The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs. The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Honolulu Community College has made significant policy and procedural changes to meet the new WASC/ACCJC Standards for instructional programs. The Faculty Senate formed an Assessment Committee to assist the faculty in the development of Student Learning Outcomes (SLOs) for its courses and programs as well as provide guidance in formulating assessment methods and tools to measure the success of the SLOs. Course and Program SLOs have been completed and execution of the adopted assessment methods is continuing for each program.

HCC policy requires that each instructional program’s assessment results be published in an Annual Assessment Report. A report template has been created to ensure that
programs include sufficient information to reach meaningful conclusions. Assessment results will also be published in the Program Review Report which is required every five years. A Program Review template has also been created. In addition to learning outcome assessment results, both reports must include research data that demonstrate the efficiency of the program (e.g. cost per student), future viability of the program (e.g. job market demand), and other demographic data to ensure the needs of the community are met.

If a report reveals significant discrepancies, the report must include recommendations to the program curriculum that will remedy the condition. Recommended curriculum changes may be reviewed by the Advisory Committee, the Assessment Committee (new), the General Education Board (new), the Distance Education Committee (new), the Committee on Programs and Curriculum, and other constituencies that can assist the program in achieving the desired learning outcomes.

If a report reveals deficiencies that cannot be fixed internally with normal campus funding, recommended changes will be included in the Strategic Plan, the College’s primary planning and budget document that is forwarded to the University of Hawaii system including the Board of Regents. Based on mission priorities, new and recurring elements of the Strategic Plan will be prioritized by the College’s newly formed Planning Council which is made up of major campus constituencies.

All members of our campus community are confident that these new elements of the organizational structure along with the new policies and procedures will lead to a higher quality of instruction and better meet the needs of a wider range of students.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1. Descriptive Summary

Overview of Instructional Programs

HCC has 25 instructional programs. One program is Liberal Arts and the other 24 programs are vocational or now referred to as Career and Technical Education (CTE). All programs offer degrees and certificates. The Liberal Arts program offers a wide array of general education courses at the baccalaureate level. Liberal Arts majors earn a two year (60 credits) Associate in Arts degree and may enter UH Manoa and most institutions at the third year level.

The 24 CTE programs offer a wide array of professional options designed to meet the needs of the Hawaii workforce. Most CTE programs’ curricula have been certified by professional technology or trade societies. Six of the CTE programs offer courses at the baccalaureate level where a two year Associate in Science (A.S.) degree can be earned.
The other CTE programs offer highly technical courses to satisfy professional requirements, but the credits are not normally transferable to a baccalaureate level program. Students of these programs may earn a two year Associate in Applied Science (A.A.S.) degree. Most CTE programs also offer certificates after one or two semesters of study. There are seven different levels of certification that can be earned.

An Associate in Technical Studies (A.T.S.) Degree can also be earned through a customized program of study from two or more existing approved programs. The objectives of the A.T.S. degree must clearly show that the specialized training is in demand for at least a limited number of employees. [HCC Catalog 2005-2006, pp 57]

**HCC Mission**

HCC’s Mission Statement was recently revised and approved in August 2005. The mission and the goals to support the mission are discussed in Standard 1.A of this self study report. [HCC Mission Statement]

Underlying the Mission of the College are its Core Values. As a learning centered institution, Honolulu Community College continually strives to reach the highest levels of quality in its academic, student and administrative programs and services through ongoing analysis, assessment and improvement. Our institutional core values are at the heart of everything we do:

- Student-Centered Philosophy
- Respect
- Quality/Excellence
- Community

These core values are prominently displayed in the heading of each HCC web page. [HCC Core Values]

All of HCC’s instructional programs, regardless of location or means of delivery, address and meet the mission of the College. The Annual Assessment Report as well as the Program Review Report must verify that the program’s mission is compatible with the mission of the College. The report templates require that the mission of the College be stated at the beginning of each report followed by the program’s mission. This allows for an easy comparison of the two mission statements.

The College has no program that operates independently off campus. Similarly, there is no independent distance education program. All distance education courses are also taught as traditional lecture courses and therefore fall under the Annual Assessment and Program Review requirements that must verify the program’s mission.

**II.A.1. Self Evaluation**
The mission of each program is reviewed during the Annual Assessment and Program Review where the resulting reports include both the HCC mission statement and the program’s mission statement that can be easily reviewed for compatibility. However, the Annual Assessment and the Program Review process are relatively new and therefore will require a specific effort in the evaluation process to ensure the program’s mission is compatible with the College’s mission.

II.A.1 Action Plan

Continual review of the Annual Assessment and Program Review reports for mission compatibility.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

II.A.1a. Descriptive Summary

Educational Preparation

HCC makes every effort to meet the varied educational needs of its students through programs consistent with their educational preparation. HCC has an open door policy where anyone over 18 years of age can apply. New students who have not taken college English or math courses must take placement tests to determine their level of math and English competency. Because many applicants fall below the college entrance level requirements, HCC has implemented a highly structured sequence of English and math courses that will bring the student up to the college entrance level. The English sequence is shown in **Figure II.A.1a-1** and the Math sequence is shown in **Figure II.A.1a-2**
The College Skills Center provides a special learning environment for students coping with introductory math and English. The Center provides instructors, tutors, and computers with special software to assist the student in becoming responsible self-
directed learners. [College Skills Center] The Center has established a new tutoring program that has proved very successful. Over 20 faculty and staff members have volunteered their services to provide free tutoring. [Faculty/Staff Tutoring]

HCC also receive many foreign students from Asia and the Pacific islands whose English skills are not at the college entrance level. Figure II.A-3 shows the sequence of courses used in the English as a Second Language (ESL) program. [ESL Program]. Research revealed that Hawaii as a whole has a large foreign population of Asian and Pacific Islanders who are seeking to improve their English. To meet the demand, the College established the Honolulu English Language Academy (HELA). HELA provides non-credit ESL courses leading to certificates for each level the students complete. [HELA]

![Figure II.A-3](image)

English For Non-Native Speakers

Non-credit Courses

- Introduction To College English (ICE)
  - ICE 1
  - ICE 2
  - ICE 3
  - ICE 4
  - ICE 5
  - ICE 6

Honolulu English Language Academy (HELA)

Credit Courses

- English As A Second Language (ESL)
  - Level 1
    - ESL 1 (3)
    - ESL 3 (9)
    - ESL 4 (3)
    - ESL 7 (3)
  - Level 2
    - ESL 11 (3)
    - ESL 13 (9)
    - ESL 17 (3)

Elective Courses

- ENG 60
- ENG 22
- ELI 1 (3)
- ELI 2 (5)
- ELI 3 (3)
- ELI 4 (5)
- ELI 5 (2)

Notes on courses:

- ELI 1: Listening Comprehension and Vocabulary Development I (telecourse - Crossroads Cafe)
- ELI 2: Listening Comprehension and Vocabulary Development II (telecourse - Crossroads Cafe)
- ELI 3: Listening Comprehension and Vocabulary Development III (telecourse - Connect With English)
- ELI 4: Listening Comprehension and Vocabulary Development IV (telecourse - Connect With English)
- ELI 5: Directed Lab for HELA

Figure II.A-3
Because of the unique cultural demographics of Hawaii, the College has currently maintained a Native Hawaiian Center since Fall 2002. The Native Hawaiian Center is Title III federally-funded and designed to assist in the educational processes of Native Hawaiian students. The program establishes three main area goals for Native Hawaiian students: college readiness skills, program retention, and transition into higher education or the workplace. The Native Hawaiian Center houses faculty, student tutors and peer mentors, a computer laboratory, and a cultural assembly area. The Center expands the appreciation of the Hawaiian culture to students, the college, and the community. An additional NHCTEP grant provides special support to Native Hawaiians who major in technical-occupation programs. [Native Hawaiian Programs]

**Student Learning Needs Related to the Demographics and Economy of its Communities.**

HCC maintains its awareness of changing community needs through the Bureau of Labor statistics and other Institutional Research (IR) data provided by the College’s Management Information and Research (MIR) office and the UH system’s IR Cadre. During this latest accreditation cycle the College has adjusted to the changing economic demographics and offered new courses and new programs to meet the State’s workforce demands.

