, and course information are available on the web. The creation, support and continuous improvement of programs, curricula, courses and services are driven by student learning and serving the needs of our campus, community and businesses as expressed through our mission statement.

The current and future needs of Hawaii’s businesses and community members, as well as future employment opportunities for our students, are determined using a variety of sources. The reports and studies utilized include Department of Labor and Industrial Relations forecasting reports, UH Community College Graduate and Leavers Survey, and Occupational Surveys done by the Honolulu Community College Career Readiness and Job Placement Center. In addition, the Chancellor regularly consults with his Executive Advisory Council, which is composed of 15 members from the business, governmental, planning, educational and University of Hawaii communities. Program Advisory Committees, which are composed of industry professionals, are also consulted. Further, the Chancellor has served on three national president’s councils and currently serves on the State Workforce Development Council, the National Governor’s Academy Pathways to Advancement State Team, and the NCATC’s Corporate College Planning Group.

Relevant data and input derived from all these sources are shared with the College’s recently formed Planning Council, summarized in the Chancellor’s monthly report to the Faculty Senate on which he sits as an ex-officio member, published by e-mail and on the web in committee minutes, detailed in Chancellor’s Updates to the College, and explained at town meetings.

(Documents: [http://honolulu.hawaii.edu/assessment/facts.html](http://honolulu.hawaii.edu/assessment/facts.html); all reports and studies sited are available; Chancellor’s Updates; Committee Minutes).

Student needs are also assessed using a variety of measures most often obtained by specifically soliciting student input. Student Senate leaders are included in campus communication and decision-making processes. The Student Senate President is included on the College e-mail list-serve. There are standing meetings between Student Senate Executive leaders and the Dean of Student Services. Student representatives provide a student voice on important committees, such as the Faculty Senate, the Committee on Programs and Curriculum, the Campus Assessment Committee, and the Committee on Disabilities Access-Honolulu. Student Senate members were given the explicit opportunity to provide input into the evolving campus eight-year strategic plan. Additionally, a substantial portion of the Student Senate Fall 2005 leadership retreat was devoted to reviewing the College’s Midterm Accreditation Report. In all cases student leaders provided thoughtful feedback that was incorporated into the final drafts. Furthermore, student surveys and focus groups are used to determine student satisfaction, projected needs, and opinion on major issues. Other quantitative data that highlight student needs include student retention and transfer rates, post transfer success rates, Perkins core indicators, licensures and employment data, surveys of employer satisfaction, as well as assessment of student success in individual courses.
All areas in Student Services focus on identifying and meeting the needs of students. Each area now has a mission statement accompanied with Student Learning Outcomes (SLOs) all designed to meet the College’s mission and goals and constantly improve student learning. In the past, the success of the Student Service Programs has been measured by the number of students served and demonstrated by student surveys, which have also been used to target and address areas for improvement. Student Services has recently adopted The Council for the Advancement of Standards in Higher Education and will be producing new data sets that can be effectively used to design and implement program improvement, which translates in turn to increased student achievement and the achievement of the College’s Mission.

In addition, faculty and staff engage in this dialogue through a number of forums including participation on committees, e-mail publication and discussion of committee minutes, town meetings on major issues, chancellor’s retreats with faculty and staff leaders, program, division, department and college meetings, and in a yearly “Excellence in Education day,” which is set aside for all faculty and staff to discuss college wide concerns. Faculty surveys are also conducted. All key documents including surveys, studies, reports, and committee minutes are posted on the College’s intranet and thus readily available for information, review, and comment.

To meet its mission, HCC offers 23 occupational-technical or liberal arts programs leading to a certificate, license, or degree. Faculty and staff in all these areas have always worked closely with Student Services to meet student’s needs, support student learning, aid students in the achievement of personal and professional success, and to ensure that the college meets its stated goals. However, procedures designed and implemented over the past two years now explicitly require that Program outcomes and course student learning outcomes guide campus decisions and actions, and that these are directed toward meeting these goals. Success is measured utilizing a variety of assessment tools. Assessment data are employed in designing and implementing improvements to maximize student learning.

**Evaluation**

Students seem to be quite satisfied with their experience at HCC based on their responses to specific questions from the Community College Student Satisfaction Evaluation (CCSSE) on how attending HCC contributed to their knowledge, skills, and personal development. Retention rates have been consistently above 80 percent over the last five years. However, persistence rates have fluctuated between 64 percent and 73 percent for the same period. Additionally, based on data provided by IPEDS, 11 percent of those
enrolled in 2001 graduated within 5 semesters, 24 percent transferred to other institutions, and 18 percent continued their education at HCC.

(Document: MAPS Distribution of Grades, Credits Earned Ratios, Course Completion Ratios, and Current Grade Point Ratios Report and MAPS Fall Enrollment Report and Spring Enrollment Report Selected Characteristics).

Goals

The following sections address the Mission-related goals specifically, with the exception of Goal 6-- “Establish a systematic institutional effectiveness program that regularly assesses expected student and program learning outcomes to ensure the highest quality education.” Goal 6 is addressed extensively in the remainder of the self-study report for Standard I.

Goals 1 and 3: General Education:

The College provides two-year transfer educational programs that offer students the general educational component of the Baccalaureate Degree, and insures general education competency in communication, problem-solving, ethical deliberation, cultural diversity and global awareness through the General Education Core Curriculum and through the required general education component of occupational-technical curricula.

Honolulu Community College has worked closely with transfer institutions to create a rigorous General Education curriculum. General Education courses are intended to help students develop and then apply the skills that lead to the competencies stated in the HCC mission. The new HCC core [created in ?] requires students to study a wide variety of knowledge areas (based on learning outcomes) by giving them a broad yet well-structured core; to graduate, students are required to take courses in a variety of areas. This structure is based on a set of three categories, courses within each of which satisfy certain of the core requirements. Those categories are: Foundation courses (including Symbolic Reasoning, Written Communication and Global/Multicultural studies); Diversification courses (including Natural Sciences, Humanities/Arts/Literature and Social Sciences); and Focus areas (including Hawaiian/Asian/Pacific, Writing Intensive, Ethics, and Oral Communication). This core is designed to give students a significant and diverse general education component in their progress toward the degree, while also providing maximum flexibility in course offerings that can satisfy the core. The Core competencies are monitored and enforced through a system of stated learning outcomes for each category and course, which are controlled and reviewed regularly by the General Education Board.