The Computer, Electronics, and Networking Technology (CENT) program was developed in response to the explosive growth of the Internet. In the development of the program, the College established partnerships with Cisco Systems Inc., Microsoft and other companies which provided instructor training, curriculum, and laboratory equipment. The CENT program has successfully grown beyond expectations. In January of 2004, WASC/ACCJC approved a Substantive Change Request for a three year Advanced Professional Certificate beyond the two year AS degree. The College is now seeking approval and funding from the Board of Regents to establish a four year bachelor’s degree program. [CENT Program]

The successes of the CENT program lead to the realization that there was a growing demand from established profession technicians to learn advancing technologies and gain the related certification. HCC initiated the non-credit establishment of the Pacific Center for Advanced Technology Training (PCATT). Although HCC remains as the administrative headquarters and offers most of the courses, PCATT has evolved into a UHCC consortium with training offered all the community colleges within the University of Hawaii system. The technology courses offered are wide and varied and many include cutting edge technology. In keeping with its philosophy of bringing new training opportunities to its technology customers, PCATT introduced more than 30 new courses this past year. This requires constant monitoring of an evolving and changing advanced technology market.

PCATT has established partnerships with technology giants such as Cisco, Microsoft, Oracle, Red Hat, Sun Microsystems, and others. These partnerships insure that PCATT’s
customers are trained in the latest industry technologies and use the most recent training materials developed by the industry. HCC is an authorized VUE Testing center for certification examinations; therefore, HCC/PCATT students are able to take the training as well as the examination for certification at the College. [PCATT Program]

Another example of the College reacting to the needs of the community is its response to the demands of the construction industry. When the state realized that up to 8,000 construction workers would be needed within six years, the College reacted quickly to allow expansion to its existing Apprenticeship/Journeyworker program. In addition U.S. Department of Labor grant was approved for the creation of a Construction Academy that provided Running Start training for high school students. The College manages the program and provides quality control of the instruction which is provided by the Department of Education. [Apprenticeship Program]

To meet the needs of the growing aviation industry, HCC formed a partnership with the University of North Dakota (UND) Aerospace Center to institute the Commercial Aviation (AVIT) program. The program provides students with the opportunity to obtain training and certification leading to a career as professional pilots with commercial air carriers. The five semester program offers an AS degree and also prepares students to continue in aviation academic fields to obtain a baccalaureate degree from UND. [AVIT Program]

The Marine Education and Technical Center (METC) recently formed a partnership with the Polynesian Voyaging Society (PVS). This partnership will enable HCC students to study traditional Polynesian canoe building and voyaging as the METC provides a full time home and repair facility for the Hokule’a, the Hawai’iloa and other canoes built and maintained by the PVS. The PVS will use HCC’s METC spaces for meetings, formal classroom and dockside study, crew training, youth programs, and a variety of other learning opportunities. [METC Program]

When a major bank and the largest automotive dealership in Hawaii were seeking to upgrade high school automotive training, our Chancellor intervened and demonstrated that HCC could provide National Automotive Technology Education Foundation (NATEF) training and well as offer NATEF certification exams. A complex agreement for a summer academy was established where high school students take our introductory Automotive Maintenance Technician (ATM) program courses and work half time as dealership interns, all funded through the bank and the automobile dealership. [ATM Program].

The programs described above were examples of this college’s rapid response to the needs of the community that were implemented since the last accreditation self evaluation. In all, HCC has CTE programs that demonstrate HCC’s ability to meet the diverse technical demands of the state. [HCC Catalog 2005-2006, pp 58]
Research Data

HCC used a wide variety of research data in the creation of all new programs. A primary source of data is collected from Hawaii’s Department of Labor and Industrial Relations (DLIR). The DLIR has a particularly useful data search engine titled the Workforce Informer that gives projections of State workforce requirements.

HCC’s Management Information and Research (MIR) office is part of the UH System organization known as the UH Institutional Research (IR) Cadre. This body creates a wide variety of Management and Planning Support (MAPS) reports. These reports include:

- Course Registration Reports
- Degrees and Certificates Earned
- Fall, Spring, and Summer Enrollment Reports
- High School Background of First-Time Students
- Professional-Clerical Ratio Report (Fiscal Year)
- Transfer Patterns of Undergraduate Students

HCC’s MIR office also collects data and produces an annual Program Health Indicators Report for each of the College’s programs. They include numeric measures to determine if the program is maintaining the necessary levels of demand, efficiency, and outcomes. Programs with poor health indicators are analyzed to determine how a program can be adjusted to improve its health. In the recent past, two such programs, Communications Arts and Architectural Engineering, and CAD Technologies were adjusted and returned to a healthy status.

In the future, HCC’s method of assessment will change by performing Program Reviews and Annual Assessments where analyzing assessment results of learning outcomes will be a primary task. During the summer of 2005, the Chancellors of each community college agreed on a common data set of 27 items that would be provided to the programs to assist in their Annual Assessments and Program Reviews.

II.A.1.a. Self Evaluation

The recent UH System agreement to adopt a common Institutional Research data set of 27 items will help to analyze a program’s successes and deficiencies. However, it is expected that the data set will need to change as the Assessment and Program Review cycle matures. Program administrators will be the first to detect these deficiencies and should request the needed changes.
Although analysis of IR data has been important in the decision to make changes to a particular programs curriculum, the self evaluation process found that most changes came from the faculty after consultation with industry leaders including those who were members of the program’s advisory council. Most programs formally meet with their advisory councils at least once each semester to discuss changes in the industry that may necessitate changes in the curriculum. Thereafter, most program administrators maintain continual contact with these industry leaders. During the summer break some faculty members are employed or act as consultants in their specialty field. Consequently, program administrators are keenly aware of new changes affecting the industry.

Although research data remains important in determining the creation of new programs, the self study investigation revealed that the creation of new programs was due primarily to the dynamic efforts of HCC’s Chancellor, Ramsey Pederson. The Chancellor keeps well informed regarding cutting edge educational programs related to industry needs. He is a member of many high level councils composed of educators, government, and industry leaders throughout the United States. Through these contacts he has established key partnerships vital to the success of any new program. As an example, in order to implement the Construction Academy, the Chancellor spent over a year in negotiations with the Department of Education (DOE) Superintendent, the DOE Superintendent of Curriculum and Programs, the State Department of Labor, the construction union’s Apprenticeship supervisor, key State legislators, CORD, and the US Department of Labor.

The Construction Academy is just one example of a program where the Chancellor has been personally involved. The successful implementation of all of the new programs listed above is due to his extraordinary leadership efforts.

II.A.1.a. Action Plan

The new 27 element research data set provided to the programs for use during the Annual Assessments and Program Reviews will have to be closely monitored to ensure the data is of sufficient quality and quantity necessary for accurate Program decisions.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

II.A.1.b. Descriptive Summary

HCC uses a variety of high tech, state of the art delivery systems to meet the needs of the student. Many classrooms are permanently equipped with overhead projectors linked to a computer and DVD/VCR that allow the instructor to present material in a variety of formats. For classrooms without permanent installations, the Education Media Center (EMC) provides portable projectors and lap top computers. EMC also has a modern video studio where cable TV distance education courses can be taped.
Computer Laboratories
Programs that require computers for their courses have complete computer laboratories equipped with overhead projectors, scanners, and printers. All HCC computers are linked to a local area network with access to the Internet. The network server provides e-mail and disk space for personal files as well as space for each student’s personal Web site. Most computer laboratories are equipped with 25 recently purchased computers with the latest software tailored for the unique requirements of the program. HCC has more computer laboratories and computers than any other institution of its size. There are 49 separate computer laboratories and over 700 computers for a student population of 4000.

Technical Facilities
Most HCC CTE programs have state-of-the-art technical facilities that provide the needed hands-on training necessary for the student to achieve industry certification. For example, the Commercial Aviation (AVIT) program has four aircraft, three single engine and one twin engine aircraft. Each is equipped with the latest navigation equipment including GPS avionics. The program also has a sophisticated Frasca flight simulator that provides the needed simulated flight instrument training. [AVIT Program]

The Aeronautics Maintenance Technology (AERO) program facility has a variety of fixed wing and helicopter aircraft, including a complete DC-9 passenger aircraft donated by Hawaiian Airlines. These aircraft provide the needed hands-on experience of repairing modern aircraft, including repair of avionics, airframe, and engine systems. [AERO Program]

The Automotive Technology (AMT) program facility has a modern state-of-the-art repair shop equivalent to that found in many automotive dealerships in Honolulu. The program has equipment to repair any mechanical or electrical component of the automobile. [AMT Program]

The Auto Body Repair and Painting (ABRP) program facility has all the modern equipment including frame repair and an OSHA approve modern paint booth. [ABRP Program]

The Small Vessel Fabrication and Repair program holds its classes in the Marine Education and Training Center (METC) located on Sand Island, Oahu. The METC is located on Keelhi Lagoon and is a state-of-the-art training facility. It features four large work bays to allow work on vessels up to 45 feet, a concrete pier equipped with two cranes to allow work on vessels in the water, finger piers for removing vessels from the water employing a marine straddle-lift, as well as classroom, laboratory, and office space. The METC ranks as one of the premier marine training facilities in the United States. [METC Facility]

Distance Education
The College offers over 30 separate distance education courses. They are delivered in three different ways: on-line over the Internet, cable television, or a combination of cable and online. Most cable TV courses also provide video tapes or DVD disks to allow
students more flexibility in their schedule. The Faculty Development organization has facilitated courses in Web design including interactive Web methods, such as Web CT, that allow on-line interaction between students and instructor. [Faculty Development DE]

For some courses the IT division has provided special software and hardware that allows the instructors to video stream their lecture over the Internet.

Most of the distance education courses have been developed and are taught by the instructors who previously taught the course for several years by traditional classroom delivery. This insures that the content and sequencing of material are of a proven quality and integrity is maintained.

Presently, there is no program that offers a degree solely delivered by distance education means. However, because of existing General Education articulation agreements, a student seeking an Associate in Arts degree can take a majority of their courses via distance education from any of the colleges within the UH System. Overall, the UH Community Colleges offer over 130 General Education courses by distance education means. [UHCC.e-learn Distance Learning]

All distance education course must go through a rigorous review before they are approved for delivery. A DE course must first be reviewed and approved by the Distance Education Review Board before it is forwarded to the Committee on Programs and Curriculum (CPC). The DE Review Board ensures that the policies outlined in the ACCJC Distance Education Manual [ACCJC DE Manual] and as outlined in the HCC Curriculum Handbook [HCC Curriculum Handbook] are followed. Review procedures are similar to the review of any other course, but emphasis is placed on maintaining content integrity, assessment integrity, and support service access. (See Standard II.2 below for more on the Curriculum review process of distance education courses)

II.A.1.b. Self Evaluation

The computer and other technical facilities appear to be more than adequate to deliver the diverse technical curriculum the College offers. The results of a recent Technology Survey appear to confirm that. Over 74% of those that have used the College’s laboratory computers say that our computer facilities are good to excellent and 92% said they were fair to excellent.

The Technology Survey also revealed that half of those who took a Web distance education course only 9% thought the course was poor. Less than 9% of those in vocation programs felt that shop tools and shop equipment were poor. [Technology Survey]

All instructional programs will conduct an Annual Assessment or Program Review during the 2006 spring semester. Deficiencies in delivery methods, including technical facilities, should be revealed in these reports. At this writing three instructional programs have completed their Program Reviews. One of the Reviews described the need for video taping certain shop procedures for absentee students and other students who wanted
to review the procedure again prior to an exam. (See Standard II.A.2 below for a further description of the completed Program Reviews)

II.A.1.b. Action Plan

HCC meets the standard. No action required.

II.A.1.c. The institution identifies student learning outcomes for course, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.1.c. Descriptive Summary

With the exception of one program, HCC has identified Student Learning Outcomes (SLOs) for all of its courses and for all of its programs. These SLOs can be found in the HCC on-line catalog. [HCC Catalog 2006-2007] The program SLOs are assessed each year during the Annual Assessment and again during the Program Review conducted every 5 years. Each program will be provided with at least 27 sets of research data by the UH system IR Cadre and our own Management Information and Research (MIR) department. The assessment results are analyzed for weaknesses in the program and a list of corrective actions are published in the reports. [Annual Assessment Report Template] [Program Review Report Templates] Part of this analysis will be performed by the Assessment Committee who will assist the programs in identifying weak areas and make recommendations regarding follow-on actions. If it is found that there are weaknesses in the curriculum, the curriculum will be adjusted and a curriculum change proposal will be forwarded to the Committee on Programs and Curricula (CPC). If it is found that weakness in the program cannot be corrected internally because of funding shortfalls, a funding request will be included in the Operational Budget or the Strategic Plan for review by the Planning Council. The Planning council assigns priorities to each funding request and forwards it to the Chancellor. The finalized prioritized requests will be forwarded to the UH system Vice President for Community Colleges, the BOR, and the State legislators. (See Assessment/Program Review Flow Diagram in Standard II.A.2 below)

The only program that has not created SLOs for its courses is the Apprenticeship program. This is because the Apprenticeship section of the Department of Labor oversees the program while each training program (trade union) provides the curriculum and course outlines. The training program (trade union) also recommends the instructors for each course and HCC normally hires the instructors recommended. The Apprenticeship to Journey worker training has a long standing tradition and HCC has decided to continue with this successful methodology until more discussions can take place regarding assessment activities.
II.A.1.c. Self Evaluation

Although the Assessment structure is in place, and it appears that it will meet our needs, it is relatively new and not mature enough at this point in time to conclude that it will function as intended. The Annual Assessment will be conducted by most programs during the spring 2006 semester as well as six Program Reviews. The resulting reports should reveal the success or failure of the newly established Assessment process.

To date, three instructional programs have completed their Program Review. All three have stated that they have achieved their program’s learning outcomes. (See Standard II.A.2 below for a further description of the completed Program Review results)

II.A.1.c. Action Plan

The Assessment structure and its process must be monitored to ensure it is functioning as intended. The Annual Assessment and Program Review reports must be reviewed at the end of the 2006 spring semester to determine if changes should be made before the fall 2006 semester.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and precollegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2. Descriptive Summary

HCC has taken major steps to assure the quality and improvement of all credit and non-credit courses and programs it offers. In 2003 the Faculty Senate Executive Committee (FSEC) established an Assessment Committee to assist faculty members in the development of Student Learning Outcomes (SLOs) for their courses and programs as well as provide guidance in formulating assessment methods and tools to measure the success of the SLOs. Committee members and other key faculty members attended assessment training workshops and seminars in order to establish a core of knowledgeable faculty members. Using this core the Faculty Development Committee offered a series of workshops on how to write course and program SLOs and how to determine the best type of assessment tools to be used for their courses and programs.

The results of these efforts have been very successful. All courses and programs, both credit and non-credit, are now described by their SLOs. Assessment methods have been identified and all programs will undergo a self assessment process during the 2006 spring semester.

Annual Assessment
Major policies and procedures have been established to implement program assessment. HCC policy requires that each instructional program, both credit and non-credit, provide an Annual Assessment Report describing the results of the assessment activities that have occurred during the academic year. Although it is required that the report contain many sets of data, crucial to the report is the confirmation that students are achieving the expected learning outcomes. If they are not, the report must identify the suspected area of weakness in the program, followed by the proposed curriculum change or other actions that will strengthen the weakness. Proposed curriculum changes will be forwarded to the Committee on Programs and Curricula (CPC) for approval, and then to the Planning Council if the changes require additional costs. The flow diagram in Figure II.A.2.1 shows the responsible committees and their required actions in the assessment process.