(Documentation: The General Education Handbook, Articulation Board Charters and supporting documents; http://honolulu.hawaii.edu/intranet/articulation/proposal.pdf; [possible inclusion of a graphic representation of the connection between HCC Core and the UH System Core?])
Evaluation

The College is directly involved in the formulation and implementation of system articulation policies. Two members on the University Council on Articulation represent Honolulu Community College. Members of the HCC faculty have taken a significant leadership roles in negotiations with the University of Hawai`i at Manoa. UH-Manoa, Honolulu Community College and Kapi'olani Community College negotiated bilateral and trilateral agreements to adopt the UH-Manoa general education requirements as part of their Associate in Arts degrees. This agreement was signed June 9, 2004. While there are still major hurdles, the College has become a vocal champion of seamless system articulation through its faculty leadership and Administration’s support.


Goal 2: Occupational /Technical Programs:

The college meets its mission and goals in the area of occupational-technical education in three ways:

1) Offering traditional occupational-technical instructional programs;
2) Offering industry-based Apprenticeship programs; and
3) Serving as the lead college for the Pacific Center for Advanced Technology Training (PCATT).

At this time the HCC does not provide any four-year programs. The mission statement was written after WASC and ACCJC approved the College’s plan to offer a four-year degree in Computer, Electronics, and Networking Technology. The program was subsequently under-funded by the legislature and put on hold.

1) Honolulu Community College has 20 vocational and technical programs, 13 of which are the only such programs in the state. These programs provide occupational-technical education that prepares students for immediate employment and supplies the paraprofessionals, technicians and craftspeople needed by Hawaii's business and industry.

Evaluation

Extensive assessment data are collected on all occupational-technical programs. These data include enrollment and retention rates, exam pass data, licensures, employment rates and measures of employer satisfaction. The overall assessment of the occupational-technical programs at Honolulu Community College is that they are meeting the necessary levels of outcome, efficiency, and demand.


2) The Honolulu Community College Apprenticeship Training program provides related classroom instruction for persons who are apprenticing in the Building and Construction industry. In addition, training may be offered for journey workers who desire skill
upgrading or self-improvement in their respective trades. Upon completion of apprenticeship training, work process and related classroom instruction, hours may be applied to an associate degree in Applied Trades.

**Evaluation**

The College has managed to fund all apprenticeship courses requested for our 21 different training programs and for all journey worker training upgrade classes. Demand has increased substantially in the last two years; this semester we are offering over 350 classes. The College is striving to meet challenges presented by the burgeoning enrollments in these programs and to design assessment tools to improve student learning.

3) The Pacific Center for Advanced Technology Training (PCATT) is a not-for-profit consortium [does it have 501(c)(3) status?] of the University of Hawaii Community Colleges. The mission of PCATT is to develop and provide training in advanced technology applications that enhance economic and workforce development programs and initiatives in the State of Hawaii and the Pacific Rim. The administrative headquarters of PCATT are located at Honolulu Community College. PCATT is uniquely positioned to support the training needs of the technology industry in the state and to provide wide access to such training for its citizens. PCATT's mission and goals are precisely in line with the mission and goals of the University of Hawaii Community College System and those of Honolulu Community College. PCATT was established in 2000 by a special legislative appropriation of $1,000,000. During the past five years, PCATT has served over 4500 students from over 200 businesses, industries and academic institutions in Hawaii and the Pacific Rim.

(Documents? PCATT mission statement? )

**Evaluation**

All assessment data, available at the PCATT offices, indicate that PCATT is meeting the training and service needs of all of the students, businesses, industries and academic institutions served.

**Goal 4: Developmental Programs**

The College provides developmental instruction to build skills necessary to pursue educational objectives through a variety of courses and services offered by our College Skills Center. The College Skills Center (CSC) at Honolulu Community College offers entry-level credit courses in English and Math for students based on their placement test scores. These courses focus on basic English and Math skills to prepare students to enter their programs. Course student learning outcomes have been developed for each of these courses, appear in the course syllabi and are posted on the HCC website. Assessments are conducted each semester to evaluate course effectiveness.
Evaluation

Enrollment and completion data are available on all courses. Despite the fact that 17-30% of all students in remediation have a disability, completion rates have steadily increased in the past four years to 50-60%. The College skills center staff also offers tutoring in English and Math and coordinates a faculty tutoring service. In the fall 2004 semester, math tutor contacts totaled 6515 and English tutor contacts totaled 4370. For faculty/staff tutoring, for 2004-05, reported contact hours with students totaled 135.49 hours. Of 17 students who were checked for completion of courses tutored, 82% passed their courses with a C or higher.

Goal 5: Accessibility

The College maintains flexible educational delivery systems to enhance student access by providing affordable education when and where it is needed. The College offers night and weekend classes, as well as accelerated classes for our military, summer and Running Start programs. Through our Distance Education Program, Honolulu Community College offers 34 cable, online, or hybrid (i.e., cable+online) courses. All courses carry full academic credit and their content is equivalent to that which the student would receive in a more traditional mode of delivery. Students can achieve an AA degree through on line courses and the College is now exploring the possibility of offering our AA degree to out-of-state students. Credits transfer within the University of Hawai‘i system if courses are required for the major.

The Early Childhood Education (ECE) Program provides accessibility for entry-level students through the PACE Program (Professional and Career Education in Early Childhood). Four core courses in the ECE option are offered as series of noncredit workshop that are delivered in community settings throughout the island. The courses are taught by faculty or adjuncts, and students may convert them to credit upon completion of capstone assessment at 70% or better.

The College also ensures accessibility through the outstanding work of our Services for Students with Disabilities (SSD), which provides equal access to Honolulu Community College facilities, programs, activities, and services for our many students with disabilities. SSD is a coordinated effort by staff in two separate campus offices—the Student Health Office and the College Skills Center. SSD’s goals are to provide accommodations that support student success, to foster an informed and barrier-free learning community, and to promote ongoing campus-wide ADA/504 compliance.