It is possible that the Annual Assessment Report may reveal potential weaknesses leading to deterioration in the quality of the program even though SLOs are being achieved. Some examples are: new technology advancements are not included in the curriculum; shop requires new equipment to meet advancing industry standards; numbers of qualified instructors in the lecture pool are decreasing; applicants for the program are declining; etc. The report must include recommended actions to overcome these potential weaknesses along with the estimated costs of these actions. These costs will be included in the program’s budget request and if necessary inclusion in the Strategic Plan to be approved by the Planning Council. (See Flow Chart below)
Research Data
As indicated above, just because students are achieving the established learning outcomes does not necessarily mean the future quality of the program can be maintained. Accurate and timely Research Data must be provided to the Program administrators in order for them to properly evaluate the future status of their Programs. HCC’s Management Information and Research (MIR) office is part of the UH System organization known as the UH Institutional Research (IR) Cadre. In the summer of 2005 the Community College Chancellors agreed to a common set of research data that will be provided to each program. The data set is quite extensive (27 separate data sets), and should provide the Programs with enough information to determine the job market demand and the cost efficiency of running the running the program.

Program Review
Both instructional and non-instructional programs are required to conduct a Program Review every three to five years. Although the Program Review requires gathering more information, the Program Review is very similar to the Annual Assessment and requires similar responses in the report. Instructional programs will therefore use the data collected during the Annual Assessment cycles for inclusion in Program Review Report. Flow of the Program Review process is the same as the Annual Assessment as shown in Figure II.A.2.1 [Program Review Report Templates]

II.A.2. Self Evaluation

HCC has taken major steps to ensure the quality of instruction is maintained. Student Learning Outcomes have been identified for all credit and non-credit courses and programs. Assessment tools are in place and an Annual Assessment will be performed by each program during the 2006 spring semester. In addition, four more programs will conduct their Program Review.

At this writing, three programs have completed their Program Reviews:

- Automotive Technology (AMT) [AMT Program Review]
- Sheet Metal and Plastics Technology (SMP) [SMP Program Review]
- Fire and Environmental Emergency Response (FIRE) [Fire Program Review]

These three programs used a variety of assessment tools to determine if their students were achieving the learning outcomes. AMT used accumulated grades from each lesson area as well as observations of their work habits and laboratory work. SMP used exit statistics and personal contact with employers. The FIRE program relied on employer feedback. All three programs had determined that their students had achieved their learning outcomes. All the programs commented on their close relationship with employers, many who are on their advisory council, who gave direct feedback on the
quality of their graduates. All programs stated that 100% of their students was employed after graduation. SMP students are in such high demand that most students leave the program after earning their one year certificate.

It is surmised that some would criticize the three programs for not implementing more direct methods of assessment. However, the assessment of SLOs is a relatively new process and it will take more time and training by the Assessment Committee to determine the optimum methods of assessment for each program. The Assessment Committee has stated they will assist each program as they conduct their Annual Assessment during the 2006 spring semester.

II.A.2. Action Plan

The Assessment Committee will assist each program to determine the optimum method of assessment as they conduct their Annual Assessment during the 2006 spring semester.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

II.A.2.a. Descriptive Summary

The evaluation of existing courses and programs is performed through Annual Assessments and Program Reviews as described above in Standard II.A.2 section. If these evaluations determine that a curriculum change is required, the change proposal must be reviewed and approved by the Committee on Programs and Curricula.

To ensure the highest quality of instruction is maintained, all new or revised credit courses and programs must follow establish procedures and be reviewed by two curriculum committees. These established procedures are outlined in the HCC Curriculum Handbook. A course change proposal must be submitted whenever there is a change in a course’s title, description, prerequisites, or Student Learning Outcomes. The handbook requires specific forms be completed to ensure that the proposal is submitted with sufficient information to make an informed decision. The proposal must include a statement on the impact the change will have on other courses and the program as a whole. A change to more than one course in a Program is considered a change to the Program and will be reviewed to determine the impact on the Program SLOs.

Change proposals are first reviewed by the Division Curriculum Committee (DCC), and then the campus-wide Committee on Programs and Curricula (CPC). Both committees ensure that Student Learning Outcomes (SLOs) will meet the stated goals and fall within the program’s mission. The committees also review the SLOs and course content to ensure that the depth, breadth, and rigor are maintained at college level standards. When several courses are changed to modify a Program, the committees review the sequencing
of courses to ensure that adequate prerequisite preparation is achieved. Most programs are expected to achieve their degree goals within two years and certification goals within one year or less. Most Programs require 60 credit hours for a degree which averages to 15 credit hours each semester. These credit hour requirements are within the norms of higher education. [HCC Curriculum Handbook]

The three flow diagrams below show the curriculum approval process. Figure II.A.2.2 shows the process for new programs or major changes. Figure II.A.2.3 shows the process for minor changes in the technical programs, and Figure II.A.2.4 shows the process for minor changes involving general education.

Note that all flow diagrams show that the Distance Education Board first reviews all distance education courses before they are reviewed by the DCC and CPC. How the board functions to maintain the quality of DE courses is outlined in Standard II.A.2.d below.

![Flow Diagram](image)

Figure II.A.2.2
Note that in Figure II.A.2.4 the General Education Board provides another level of review before it goes to the DCC and CPC. This board is a very structured, disciplined committee and ensures the highest quality achievable. See Standard II.A.3 below to learn how this board functions.

The faculty controls all curricula at HCC. The DCCs and the CPC are subcommittees of the Faculty Senate Executive Committee (FSEC). DCC members are elected by their respective divisions and the CPC members are appointed by the FSEC Chair in consultation with the Vice Chancellor for Academic Affairs. Faculty members of theses
committees are the only voting members. Most courses were created by the same instructor who teaches the course. As long as course SLOs are met, academic freedom allows the instructor to deliver the course in the manner that best fits his or her teaching style.

II.A.2.a. Self Evaluation

The review and approval process of programs and courses has been established at HCC for many years and has proven to be a very successful method in maintaining instructional quality. The faculty clearly has a central role for establishing quality and improving instructional courses and programs.

II.A.2.a. Action Plan

The standard has been met. No action is required.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competence levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

II.A.2.b. Descriptive Summary

The role of the faculty in curriculum development is addressed in Standards II.A.2 and II.A.2.a above. During the past three years faculty members have been creating SLOs for their courses and programs. The Faculty Senate Executive Committee appoints only experienced faculty members to the Committee on Programs and Curricula, the primary body that ensures curriculum quality.

Advisory committees play a major role in the development and assessment of HCC’s programs. Each CTE program has an advisory committee where most members are prominent, successful citizens who are genuinely interested in the quality of education. The names and organizations of the advisory committee members are listed in the catalog under each program description. Members are often practitioners in the applicable trade and many are successful business owners who often hire the program’s graduates. Most committees meet each semester, some more often. In each of the recently completed program reviews (See standard II.A.2 above) there were statements regarding the important role they had played in curriculum development. Two of the advisory committees had assisted in the development of the programs learning outcomes and also suggested possible assessment methods that could be used.

Assessment of outcomes was addressed in Standards II.A.2 above. Assessment activities conducted during the year are included in the Annual Assessment Report.
II.A.2.b. Self Evaluation

The role of the faculty in curriculum development including the identification of competency levels and learning outcomes was described.

Advisory committees have been essential in keeping the programs informed of new industry developments. Their active role in curriculum development has been essential in maintaining the quality of HCC programs. The three Program Reviews completed last spring all commented on the strong role their advisory committees played in the development of their curricula including the establishment of learning outcomes.

The assessment of learning outcomes was addressed in Standard II.A.2 above.

II.A.2.b. Action Plan

The standard has been met. No action is required.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

II.A.2.c. Descriptive Summary

This Standard was partially addressed in Standard II.A.2.b above where the Curriculum Handbook directs the Committee on Programs and Curricula to review a new program or program change to ensure the appropriate breadth, depth, and rigor are maintained at the appropriate college level, and that courses are appropriately sequenced with the proper prerequisites.

High Quality Instruction

As described previously, HCC has recently taken major steps to ensure the quality of its courses is maintained and learning outcomes are achieved. However, the true quality of education depends on the quality of the instructor and his or her capability to engage the student and deliver ideas in a clear and logical fashion. Ideally, each instructor is someone who is highly educated, loves teaching, and is willing to spend an inordinate number of hours in course preparation. To this end HCC and the UH System follow strict guidelines on the steps necessary for a faculty member to be hired, promoted and receive tenure. These steps are also part of the UHPA/BOR agreement.

All new applicants are first interviewed by a personnel screening board of experienced faculty who normally ask the applicant to give a five to ten minute lecture on a subject they may teach. Applicants hired for a tenured track position are placed on a probationary status for five years before they can apply for promotion and tenure. During that time they must apply to renew their contract each year. The application must include a self-evaluation report of their teaching performance for the previous year. Included in the
evaluation are student evaluations from each course taught. Also included are peer evaluations from classroom observations. The instructor is expected to comment on each criticism stated in the evaluations and state the action to be taken to improve the area of criticism. The instructor’s report is reviewed by the Division Personnel Committee, the Division Chair, and then the Vice President for Academic Affairs before it is forwarded to the Chancellor for final approval. Each review step requires comments on the instructor’s strength and weakness along with a recommendation to either terminate or renew the contract.

New instructors normally have a mentor assigned to them to provide guidance throughout the probation period. At the end of five years the instructor must apply for tenure and promotion or request an extension of the probationary period. This application requires more information than the previous annual reports and should include campus involvement such as committee participation as well as off-campus community service. The application is first reviewed by a panel of the divisions’ faculty and then by the Tenure and Promotion Review Committee composed of faculty members from HCC as well as faculty members from other community colleges in the UH System.

If awarded tenure and promoted to Assistant Professor, the instructor must wait three years before applying for the next promotion. The application must again include a self-evaluation that includes student and instructor evaluations as well as descriptions of campus and community involvement. Tenured full Professors are subject of a review every five years.

**Faculty Development**

Professional scholars realize that continuing education and self-improvement are life long pursuits. To assist in these pursuits, the HCC Faculty Development Committee, with members representing each division of the College, is dedicated to aggressively supporting the ongoing personal and professional growth of all faculty members. By providing information, training, forums, connections, and other support services and activities, the Faculty Development program vitalizes the faculty, strengthens the College, improves the quality of instruction, and helps the College better serve the community. Last year the committee offered over 60 training and educational activities. The committee also facilitates a website that offers an array of professional development and teaching assistance resources and links to other education related websites. In 2003, the committee received an Innovation Award from the National Council for Staff, Program and Organizational Development for the website. [HCC Faculty Development Website]

The committee members assess the professional development needs of the faculty each semester, plan and deliver activities in response to these assessments. Activities are often coordinated with other committees and offices at HCC to broaden the scope of delivering professional development activities to all HCC faculty and staff members. An evaluation form has been developed which is collected from attendees at activities. Improvements are made and future activities are offered in response to these evaluations. The
committee members establish the application criteria and distribution procedures for the yearly $10,000 provided by the College for faculty professional development, which generally includes attendance at local and Mainland workshops, seminars and conferences.

II.A.2.c. Self Evaluation

Every instructor must undergo an intense review process by their peers before being hired, promoted, and selected for tenure. This process ensures the high quality instructor who is capable of designing courses and curriculum that provides sufficient breadth, depth, and rigor at the appropriate level. The breadth, depth, and rigor of our programs may be reflected in student responses gathered in a recent student satisfaction survey:

“To what degree have class assignments challenged you to do your best work at this college?”

1. Extremely easy-------- 1%
2. ______________________ 2%
3. ______________________ 6%
4. ______________________ 23%
5. ______________________ 36%
6. ______________________ 22%
7. Extremely Challenging— 10%

The quality of instruction may be reflected in student responses to the following question:

“HCC instructor quality?”

Excellent............
Good............... 
Satisfactory........
Fair............... 
Poor............... 
NO.................

The high number of students who think that HCC provides high quality instruction, supports the anecdotal comments made by students who have often stated that HCC has the best instructors in the UHCC system.

II.A.2.c. Action Plan

The standard has been met. No action is required.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.
II.A.2.d. Descriptive Summary

This Standard was partially addressed in Standard II.A.1.b where it was made clear that in CTE programs where they teach hands-on skills using the latest high tech equipment in state-of-the-art facilities is a different mode of delivery and a different teaching methodology than the traditional lecture/lab delivery. Instructors in these high tech facilities must be highly skilled and well prepared to correctly, clearly, and safely demonstrate technical procedures.

The quality of distance education is a concern that the College has attempted to address. Note that the curriculum flow charts of Figures II.A.2.2-4 show that all distance education proposals are first be reviewed and approved by the Distance Education Review Board. The DE Review Board ensures that the policies outlined in the ACCJC Distance Education Manual, and as outlined in the HCC Curriculum Handbook are adhered to. Review procedures are similar to the review of any other course, but emphasis is placed on overcoming the weaknesses that are inherent in the distance delivery method. For example, the following is a partial list of the items the DE Board will investigate:

- The instructor has demonstrated that the web site or media production is of sufficient quality to replace classroom lectures and complies with ADA standards.
- For Internet courses the instructor has demonstrated that he or she possess the skills to maintain a web sight and make major modifications if necessary.
- Content delivery is maintained and SLOs can be achieved.
- Student-instructor interaction is maintained through “chat rooms” or e-mail.
- Exams can be proctored by a reliable facility.
- If required by the course, the instructor insures that students have access to an academic accredited library.
- Other student services such as the book store and counseling services are provided on-line or by telephone.

The DE Review Board also ensures that the DE Office provides adequate information on all DE courses through its Web site and Catalog. Students must be provided with information on the type of equipment, skill requirements, and other resources they must have to successfully complete the distance education course they are interested in.

II.A.2.d. Self Evaluation

Interviews with instructors that teach distance education courses reveal that they feel confident that quality is maintained and integrity issues can be controlled as they are in a traditionally delivered class. Although class size is restricted to the same limit as a traditional delivered course, instructors complain that they must spend at least twice the amount of time preparing and delivering a distance education course.
The recent technology survey revealed that less than 9% of students thought the distance education course they took was poor. The remaining students rated the courses fair to excellent. [Technology Survey]

II.A.2.d. Action Plan

The Standard has been met. No action is required.

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

II.A.2.e. Descriptive Summary

This standard was addressed in Standard II.A.2 above. HCC evaluates all courses and programs through an ongoing systematic review process. For instructional programs there are two reviews: the Annual Assessment and the Program Review which is conducted at least every 5 years. The Program Review requires a more in-depth analysis than the Annual Assessment but both review their relevance, appropriateness, achievement of learning outcomes, currency, future needs, and plans.

II.A.2.e. Self Evaluation

The Standard has been met, but at this writing, assessment activities are in their early stages and only three Program Reviews have been completed. By the end of the 2006 spring semester six more Program Reviews will have been completed and all instructional programs will have completed an Annual Assessment. Many programs are still trying to determine what assessment tools best fit their program.

II.A.2.e. Action Plan

The Assessment Committee will work closely with the programs to help them choose the optimum assessment methods.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

II.A.2.f. Descriptive Summary

This Standard was addressed in Standard II.A.2 and II.A.2.a above. The Annual Assessment and Program Reviews are systemic evaluation procedures that assess the achievement of each program’s learning outcomes. These assessment activities include both credit and non-credit programs. Reports from these assessment activities are
distributed to all pertinent constituencies as shown in the flow diagram of Figure II.A.2.1 above. If these reports recommend changes to the curriculum, they are forwarded to the CPC (via the DCC). If these reports recommend changes that require additional funding, such as new equipment or additional personnel, they are forwarded to the Planning Council.

II.A.2.f. Self Evaluation

At this writing the evaluation procedures are in its early stages of implementation. The Assessment Committee and other experts are working with the program administrators to determine the optimum assessment methods for each program. To date, three programs have completed their Program Reviews using a variety of assessment methods. Although the reports made it clear that students were achieving the program’s learning outcomes, the reports also revealed that programs need assistance from the Assessment Committee to establish assessment methods that will produce more definitive data.