Evaluation

Programs focusing on accessibility have established assessment procedures and have published results or will do so in the near future. Assessment data from the distance offerings are now being compiled. From Fall 05 to Spring06 SSD supported 199 students in 510 courses. Over 70% of these students passed with a grade of “C” or higher.
Goal 7: External Funds

The College develops activities to increase resources for programs and operation. As the above examples demonstrate, the College frequently partners with other groups, agencies and businesses to meet workforce needs and to develop strategies to pay for program expansion or development. Over the past year alone the Chancellor has coordinated administrative efforts that have brought over 2.5 million dollars in funding from various federal and local corporate sources. These include the construction academy HUD facility and program grant, the First Hawaiian Bank Auto Academy and Trio Funds. Other examples of acquisition of external funds include 50,000.00 obtained through Perkins Voc Ed funds and 40,000.00 obtained through a DOE Earmark grant, both to cover the expenses of our expanded apprenticeship program.

The 2004 reorganization in the College’s administration involved creating a new position of executive assistant position to the Chancellor, and aligning Student Services with Academic Affairs. The purpose of the executive assistant position is to assist with external initiatives that include fund development and grant writing. The purpose of aligning student services under academic affairs was to increase communication and effectiveness related to planning and goal setting, in part to facilitate acquisition of external resources. For example, the Director of Student Services (DOSS) and the Vice Chancellor for Academic Affairs (VCAA) are in agreement on the need to increase support for students, particularly low and moderate-income students. Both agree that external funding sources need to be pursued. As acting DOSS, the VCAA successfully prepared a TRIO grant last semester. The current DOSS arranged a partnership with GEAR-UP Hawaii, in which HCC received a sub-grant for the amount of $123,697 for 2005-2006 to support recruitment and retention of low-income students. The GEAR UP Hawaii state grant (2000-2005) developed a recruitment and support network for approximately 7,500 GEAR UP Scholars at 25 public high schools in low-income communities. Students were recruited at the end of their 8th grade year from the 32 middle schools participating in GEAR UP’s early intervention component. This year, HCC partnered with GEAR UP Hawaii in supporting these identified students as they progress through high school, apply for college and begin their undergraduate studies.

Evaluation

[Need to address perceived imbalance in provision of services. As one example, since Perkins funds are used to support faculty tutoring for students, only occupational-technical students may use those services. The fact that a number of faculty members provide uncompensated tutorial services to liberal arts students does not mitigate the problem.]

Goal 8: Co-curricular Programs
The College sponsors a variety of co-curricular programs and activities to promote student learning and development, and to prepare students for leadership roles and responsibilities in a global community. In the 2004-2005 academic year there were 15 active student clubs in addition to the Student Senate and the Student Media Board. Reports on the activities of all student clubs and boards are kept by the Student Activities Coordinator and available at the Student Life Center. The following examples from the Administration of Justice Club and Phi Theta Kappa Honor Society demonstrate the dedication and enthusiasm of our students and their faculty advisors, and HCC’s success at meeting this goal.

During the past 3 years, the AJ Club has produced the CSI Annual Event. The first year the attendance for this interactive "Who Done It?" production was 300, in year two it was 500, and last year it was attended by 750 students, faculty, and local community members, including judges, attorneys and community leaders. The Club also founded the "Weed and Seed" HCC partnership with the United States Attorney’s Office, the Honolulu Police Department and community leaders. For the past 7 years, students have incorporated walks in the college's neighborhood and hosted numerous security (HPD) presentations.

Phi Theta Kappa International Honor Society/Alpha Kappa Iota Chapter at Honolulu Community College has been consistently designated a Five Star Chapter and a Top 100 Chapter since 2001-2002. It has received several national Phi Theta Kappa awards (e.g. Distinguished Chapter Award in 2002), numerous regional Phi Theta Kappa awards and an honorable mention award in Make A Difference Day. Members of the chapter have won numerous national scholarships (the Jack Kent Cooke Scholarship, Coca Cola Scholarship) and other undergraduate scholarships at University of Hawai`i at Manoa, Scripps College, Smith College, Hawaii Pacific University, and Chaminade University. Additionally, the chapter is very involved in numerous community service projects that benefit the college and the community at large.

Evaluation

Goal 9: Community’s Economic and Social Growth

The College contributes to the support of the community's economic and social growth through the variety of programs and courses offered, which are designed to meet the workforce needs of the state and the learning and career needs of its diverse student population. The location of the Pacific Center for Advanced Technology, described above, at Honolulu Community College is one example of how our College has sought to achieve this goal. The following two examples further illustrate that the College has made every effort to meet and exceed this goal.

In response to the overwhelming demand for construction workers created by Hawaii’s booming economy, Honolulu Community College has created a Construction Academy which is producing a national model for training high school students for entry into the
construction industry. This venture was developed over a year of discussion with the DOE superintendent, the Assistant Supervisor of Curriculum and Programs, the CTE staffs of HCC, the union and apprenticeship programs, Congressional delegations, CORD (a non-profit curriculum development agency) and the US Department of Labor. This program has already received praise from businesses and state and national agencies.

In response to needs expressed by the automotive dealers on Oahu, Honolulu Community College created an Auto Academy, funded by First Hawaiian National Bank and supported by Cutter Ford. The Academy provides the opportunity for at-risk high school students to study automotive technology in the summer at HCC while working in the industry at Cutter dealerships. The pilot program was so successful that many of the students who participated are still employed and First Hawaiian Bank has committed to funding the program for another 3 years.


Evaluation

Goal 10: Commitment to Diversity

The College maintains a multicultural environment where ethnic differences and gender diversity are appreciated, respected and promoted. The College’s location, mandate, and mission naturally result in a highly diverse multicultural College environment, as can be seen by the student demographics cited above. In addition, recruitment efforts, some targeting under-represented student populations, have increased. The partnership with GEAR-UP previously described is in part an outcome of these efforts. Review and clarification of policies affecting students took place in 2001-2003. Targeted assessment projects in Counseling focused on identifying ways to improve services to students. Through grant funding and reallocation of resources, recruitment and retention efforts intensified. Tutoring and testing services cuts due to past budget constraints were partially restored through reallocation and creative efforts at increasing funding. Students were provided more opportunities for participation in campus discussions, including e-mail list serves, proactive filling of campus committee seats, and extensive involvement in strategic planning efforts. The campus has expanded a key committee dedicated to supporting this goal. The former Committee on Gender Equity spent over a year revising the mission of this committee, which is now titled Committee on Social Equity. Activities are being planned to fulfill this broader mission of encouraging support for multi-faceted diversity on campus. In Fall 2002, a Title III A Native Hawaiian Serving Institution grant enabled the College to open a Native Hawaiian Center to assist in the increased retention and graduation of Native Hawaiian students. The College also continues to pursue partnerships and established relationships with international students, faculty and institutions. The College has a Director of International Affairs and Development who operates under the Chancellor to coordinate all campus international relationships.