II.A.2.f. Action Plan

The Assessment Committee will work with the program administrators to determine the optimum assessment methods for each program.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

II.A.2.g. Descriptive Summary

The policy and procedures guidelines for the Annual Assessment and the Program Review recommend methods of assessment including methods of eliminating test bias. The Faculty Development website is a primary source for reviewing various assessment methods including tips on how to make exams valid, reliable, and balanced. [Program Review Guidelines] [Faculty Development-Quizzes and Exams]

II.A.2.g. Self Evaluation

The guidelines include testing methods and verification to eliminate test bias. At this writing, however, not all programs have determined their assessment methods. The Assessment Committee will attempt to help each program to choose the best methods prior to their Annual Assessment to be conducted during the spring 2006 semester.

II.A.2.g. Action Plan

The Assessment Committee will assist each program to choose the proper assessment methods.
II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.A.2.h. Descriptive Summary

This standard was addressed in Standard II.A.2 and Standard II.A.2.a above. Every course, both credit and non-credit, have established required Student Learning Outcomes (SLOs). SLOs are described for every course in the on-line Catalog. Instructor syllabuses, distributed to each student, also include expected learning outcomes. Meeting these learning outcomes is the basis of grading each course.

Policies on the number of credits awarded are outlined in the Curriculum Handbook. The credits awarded to a course adhere to the universally accepted “hours of contact time” per week. Most courses are three credit hours per week. If a laboratory is part of the course, then one credit hour is normally added. The CPC attempts to determine if the SLOs are reasonably achievable within a three credit course.

II.A.2.g. Self Evaluation

During this last year the faculty made a concerted effort to establish course SLOs. This has resulted in all credit and non-credit courses having established SLOs. These can be reviewed in the on-line catalog.

II.A.2.g. Action Plan

The standard has been met. No action is required.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

II.A.2.i. Descriptive Summary

All programs have completed their program SLOs and at this writing they are attempting to determine the best assessment methods to use to validate those SLOs.

II.A.2.i. Self Evaluation

Program SLOs can be found in the Catalog and reflect the overall outcomes required for the student to receive his or her degree or certificate.

II.A.2.i. Action Plan

The Standard is met. No action is required.
II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3. Descriptive Summary

General education is taken very seriously at this College and throughout the UH System including the Board of Regents (BOR). The BOR Policy and Bylaws state: “It is the Board of Regents' policy that all University of Hawaii campuses offer a recognizable core of general education based on a philosophy and rationale that are clearly stated… At a minimum, general education introduces the content and methodology of the major areas of knowledge--the humanities, the fine arts, the natural sciences, and the social sciences.”

The BOR policy goes on to include competency in communication and quantitative skills, critical analysis of data and argument, and appreciation of cultural diversity. [Board of Regents Gen Ed Policy]

In 2002 a UHCC liberal arts task force met and developed competencies for written communication, mathematical/logical reasoning, global/multicultural perspectives, humanities & arts, social sciences, natural sciences, and oral communication. These competencies are the basis of today’s liberal arts SLOs [Liberal Arts Task Force Report]

HCC has developed a carefully considered philosophy that is stated in the catalog:

“Honolulu Community College believes in unlimited human potential. General Education is a process whereby lifelong learners grow and fulfill that potential. General Education support individuals in the quest to become whole, complete persons by encouraging development in areas such as thought, communication, ethical deliberation, creativity, feeling, empathy, adaptability, and awareness. General Education proves foundation skills necessary for successful living in the ever-changing, global environment.

In addition to encouraging uniqueness and personal development, General Education provides the commonalities which enable us to collaborate and achieve community. Indeed, as we face the challenges inherent in human existence, General Education is a key to solving the problems of survival for individuals, communities, nations, and the species.”

General education requirements for the Liberal Arts Associate in Arts degree are grouped into three main areas: Foundation, Diversification, and Focus requirements.

The Foundation requirement is intended to give students skills and perspectives that are fundamental to undertaking higher education. The student is required to complete a
Written Communication course, a Symbolic Reasoning course, and two Global & Multicultural Perspectives courses for a total of 12 credits.

The Diversification requirement is intended to assure that every student has a broad exposure to different domains of academic knowledge in order to aid students in realizing self-sufficiency, personal and professional fulfillment, and to be positive contributors to their community and world. Courses are grouped under The Arts, Humanities, Literature and Languages, Natural Sciences (which includes the Biological and Physical Sciences), and Social Sciences. The student must essentially take a course from each group for a total of 19 credits.

The Focus requirements identify four skills and discourses essential to General Education: writing; speaking; ethical analysis and deliberation; and Hawaiian, Asian, and Pacific issues. Any course in the curriculum may be identified as a Focus course if it meets the criteria and is approved by the General Education Board:

- Writing Intensive Focus courses are designed to increase a student’s writing proficiency. Two courses are required.

- Hawaiian, Asian, and Pacific Issues Focus courses are designed to increase a student’s understanding of Hawaiian, Asian, and Pacific issues and to foster multicultural understanding and respect. One course is required.

- Contemporary Ethical Issues Focus courses are designed to give students tools for the development of responsible deliberation and ethical judgment. One course is required

- Oral Communication courses designed to improve a student’s proficiency in oral communication. One course is required.

Students seeking a degree (A.S., A.A.S.) in a CTE Program are required to complete at least 15 units of General Education courses. Focus courses are not required, but there are Foundation and Diversification requirements similar to the Liberal Arts degree. The general education courses are grouped under the headings: Skills (writing and symbolic reasoning), Understanding the Natural Environment, Functioning Effectively in Society, Understanding the Social Environment, and Understanding and Appreciating World Cultures and Values.

General Education Board

All General Education core courses must be approved by the General Education Board before being approved by the Committee on Programs and Curricula. Each new course offered and each course applying for a Foundation, Diversification, or Focus designation must adhere to a strict set of guidelines to ensure the content meet the learning outcomes and “hallmarks” set for the course. Figure II.A.3.1 shows the structure of the Board which is made up of sub-boards for each area of study. Each proposed course must first
be approved by the sub-board(s) before it reaches the full General Education Board. [General Education Board]

The Board has also been given authority by the Faculty Senate to negotiate and make articulation agreements with other UH System institutions regarding any general education course. HCC, Kapiolani Community College, and UH Manoa reached an articulation agreement on all core general education courses. Unfortunately, UH Manoa’s Focus courses are only offered at the 300 and 400 level. Consequently, HCC Focus courses transferring to UH Manoa do not satisfy the UH Manoa Focus requirement.

II.A.3. Self Evaluation

The General Education Board clearly fulfills the Standard requirement of relying on the expertise of its faculty to determine the appropriateness of each course to be included in the general education curriculum. Also, the carefully considered philosophy shown above is also included in the catalog.

II.A.3. Action Plan

The standard is met. No action is required.

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.a. Descriptive Summary

As described in II.A.3 above, HCC’s diversification requirements include courses in each of the areas of the humanities, fine arts, the natural sciences and social sciences.

II.A.3.a. Self Evaluation
HCC meets the standard.

II.A.3.a. Action Plan

No action required.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.b. Descriptive Summary

The general education requirements for the Liberal Arts degree and the CTE degrees meet the requirements of this standard. The Writing Intensive courses included in the Focus requirements improve the students’ writing ability as well as improve his or her research skills while gathering information for the writing assignment. This research improves the students’ ability to acquire knowledge through a variety of means including the library, periodicals, and the Internet. Requirements for scientific and quantitative/logical reasoning are met in the Math/Symbolic Reasoning courses and the Natural Science courses. All degree programs require an introductory computer literacy course and the large number of computers available to the students allow them to complete their course work using word processing, spreadsheet, database management, Power Point, and graphics software.

II.A.3.b. Self Evaluation

The general education curriculum for the Liberal Arts degree and CTE degrees meet this Standard. Review of the data from the Community College Student Satisfaction Evaluation (CSSE) provides some insight into how HCC is meeting this Standard.

*To what extent has your experience at this College contributed to your knowledge, skills, and personal development in the following areas?*

<table>
<thead>
<tr>
<th>Area</th>
<th>Very Much</th>
<th>Quite a Bit</th>
<th>Some</th>
<th>Very Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring a broad general education</td>
<td>24%</td>
<td>46%</td>
<td>24%</td>
<td>6%</td>
</tr>
<tr>
<td>Acquiring a job or work-related knowledge and skills</td>
<td>31%</td>
<td>31%</td>
<td>25%</td>
<td>13%</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>20%</td>
<td>40%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>19%</td>
<td>38%</td>
<td>32%</td>
<td>11%</td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>20%</td>
<td>42%</td>
<td>22%</td>
<td>7%</td>
</tr>
<tr>
<td>Solving numerical problems</td>
<td>20%</td>
<td>39%</td>
<td>28%</td>
<td>13%</td>
</tr>
<tr>
<td>Using computing and information technology</td>
<td>27%</td>
<td>31%</td>
<td>28%</td>
<td>15%</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>27%</td>
<td>35%</td>
<td>29%</td>
<td>10%</td>
</tr>
<tr>
<td>Voting in local, state, and national elections</td>
<td>6%</td>
<td>11%</td>
<td>23%</td>
<td>60%</td>
</tr>
<tr>
<td>Learning effectively on your own</td>
<td>27%</td>
<td>40%</td>
<td>25%</td>
<td>9%</td>
</tr>
<tr>
<td>Understanding yourself</td>
<td>24%</td>
<td>34%</td>
<td>28%</td>
<td>14%</td>
</tr>
<tr>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td>21%</td>
<td>28%</td>
<td>29%</td>
<td>21%</td>
</tr>
<tr>
<td>Developing a personal code of values and ethics</td>
<td>15%</td>
<td>27%</td>
<td>39%</td>
<td>19%</td>
</tr>
<tr>
<td>Contributing to the welfare of your community</td>
<td>8%</td>
<td>16%</td>
<td>37%</td>
<td>39%</td>
</tr>
<tr>
<td>Practicing chosen career</td>
<td>20%</td>
<td>38%</td>
<td>48%</td>
<td>11%</td>
</tr>
</tbody>
</table>
To what extent has your coursework emphasized the following mental activities?

<table>
<thead>
<tr>
<th></th>
<th>Very Much</th>
<th>Quite a Bit</th>
<th>Some</th>
<th>Very Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorizing facts, ideas, or methods</td>
<td>24%</td>
<td>44%</td>
<td>27%</td>
<td>5%</td>
</tr>
<tr>
<td>from your courses and readings so</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>you can repeat them in pretty much</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the same form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing the basic elements of an</td>
<td>27%</td>
<td>46%</td>
<td>24%</td>
<td>4%</td>
</tr>
<tr>
<td>idea, experience, or theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesizing and organizing ideas,</td>
<td>21%</td>
<td>42%</td>
<td>32%</td>
<td>6%</td>
</tr>
<tr>
<td>information, arguments, or methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making judgments about the value or</td>
<td>21%</td>
<td>37%</td>
<td>33%</td>
<td>7%</td>
</tr>
<tr>
<td>soundness of information, arguments,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying theories and concepts to</td>
<td>22%</td>
<td>40%</td>
<td>31%</td>
<td>7%</td>
</tr>
<tr>
<td>practical problems or in new</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using information you have read or</td>
<td>27%</td>
<td>37%</td>
<td>29%</td>
<td>7%</td>
</tr>
<tr>
<td>heard to perform a new skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(The above survey data should be replaced by new survey data)

It appears that a very small percentage marked “Very Little”. And one could assume that “Some” could be marked by someone who only took one course that emphasized the attribute listed.

II.A.3.b. Action Plan

The standard appears to be met; no action is required.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

II.A.3.c. Descriptive Summary

HCC feels confident that each of the desired attributes listed in the standard are addressed within the wide array of general education courses that satisfy the Foundation, Diversification, and Focus requirements.

II.A.3.c. Self Evaluation

The results of the CSSE survey as shown in the previous standard give some insight as to the degree this College is meeting the standard. It appears that the weakest areas are “Voting in…elections” and “Contributing to the welfare of the community”. The other areas appear fairly consistent and the percentages marked in the “Very Little” column are relatively small.
II.A.3.c. Action Plan

A new student survey will be soon be published. The General Education Board will review the results to see if the weaknesses require adjustments to the curriculum. *(The above survey data should be replaced by new survey data)*

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

II.A.4. Descriptive Summary

Except for the Liberal Arts program, all programs at HCC are technical programs specializing in one focused area of inquiry. The Liberal Arts program requires students to take an interdisciplinary core of general education courses leading to an Associate of Arts degree. Courses completed must be at the baccalaureate level and conform to the Foundation, Diversification, and Focus requirements outlined in the Catalog. Liberal Arts graduates may enter UH Manoa as a Junior.

Liberal Arts majors may also take certain courses that will prepare them for particular majors at UH Manoa and the other colleges on Oahu: Business, Nursing, Education, and Social Work.

II.A.4. Self Evaluation

The College offers the community a wide array of disciplines to meet the diverse needs of this culturally diverse state. The campus is rightly proud of what we offer and the high quality in which we do it.

II.A.4. Action Plan

The Standard is met, no action is required.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

II.A.5. Descriptive Summary

HCC students completing vocational and occupational 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 applicable, they are also prepared for external licensure and certification. Many of the programs are certified by the same institutions that issue the licenses and certificates to HCC graduates.
The Automotive Technician Program (AMT) and each of its courses are certified by the National Automotive Technicians Education Foundation (NATEF). Certification by NATEF ensures that the program is in compliance with the requirements of the National Institute for Automotive Service Excellence (ASE) who dictate certification standards and issue certification licenses in eight separate areas of automotive repair.

The Auto Body Repair and Painting (ABRP) Program has adopted the I-CAR Education Foundation curriculum which is also certified by NATEF to ensure that it complies with ASE auto body standards.

The Aeronautics Maintenance Technology (AERO) facility is an approved aviation maintenance technician training facility operating under Federal Aviation Administration (FAA) Air Agency Certificate No. D19T087R with Airframe, Powerplant, and combined Airframe and Powerplant ratings. It is the only such school in the Pacific Basin. Each element of the AERO curriculum meets Federal Aviation Regulations (FAR) Part 147 and prepares the student to successfully complete the FAA certification examinations.

The Commercial Aviation Program (AVIT) is an approved FAA school (FAR Part 141). A combination of the Program’s ground school courses and flight instruction courses prepare the student to pass the FAA’s exams for a Private Pilot license, a Commercial Pilot license, and an Instructor Pilot license.

The Computing, Electronics, and Networking Technology (CENT) program, in conjunction with PCATT, is a Cisco Authorized Regional Academy, a CompTIA Training Center, and a Microsoft Regional Academy. The CENT curriculum prepares the student for several licensing exams: the Computer Technician A+ Certification (computer repair), the Cisco Certified Network Associate, and the Microsoft Certified Professional.

II.A.5. Self Evaluation

Most of the College’s technical programs are certified by the same institutions that award individual certification to the program’s graduates. Therefore, the program faculty feels confident that their curriculum adequately prepares the student for licensure.

There have been attempts by each of the programs to directly monitor licensure exam results of its graduates. Unfortunately, recent federal laws regarding privacy rights have prevented licensing institutions from revealing exam results including general, non-personal statistical information (e.g. percent of HCC graduates who have passed the licensing exam). Consequently, many programs perform a mailing survey of its graduates to determine licensure success. The Electrical Installation and Maintenance Technology (EIMT) Program achieves a very successful 80% response to its mail survey, but most others have been less successful with only a 10 – 20% response.

Some surveys have revealed that many graduates do not take the licensure exam because the employers don’t require it. For these employers the College’s degree or certification
is adequate proof of competency. Therefore many programs feel that if their survey reveals that graduates have acquired job in a related field, then their program is a success.

Many programs maintain close contact with industry leaders, where many are also on the program’s Advisory Board. These leaders are employers of many of the programs’ graduates and therefore provide direct feedback on graduate performance including licensure success.