Evaluation

Goal 11: Native Hawaiian Culture, Kupu Ka Wai / Native Hawaiian Programs (Hulili Ke Kukui):

The College provides an opportunity for students to gain an understanding and knowledge of the host culture of Hawai`i, the Native Hawaiian language, culture and values through our Hawaiian, Asian and Pacific Focus courses and through courses, activities and services offered by the College. The academic component of the Native Hawaiian Programs is the Hawaiian Language/Hawaiian Studies department (Na Papa Hawai`i). The Native Hawaiian Center (Kupu Ka Wai) was established in Fall 2002 under U.S. DOE Title III funding. Kupu Ka Wai provides academic support to assist in the education processes of Native Hawaiian students at Honolulu Community College. Kupu Ka Wai focuses on three main goals for Native Hawaiian students: college readiness skills, program retention, and transition into higher education or the workplace. To those ends, Kupu Ka Wai has a staff comprised of a Coordinator/Activity Director, a College Readiness Coordinator, and a Transition Coordinator to ensure the success of our indigenous population at Honolulu Community College. The mission of Kupu Ka Wai is to serve as a conduit for information, a catalyst for meaningful personal and cultural enrichment, academic success, and a primary source of lifelong learning for Native Hawaiians. The Native Hawaiian Center regularly reports data to the US Department of Education in its Annual Performance Reports and also currently is undergoing a program review.

(Document: The Kupu Ka Wai Mission Statement and Annual Reports).

Evaluation

Action plan

Continue to assess student learning programs and services to ensure their alignment with the college mission.

Continue to work collaboratively within the University of Hawaii system to create a seamless articulation process that will provide better service to students focused on baccalaureate studies and beyond.

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

The Faculty Senate Executive Committee approved the current mission statement on August 26, 2005). It is published in several college documents including the catalogue, the website and planning and accreditation reports.

(Document: FSEC minutes 8/26/05).
Evaluation

The 2004 faculty/staff survey, “The Campus Pulse,” indicates that Honolulu Community College employees feel strongly that they are aware of and fully support the College’s mission. However, the survey also strongly indicates that the College needs to improve the communication of this mission to the general public. It is particularly emphasized that even when the occupational-technical aspects of our mission are communicated, the general education component is often invisible.

Action Plan

Determine and implement processes to improve the communication of the College’s mission to the general public.

I.A.3 Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

As documented in the college’s Institutional Self Study 2000, the mission statement was under almost constant review and revision between 1994 and 2000. A review of the mission statement was again undertaken in Fall 2004 at the recommendation of the Assessment and Accreditation Oversight Committees. The Assessment Liaison Officer made a motion to the Faculty Senate Executive Committee (FSEC) asking that a subcommittee be formed to coordinate review and revision of the mission statement. That committee was formed and included the FSEC campus chair, the FSEC system chair, and the Staff Senate Executive Committee (SSEC) chair. The first step was to present the document for review to both the FSEC and the SSEC. Several changes to the mission goals were suggested. These were then presented to all high level campus committees, including the Campus Leadership Team, the Accreditation Oversight Committee, and the Assessment Committee. All agreed to leave the two basic paragraphs of the Mission Statement as is and to change only the goals. There were several more changes made to the goals during this process. In June the resulting draft was emailed to all faculty and staff. Suggested changes were incorporated into the document. At the beginning of Fall 2005 this new draft was again presented to the FSEC, SSEC, and CLT. Discussion and debate ensued, minor changes were made in the language used in one goal, and all agreed on a final draft which was once again emailed to all faculty and staff for feedback. No revisions were suggested and the new mission statement was unanimously approved by the FSEC. In Fall 2005 the charter of the new Planning Council was also approved by the FSEC. Among the duties of this committee is to conduct a cyclical review of the mission statement based on institutional/program assessment and strategic planning goals. The Planning Council also passed a resolution outlining the procedure for this review.

(Document: Report of the “Mission Committee” chair, Various Committee minutes,
Planning Council Charter; a resolution on Review of the Mission Statement is in progress).

**Evaluation**

The College now follows a process for a review of its Mission statement as outlined in the charter for the Planning Council and subsequent resolutions made by that body.

(Documents: Planning Committee Charter and minutes, Resolution on Review of the Mission Statement/-in progress, FSEC Minutes 8/26/05 and 9/9/05).

**Action Plan**

The Planning Council will complete the Resolution on Review of the Mission Statement and publish the timetable for regular review of the mission.

**I.A.4 The institution’s mission is central to institutional planning and decision-making.**

**Descriptive Summary**

The College’s mission statement has been extensively reviewed with input from across the campus. It identifies the broad-based educational goals Honolulu Community College seeks to achieve and defines the students the college intends to serve. This mission statement has always been central to institutional planning and decision-making, although that linkage has not always been clearly articulated. Now, however, processes designed and implemented over the past year ensure that the mission is the more explicit reference point and standard in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve student learning and institutional effectiveness.

These recently instituted policies and procedures now dictate that the following actions will take place. The Planning Council will conduct an annual review of the College’s Strategic Plan (the college’s key planning document) and make recommendations on budget and resource allocations to the Chancellor. As per Planning Council procedures, all items submitted to the council for inclusion in the Strategic Plan must be linked explicitly to the Community College System Strategic Goals and the Mission and Goals of Honolulu Community College. The budget and resource allocation recommendations are made using a priority system determined in part by this linkage and on program assessment findings. Program assessment findings are also linked to the College’s mission. All programs are reviewed annually and must conduct a comprehensive review every five years. Both the annual and comprehensive program review templates specifically ask that the college and program mission be stated. The program mission is to be linked to the college mission, and both statements inform the analysis of the program assessment data. Furthermore, the Planning Council, which guides the Strategic Planning process, is also the committee that undertakes annual review of the college
mission, and that review is fully informed by the process described above.