II.A.5. Action Plan

All programs are in the process of developing assessment plans and assessment methods that will better measure the quality and success of its programs other than licensure success. These actions are planned to be completed during the spring semester 2006.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

II.A.6. Descriptive Summary

The HCC catalog describes each program’s certificate and degree requirements in terms of its purpose, content, course requirements, and expected student learning outcomes. (Learning outcomes are only published in the on-line catalog) Transfer of credit policy is included in the catalog.

According to the Curriculum Handbook, syllabus descriptions must include Student Learning Outcomes.

II.A.6. Self Evaluation

The HCC catalog meets this standard.

Although the Curriculum Handbook requires the inclusion of learning outcomes, many instructors may not be aware of the requirement since many SLOs have just recently been created for many courses.

II.A.6. Action Plan

The FSEC or the CPC must ensure that SLOs be included on the syllabus handout the students receive.
II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

II.A.6.a. Descriptive Summary

The HCC catalog states the College’s the transfer-of-credit policies. The Committee on Programs and Curriculum (CPC) recently modified its transfer-of-credit policy to ensure that Student Learning Outcomes (SLOs) are used as a basis of comparison between courses. Because accreditations standards require it, using SLOs to describe courses and programs will soon be used by all UH system colleges and most mainland institutions. Although each transfer request will be evaluated on a case by case basis, the general policy is to accept a course if at least 70% of its SLOs match a comparable HCC course. If the course is not described by SLOs, the course description or list of course competencies will be compared to the HCC course SLOs.

Discussions and negotiations on articulation issues within the UH System take place within the University Council on Articulation (UCA) [UCA]. However, other system articulation committees are authorized to meet and form agreements. HCC’s General Education Committee has been given authority to enter into negotiations with other UH system colleges. To ensure a seamless transfer of credit to UH Manoa, HCC and Kapiolani Community College agreed to accept UH Manoa’s General Education core courses. An articulation agreement was signed by the three institutions with Leeward Community College soon to be included in the agreement. This agreement allows immediate and unencumbered transfer of all Foundation and Diversification General Education courses. Unfortunately, it does not include HCC’s Focus courses because UH Manoa requires that all Focus courses be at or above the 300 level. [Articulation Agreement] [Articulated Courses] [UHM Focus Courses]

Recently there was a system wide Information and Computer Science (ICS) articulation meeting where an agreement was reached to articulate all common ICS courses. The three day meeting included rewriting the SLOs for eight ICS courses. The SLOs were the basis for the articulation agreement. [ICS Articulation Agreement]

II.A.6.a. Self Evaluation

Based on the changes to the Transfer Policy and the Articulation Agreements achieved, HCC feels that the standard has been met. It is unfortunate that UH Manoa would not agree to articulate lower level Focus courses from the Community Colleges, but the College remains optimistic that this may change in the future.
II.A.6.a. Action Plan

The Standard has been met. No action is required.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

II.A.6.b. Descriptive Summary

When programs are eliminated or significant changes are made to the curriculum, the Committee on Programs and Curricula (CPC) reviews the program’s transitional plans to ensure that there is minimum impact on the student. If a program is eliminated or the curriculum is significantly changed, an attempt is made to extend the existing second year curriculum for a year, or long enough to complete the onboard students without requiring additional courses. If it is not economically feasible to extend a year, and there are significant changes to a program’s curriculum, the CPC will review both the old and the new curriculum and determine if there are sufficient transitional prerequisite courses to allow the student to smoothly shift to the new curriculum without requiring an inordinate number of new courses. The CPC will require the program to account for the number of students who will be able to continue with the old curriculum and those that must shift to the new curriculum along with the additional courses they will be required to complete.

If it is not economically feasible to extend a program that is slated to be eliminated, students will be advised to transfer to another campus that offers a similar program, or change to another HCC program compatible with the student’s goals. [HCC Curriculum Handbook]

II.A.6.b. Self Evaluation

Interviews with the HCC counselors indicated that past program transitions were relatively smooth and most students were satisfied with their placement. When the Commercial Art and Graphic Arts programs were combined with a new curriculum and renamed Communications Art, most of the students were able to finish the original program. When the Commercial Baking program was eliminated, the students were able to transfer to the Food Service Program at either Kapiolani or Leeward Community College with minimum loss of credits. When the Machine Shop Program was terminated, many students transitioned to one of HCC’s other technical programs.

The HCC Curriculum Handbook sufficiently covers the procedures that must be followed and HCC meets the Standard. However, past experience has shown that it takes a dedicated effort by both the program faculty and the college counselors to ensure the transition takes place with minimum impact on the student.

II.A.6.b. Action Plan
HCC meets the standard. No action is required.

II.A.6.c. The institution presents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

II.A.6.c. Descriptive Summary

Until recently, there was no established, systematic formal review of the catalog and advertising materials produced by the campus. However, informally, the personnel who controlled inputs to the catalog and web site would only accept changes from designated program or administrative personnel. A list of these personnel was informally distributed.

The Faculty Senate Executive Committee (FSEC) recently tasked one of its subcommittees, the Committee on Student Affairs (COSA), to ensure that integrity is maintained in all campus publications and media advertisements. COSA has established procedure guidelines for integrity reviews which will be performed as a minimum every year. Negative findings will be brought to the attention of the FSEC who will take the appropriate action. [Integrity Policy and Procedures]

II.A.6.c. Self Evaluation

The first formalized review of publications and advertising material will take place during the spring of 2006 and be ongoing thereafter.

II.A.6.c. Action Plan

Although the structure is in place, the first formal integrity review has not been performed at this writing. The FSEC will need to appraise the first review to determine the effectiveness of the procedures.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

II.A.7.a. Descriptive Summary
The policy on Academic Freedom is outlined in the 2003-2009 Agreement between University of Hawaii Professional Assembly (UH System faculty union) and the Board of Regents. Under Article IV, “Faculty Professional Responsibilities…” the statement reads:

“In giving instruction upon controversial matters, Faculty Members are expected to set forth justly and without suppression the differing opinions of other investigators and in their conclusions provide factual or other scholarly sources for such conclusions. Faculty Members should be careful not to introduce into their teaching controversial matters that have no relation to their subject”. [2003-2009 UH Faculty Contract, pp3, pp16]

II.A.7.a. Self Evaluation


II.A.7.a. Action Plan

The Standard has been met, no action is required.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

II.A.7.b. Descriptive Summary

The policy on student academic honesty is found in the Student Conduct Code [Student Conduct Code] and is also included in the Catalog [Catalog, pp 9]. The code covers cheating and plagiarism, and gives several examples to clarify the terms. The instructor is given several options, including the option of failing the student in the course. If the student contests the instructor’s action, the incident is brought before the Dean of Student Services who will make a further investigation and determine the validity of the accusation.

II.A.7.b. Self Evaluation

The College meets the Standard.

II.A.7.b. Action Plan

No action required

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or
worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

II.A.7.c. Descriptive Summary

The College requires conformity to several specific codes of conduct that apply to administrators, faculty, staff, and students. They are outlined in the Catalog and include nondiscrimination and affirmative action; sexual assault and sexual harassment; illicit drugs and alcohol; tobacco use; lethal weapons; and copyright infringements. [Catalog pp 13] These subjects are also addressed in the Student Conduct Code [Student Conduct Code]

In accordance with the Federal Drug-Free Schools and Community Act of 1989 and the Drug-Free Workplace Act of 1988, the College annually distributes a newsletter notifying all faculty, staff, and students of the policies regarding alcohol and drug abuses.

The College does not have a code or policy to instill specific beliefs or world views.

II.A.7.c. Self Evaluation

The College meets the Standards

II.A.7.c. Action Plan

No action required.

II.A.8. Institutions offering curricula in foreign locations to students other the U.S. nationals operate in conformity with standards and applicable Commission policies.

II.A.8. Descriptive Summary

The College does not offer curricula in foreign locations.

II.A.8. Self Evaluation

Standard is not applicable.

II.A.8. Action Plan

No action required.