Evaluation

The College’s recently instituted cycle of planning, implementation and re-evaluation to verify and improve student learning and institutional effectiveness is linked in multiple and interdependent ways to the college’s mission.

Action Plan

The Planning Council will guide the full implementation of all procedures and policies to ensure that the college’s mission remains central to institutional planning and decision-making.

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

How has the college structured its dialogue? How well does the college embrace and understand the purpose of the dialogue?

When, how, and about what subjects has the college engaged in dialogue? (case studies)
What impact has the dialogue had on student learning? (visible outcomes)

Does the dialogue lead to a collective understanding of the meaning of data and research used in evaluation of student learning?

Descriptive Summary

Honolulu Community College engages in a multi-layered, cross-campus, self-reflective dialogue regarding student learning, institutional processes, and the continuous improvement of the college as a whole. Significant dialogue has taken place and
continues to occur related to the mission statement, college goals and strategies, accreditation, student learning outcomes, the curriculum development process, program review, the budget and planning process, and other aspects of college life that affect student learning.

These discussions occur in many forms, and include the faculty, staff, students, businesses and the community, as well as other community colleges in the system. The dialogue includes the presentation of new ideas, discussion of concerns, objections, review of documents, revisions, and specific outcomes. Although some of these forums may not be seen conventionally as a place where dialogue may occur, they do promote discussion of various kinds, foster a sense of collegiality and encourage development of new ideas, new procedures and processes--all in an effort to achieve the college’s mission and improve student learning. More importantly, the college has also engaged in activities and actions that support this effort.

One important part of the process is to first educate the campus community about student learning, institutional outcomes, and institutional effectiveness. One way that faculty and staff have increased their understanding of student learning and assessment is by attending Faculty Development and Assessment Committee workshops on campus. The knowledge gained from these workshops has been used to increase the dialogue across campus about student learning outcomes, and to develop course and program SLOs and program review reports. Attendees have had the opportunity to discuss student needs, share ideas, create plans, and write measurable outcomes, all with the goal of increasing institutional effectiveness. Meetings at the division level and outreach by the General Education Board have also served the purpose of faculty education.


The college Intranet continues to be an important source of information for college faculty and administration. It is partly an electronic archive of information on college structure, policy and procedures, committee work, reports, memos, flow charts, and organizational charts. It is continually revised and updated, and postings are quick to go on-line for college access and review. While this is a one-way type of communication, it is still a good place for Intranet users to find the information needed to participate in dialogue regarding campus issues. Increasingly the college Intranet site is the primary resource for information and the official posting site for a variety of assessment evidence, from course SLOs to completed Program Reviews.

E-mail is another form of communication used to facilitate dialogue across all areas of the campus. Many committees use the college e-mail system to announce the posting of minutes, introduce new issues at hand, to ask for campus feedback, and to inform the college of meetings or voting that will be taking place. Committees also send out drafts and then revised versions of reports, surveys, and policy documents so that the college faculty and staff may offer comments and suggestions. Recent examples include the mission statement revisions, the accreditation progress report, and the student engagement survey. There is often feedback to these announcements, as people respond
with their concerns and suggestions. However the feedback generally goes directly back to the committee, and not to the college at large. This limits the discussion, so the sender or committee knows the college response to the issue, but the college as a whole is sometimes not aware of all the feedback.

The committee structure at Honolulu Community College creates another forum for dialogue regarding student learning outcomes and institutional processes, both within the committees as well as across committees. Several committees are directly concerned with improving student learning at the college, and with developing or institutionalizing processes that will achieve that goal. There are also several committees that regularly discuss the mission statement, college goals and strategies, research on student learning and student learning outcomes, program review, and student learning and budget decisions.

Cross-committee discussion continues and expands the dialogue process. It is defined as: members who are members on other committees and introduce information from one committee meeting into another committee meeting for the purpose of further discussion of the issue, to spread the information across divisions and to staff and student members, and to garner feedback and new ideas. Most committee members participate or serve on several committees. In fact, the overlapping membership is often mandated and institutionalized to ensure that important issues are discussed from multiple perspectives and given different levels of review.

Committee meeting minutes are usually posted on the HCC intranet. Over the last two years most of the committees have greatly improved their communication with the college at large by consistently and quickly posting their minutes after each meeting. A college-wide e-mail is usually sent to announce the posting of the minutes, to give a summary of the minutes, and to include a direct link to the minutes on the committee web page. They are a source of information as well as an officially recorded document of any dialogue that has taken place.

Among the key campus committees involved in planning, governance and assessment are the Faculty Senate Executive Committee, Campus Leadership Team, Committee on Programs and Curricula, Division Curriculum Committees, the General Education Board, and the new Planning Council.

The Faculty Senate Executive Committee (FSEC) has been involved in discussion and decision-making regarding SLO timelines, the curriculum handbook, the General Education handbook, the development of the Planning Committee, the Budget/Planning Timeline, and the Program Review Process.

The Campus Leadership Team (CLT) serves as a clearing house for a variety of campus issues including the revised mission statement, the new program review templates, workshops on student learning, and the student engagement survey.
The Division Curriculum Committees (DCCs) represent the curriculum interests of each division, and reviews course and program proposals originating within the division prior to those proposals being sent to the CPC. This dialogue also includes upward communication flow from the departments to the division as a whole, so that information, questions and concerns from individual departments can be discussed by the division as a whole.

The Committee on Programs and Curricula (CPC) is responsible for approving all changes in programs and curriculum and for establishing and reviewing policies relevant to the instructional mission of the college.

The Assessment Committee (AC) is engaged in the continuous assessment of the effectiveness of all components of the college's programs and services. The AC plans, prioritizes, coordinates, and communicates assessment efforts.

The Accreditation Oversight Committee (AOC) and the Accreditation Steering Committee (ASC) ensure that key initiatives identified as needed by the Accreditation Self Study Report are instituted, and that attention to them is given on a continuing basis. It also identifies those responsible for carrying out campus responses to accreditation recommendations, and ensures accountability through the requirement of documented progress reports.

The Committee on Student Affairs (COSA), an advisory committee for the Dean of Student Services, provides advice and makes recommendations on policies and procedures affecting students and makes recommendations regarding services provided by the college's Student Services Program.


There are several other forums for dialogue across the college, including department and division meetings. Dialogue regarding student learning, measurable outcomes, program review, and institutional effectiveness are often key agenda items at these meetings. Each division usually holds a meeting at the beginning of each semester and may meet more frequently to deal with division concerns. These division meetings are generally informal in nature, though a specific agenda may be set, and are not always documented with minutes.

**Town Meetings**, called by the Chancellor, provide another forum for open discussion on issues and concerns pertinent to the college. Open to the campus community, they offer an opportunity for the broad-based communication of information and for dialogue with a broad spectrum of participation.
Evaluation

The college has engaged in the dialogue process regarding several key issues related to student learning and institutional processes. These include revising the College Mission Statement, chartering a College Planning Council, writing new Curriculum Proposal Flow Charts and a Curriculum Handbook, creating the General Education and Articulation Process Reference Book, developing the Strategic Planning/Budget Process, the Program Review Schedule, program review templates, writing new department and course SLOs, and designing assessment tools to measure the SLOs.

1. Revised Mission Statement:
   After considerable dialogue throughout the college campus, the FSEC has approved the revised mission statement this fall, a move that will provide a clearer understanding of the goals of the college, and allow the various programs to investigate how well their curriculum and Student Learning Outcomes fulfill the mission statement.

   (Documents: FSEC meeting minutes, CLT meeting minutes, e-mails to HCC-1, HCC catalogue, HCC Intranet, HCC website)

2. The Planning Council:
   Discussion about the Planning Council began last year in response to comments and suggestions made by WASC. It was suggested that the college needed better cross-college discussion and transparency regarding planning, budget decisions, and how this linked to program review, student learning, and the mission statement. After broad-based discussion, the Planning Council Charter was approved, members were selected, and the council has begun to meet.

   (Documents: Planning Committee Charter, FSEC minutes; http://honolulu.hawaii.edu/intranet/spdocs/pdf/planning_council_charter.pdf; FSEC minutes; Planning Council- October 7 meeting minutes)

3. Curriculum Handbook and Curriculum Proposal Flow Charts:
   The Curriculum Handbook contains policy and instructions related to curriculum and program development at HCC. It is intended to provide information to anyone involved in the design, modification or evaluation of programs and curricula. A draft of this document was created in Spring 2005. The 2005-06 CPC is preparing a revised version with input from the FSEC and the Vice Chancellor for Academic Affairs. As part of the effort to ensure that all involved understand how the curriculum process proceeds for each type of curriculum action, the CPC has also developed a Curriculum Proposal Flow Chart.


4. Honolulu Community College Strategic Planning/Budget Process:
Through extensive dialogue across campus, the college also developed another institutional process called the Strategic Planning/Budget Process, which links student learning and program outcomes together with the college’s planning and budget decisions. The various components were put into a timeline/flow chart, and it provides the college with a specific timeline and deadlines for assessment, planning, proposals, and decision-making. There are also allotted times in this schedule for Town Meetings and formal college wide discussion regarding all these issues.

5. Program Review/ Schedule:
The program review schedule, which includes use of a uniform template and process, the customized review of individual programs, assessment and program revisions, was developed to guarantee linkages between a) course, department, and college SLOS and the Mission Statement; b) course-based Student Learning Outcomes and Program Learning Outcomes; and c) program planning and budget decision-making. The FSEC discussed and revised the program review schedule during 2004-2005, then posted it on the Intranet and sent it to other committees and the college for review, discussion, and feedback. The schedule has been implemented and the first Program Reviews are now completed.


As an essential part of the program review process, the campus has focused on the identification of Student Learning Outcomes (SLOs) beginning at the individual course level and expanding to the program and unit levels. Attention has also been paid to developing consistency, where needed, between institutions in order to facilitate the articulation of courses. There continues to be extensive dialogue regarding SLOs at various levels within the campus community.

This year the Assessment Committee, the CPC and the FSEC formally approved a timeline for all programs to complete their SLOs. In the spring of 2006, all departments will also have to identify the assessment tools they will use to measure the SLOs. The CPC also approved the decision that all proposals for new courses and the courses applying for recertification would have to include SLOs, as well as assessment tools and student evaluations. SLOs for most of the college programs are currently listed on the Intranet, the HCC Website, and a few are included in the 2005-2006 college catalog.

In general, HCC understands the purpose of dialogue in the improvement of student learning and college processes, generally encourages that dialogue, and continues to work on institutionalizing that process in a variety of settings, most notably in getting feedback from all areas of the college and recording the dialogue process.

HCC is committed to achieving its mission statement and improving student learning, and recognizes that engaging in college-wide dialogue is one way to improve institutional
processes. HCC has always engaged in dialogue regarding these issues, but realizes that it can always increase the quality of that dialogue and the ways in which it is documented.

**Action Plan**

The Planning Council will ensure transparency in discussions regarding program review, student learning outcomes, and budget decisions.

The college will continue to conduct program reviews according to the established schedule.

All departments, programs, and divisions will have their SLOs posted on the Intranet by the specified deadline.

The college will ensure that dialogue about matters of interest and concern to the campus is as broad-based as possible, encouraging active participation, timely opportunities for feedback. It has been recommended that more department- and division-level projects would improve feedback and overall participation in college-wide projects.

The college will make more effort to include lecturers and part-time faculty in more dialogue and decision-making, and will ensure that they are included in channels of communication.

The FSEC will review committee structure to enhance cross-committee communication while avoiding counter-productive redundancy. This should also ensure that opportunities for participation in campus governance and decision-making are open to as many interested faculty and staff as possible.

Division Chairs will establish regular schedules of division meetings and post minutes to ensure full communication to the division as a whole.

(Document: Committee minutes posted 2005-2006 at [http://honolulu.hawaii.edu/intranet/committees/minutes.html](http://honolulu.hawaii.edu/intranet/committees/minutes.html); Committee minutes posted 2004-2005 at [http://hono.pngu.hawaii.edu/intranet/committees/min0405/index.html](http://hono.pngu.hawaii.edu/intranet/committees/min0405/index.html); course SLOs, Mission Statement, Completed Program Reviews and curriculum documents also posted on the Intranet.)

**I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

**Descriptive Summary**

*What criteria does the college use to determine its priorities (set goals)?*
The College is in the beginning stages of implementing a multi-faceted institutional assessment and planning cycle that will determine its priorities in relation to the Mission and Goals. 2005-2006 is the first year of implementation of the Annual Assessment, Program Review and Strategic Plan Review cycles that will be linked directly to budget planning.

The College Institutional Goals are included as part of the Mission Statement. As described in Section I.A., the college recently completed a review of the Mission and revision of institutional goals.

The Strategic Goals of the College as listed in the 2003-2010 Strategic Plan of Honolulu Community College are linked to the strategic themes of the Strategic Plan of the UH Community Colleges. In Spring 2005 an annual Strategic Plan review cycle was approved. In response to the ACCJC/WASC Progress Visit Team Report (April 7, 2005), the College established a Planning Council in Fall 2005 to centralize and guide planning functions, including the annual review and revision of the Strategic Plan. Initial design of the Planning Council emerged from the Chancellor’s Retreat in August 2005. Administrators, faculty and staff leadership attended the retreat. Another important outcome of the retreat was the identification of four additional areas to be addressed in the Strategic Plan revision process. Proposed activities must identify the relationship to system CC Strategic Planning goals, relationship to HCC Mission and Goals, provide justification and supporting data, and address possible consequences if the activity is not implemented. The Planning Council is also charged with “ensuring results of Annual Assessments and Program Reviews into the College Strategic Plan and decision-making processes.”

(Documents: Strategic Planning and Budgeting Process flow chart; HCC Strategic plan; Chancellor’s Retreat minutes; Planning Council Charter).

Is there broad-based understanding of the goals and the processes to implement them? Is there institutional commitment to achieve identified goals? How well does the college implement its goals?

The Planning Council is responsible for ensuring broad-based understanding of the Institutional and Strategic Goals and the processes to implement them through the following responsibilities as outlined in its charter: “. . . developing, publicizing and utilizing criteria to prioritize planning and budgeting initiatives; . . . coordinating communication with and between governance bodies; . . . discussing, and convening forums for campus-wide discussion of key College issues . . . ” The Strategic Plan and Budgeting Review process to be completed in Spring 2006 will provide evidence of institutional commitment to achieve identified goals, formative data on implementation of activities, and measures of success.

Are goals articulated so that the institution can later determine the degree to which they have been met? To what extent does the college achieve its goals?
The Strategic Goals are defined by strategies and activities. Activities are sometimes but not always stated in measurable terms, e.g. “increase,” “expand,” “collect,” “create.” None of the activities have quantitative or qualitative benchmarks or indicators attached to them. Institutional Goals are also generally stated, e.g. “provide,” “insure,” “maintain,” without benchmarks or indicators.

Evaluation

It is premature to comment on the outcomes of the Annual Assessment, Program Review and Strategic Planning and Budgeting Cycles and processes. While they are well defined, the college has not yet experienced a complete cycle. The Planning Council has had two meetings (as of October 28, 2005) and it is too early to judge its effectiveness in bringing coherence to the processes of institutional assessment, planning, implementation and evaluation. The Council would be well served to undertake formative assessment of these processes as well as of its own functioning. For example, the Council may wish to include institutional benchmarks and/or progress indicators attached to Strategic Plan goals and activities. Action plans emerging from Program Reviews and Annual Assessments will already incorporate them at the program level as the result of analysis of data elements and assessment of student and program learning outcomes.

The review of Institutional and Strategic Goals has not been systematized. Opportunities to respond to changes in the Institutional Goals were short-changed when they were circulated over the summer—a period when most faculty are not on duty. A well-defined process and timeline for review of the Institutional Goals should be part of the Mission review process.

There is good use of the college intranet and email to disseminate information on the institutional assessment cycle, and faculty and staff development activities have been also been helpful for those who are able to attend them. Additional strategies may be needed to help instructional and other units achieve the desired outcomes in this area, however. For example, Division Chairs have taken different approaches to working with instructional program faculty, perhaps based on their experience of working with particular programs. Evaluation of the effectiveness of these approaches could strengthen future implementation of the Strategic Planning and Budgeting process.

Action Plan

The Planning Council will design and implement comprehensive formative evaluation processes for the Strategic Planning and Budgeting, Program Review and Annual Assessment processes.

The campus will complete one full cycle with formative evaluation before completing the Institutional Effectiveness self-study for accreditation.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and
systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

To what extent does the institution understand and embrace the notion of ongoing planning?

The institution has fully embraced ongoing planning and is functioning as a learning community, constructing its understanding of the processes and outcomes that will allow it to use planning to improve institutional outcomes for students, programs and the community.

Does the college have a planning process in place? Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation? How does college budgeting of resources follow planning?

An integrated planning process is in place, guided by the newly established Planning Council. The process links program assessment (through Annual Assessment and Program Review processes) to the Strategic Plan and Budgeting Process, which are designed to fulfill the Mission and Institutional Goals. The cycle calls for annual review of the Strategic Plan and Budgeting Process, annual program assessments, and 5-year cumulative program reviews to determine trends.

To what extent are institutional data available and used for planning? Are data analyzed and interpreted for easy understanding by the college community?

The CC system has agreed upon a common data set for Annual Assessments and Program Reviews. The MIR and Administrative Services of the College provide the data and technical assistance in their interpretation. Institutional and system level data are also available on the Assessment web site and in MAPS.

Evaluation

[See I.B.2 above.]

Action Plan

[See I.B.2 above.]

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
Descriptive Summary

What mechanisms exist for participation in college planning? How is broad involvement guaranteed?

The Planning Council composition guarantees representation of all college units and constituencies in the planning process. The Annual Assessment and 5-year Program Review also guarantee participation as action plans based on analysis of assessment results are incorporated into the Strategic Plan and Budgeting Process.

To what extent does the college allocate resources to fulfill its plans? When resources to fulfill plans are not available, does the college identify and follow strategies to increase its capacity, i.e. seek alternate means for securing resources?

Priorities identified in the Strategic Plan are incorporated in the budget submitted to the Board of Regents for approval as part of the University’s budget. When resources to fully fund priorities are not received through the University or legislative budgeting process, the College may reallocate resources internally or seek external sources of funds through expanding revenues for noncredit workforce training, obtaining grants from government agencies or private foundations, or establishing partnerships with private businesses or nonprofit entities. Examples include short-term funding of an Assessment Officer through the Perkins grant, training offered through PCATT, Native Hawaiian programs developed through a Title III grant, a partnership with the Polynesian Voyaging Society and the Marine Education and Training Center, and initial development of a 2+2 program in early childhood education through a P-20 Innovation Grant.

What changes have occurred as a result of implemented plans?

Changes may have occurred as a result of implemented plans and/or assessment, but they are not usually broadly communicated, and the rationale (e.g., linkages to various levels of institutional review) is usually not provided.

Evaluation

The planning process has been well-designed to guarantee broad-based participation; the college now awaits its full implementation. Documentation of resource allocations to support planning priorities will be sought as the Strategic Plan review process proceeds.

Action Plan

The Strategic Plan review process will track resource allocations and planning results. It will also provide more current information about changes proposed, implemented and subsequently assessed.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
Descriptive Summary

*What institutional databases does the college support? Are these databases accurate, current and accessible?*

The primary database utilized on a day-to-day basis by the college and the state system as a whole is Banner, developed to provide better management of student and curriculum data and to facilitate transfer of information between institutions in the University of Hawai‘i system. The Banner system continues to undergo modifications and refinements as its users become more familiar with and proficient in its use. There are several levels of accessibility (e.g., for students, for faculty, for system administrators) but the database is assumed to be accurate and current as there is no evidence to suggest otherwise. The college and the system also use MAPS (Management and Planning Support Reports) for aggregate data on a variety of topics from enrollment to graduation. MAPS reports are put out by the system Institutional Research Office and are the official source of much data used for this self-study. The MAPS reports, accessible through the UH website, are current through the 2003-2004 academic year.

*By what means does the college publicize its statistics on student achievement and student learning to the public?*

While Banner and MAPS could provide reports in various forms on student achievement, the only kind of report that is generally made available is the Dean’s List, generated each semester. This list is published in the student newspaper, intended primarily for in-house communication and not broadly read. The college in general does little in the way of systematic public communication, with few exceptions. Data on student achievement and student learning may underlie statements of student success as highlighted in promotional brochures prepared for individual programs at the college. The HS2HCC outreach program, implemented in 2003 and targeted for high-school juniors and seniors, provides another venue for sharing information on opportunities for student learning and achievement. Assessment of HS2HCC has begun to track whether students who attend this event subsequently register at HCC or in the system. Graduation ceremonies are the most public occasion during which student achievement is noted and celebrated, but these are informed more by a holistic assessment than by statistics. General public relations for the college have been handled informally by one faculty member, who has been very resourceful in using contacts with the media to highlight noteworthy individuals and college events on campus and in the community. To date there have been no efforts to institutionalize this function within the college.

*How does the college assess whether this means is effectively communicating information about institutional quality to the public?*

As noted above, the college has not invested significant resources in public relations, advertising for student recruitment purposes or in the general cultivation of public awareness of the mission. There has been, therefore, little reason or incentive to assess
the effectiveness of communication efforts. To the extent that HCC is known in the
community it is more often perceived as an occupational-technical institution, with the
comprehensive nature of its mission and the quality of its Liberal Arts program less
visible; the lack of effective and sustained communication ensures that that perception is
unlikely to change.

(Document: MAPS reports at [http://www.hawaii.edu/iro/maps.htm](http://www.hawaii.edu/iro/maps.htm); program brochures
prepared by Student Services; HS2HCC assessment data; media files maintained by PR
liaison Karen Hastings).

**Evaluation**

The college is still in transition in the process of become an assessment-based institution,
and the data that have been or are being gathered are most relevant to individual courses,
programs or units within the college, rather than to the institution as a whole. Further,
those data (and other tools of assessment) are being used primarily for decision-making
internal to the college, rather than for the creation or ongoing cultivation of a public face
of the institution as a whole.

**Action Plan**

The college will conduct a communications audit, assessing its own methods of
conveying information about the college and the quality of its programs. In an
increasingly competitive enrollment environment, the college’s mission, programs and
services should be accurately and attractively communicated. If, as is likely, the audit
indicates a need for more substantial investment in public communication, that need
should be addressed in future budget planning.

**I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

**Descriptive Summary**

*What processes does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation?*

The college has yet to implement any processes to assess the effectiveness of its cycle of
evaluation, integrated planning, resource allocation, implementation and re-evaluation.

*How effective is the college planning process for fostering improvement?*

As noted, it is too soon to tell if the college planning process will be effective in fostering
improvement.
Evaluation

While assessment efforts are underway at other levels of the college, the college as a whole has yet to complete a full cycle of planning, implementation and review that will provide the foundation for future institutional growth and sustained continuous progress.

Action Plan

The college will complete a full planning cycle and include an assessment of the effectiveness of its new planning process, based on established benchmarks.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

What mechanisms does the institution use to gather evidence about the effectiveness of programs and services?

The college has for some time used a process of Program Review to assess the status of its technical-occupational programs. More recently, the Program Review model has been streamlined and more comprehensively applied to all academic programs and to other academic and administrative units in the college, and a schedule for completion of program reviews has been established, so that within three years all areas will have completed a current program review. A common set of data fields for academic programs has been identified and the college’s institutional research staff is providing those to each program as a basis for more detailed narrative and qualitative as well as quantitative assessment.

How effectively do evaluation processes and results contribute to improvement in programs and services?

Previous Program Reviews (as noted above, for technical-occupational programs) were useful in identifying areas that needed closer attention or remediation (e.g., frequency of intake, course offerings and sequence, program viability.) Though the new model of Program Review for more areas of the college is too newly implemented to have produced significant results, it is expected that such review will become an essential assessment tool and will factor significantly into institutional planning and resource allocation.

Evaluation

The Program Review process, though newly implemented, has already produced the first set of completed reviews, which are now posted on the college intranet for in-house review, and can serve as models for those programs scheduled for review at a later date.
Closing the loop, i.e., using conclusions drawn from the Program Review to institute future refinements in each program and in the review process itself, is the next critical step.

Action Plan

The college will proceed with full implementation of the system of comprehensive Program Reviews at the college, and monitor their use in a) generating modifications at the program level, and b) integrated planning and resource allocation at the institutional level (e.g., through the college’s newly established Planning Council.)