II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

II.B.1. Descriptive Summary

Through a college-wide collaboration of outreach and recruitment, HCC attract students of diverse backgrounds who are able to benefit from the College. In addition to participation in career and college fairs at high schools and in the community, HCC welcomes group tours on campus and hosts annual HS2HCC events showcasing programs and Counselor-on-Campus Day for the high school counselors. Additionally, at the program level, faculty make connections with their counterparts in the high school and provide outreach services to specific high school classes or groups of students. Information sessions on specific programs are held for prospective students [EVIDENCE].

With a focus on student access, progress, learning and success, support services and specialized programs assist students in achieving their educational goals. For assistance in registration, students who are new to college, attend New Student Registration Sessions where they learn about their program requirements and registration. To acclimate to HCC, new students are invited to New Student Orientation Sessions to tour the campus, learn about college resources and meet faculty, staff and other students. The Native Hawaiian Center provides a comfortable spot for students to connect with other students, learn about the Hawaiian culture, utilize the computer lab and get specialized tutoring. The Retention Specialist in the College Skills Center assists students in overcoming barriers to success in their beginning English and math classes. Program counselors visit students in the program classes to provide academic counseling, college success skills, registration updates and smooth passage to earning their degrees. Counselors are available to see students throughout the week and as generalist are cross-trained to provide assistance to students in all the programs. The Job Placement and Career Readiness Center provides job seeking skills for part time and full time jobs as well as job retention skills.

In the Spring 2005 Semester, under the leadership of their new Dean of Student Services, the various departments in Student Services met to design the program review process by which they would evaluate their adequacy in meeting student needs. The initial meeting
centered on defining program review for the faculty and staff by way of a Power Point presentation and flowchart created by the Dean of Student Services [Student Services Program Review Plan]. Ensuing meetings in the Spring revolved around redefining individual department’s mission statements. In addition, a program review cycle for Student Services was established to correspond with the start and end of the academic year. The stages in the cycle are as follows:

1. Develop and review mission statements.
2. Create strategic academic development plans.
3. Set annual process and outcome objectives.
4. Collect assessment data.
5. Evaluate data systematically.

The following student support units have been and are currently involved in ongoing evaluations of their programs. The original mission statements developed in Spring 2005 Semester for each unit are listed as follows:

Admissions:
The primary mission of the Admissions unit is to address the abilities, needs, and expectations of prospective students as they move from secondary to post-secondary education, from one post-secondary institution to another, or as they return from a period of non-enrollment to formal learning.

The Admissions unit uses surveys and evaluation forms to provide feedback and suggestions to improve and simplify the admission process for students. Students who are admitted but do not enroll are contacted. An evaluation form is given to students during a designated evaluation period to obtain feedback on the performance and effectiveness of the Admissions Counselor. In addition, participants of the Campus Tours, Counselors-on-Campus Day and Staff Training Days are asked to fill out a brief evaluation form to assess and continuously improve the program [EVIDENCE].

Counseling Services:
The primary mission of the Academic Counseling unit is to empower students to develop and attain college success strategies and the primary mission of the career counselor is to assist students through all phases of their career development. Individual and group counseling session are concluded with satisfaction surveys to assess the effectiveness of services. Both Academic Counseling and the career counselor have developed goals, objectives and student learning outcomes and are determining assessment instruments to measure effectiveness in meeting stated outcomes.

Career Services:
The primary mission of the College Readiness and Job Placement Center is to empower students to develop career development skills and personal responsibility. The Center coordinates services to aid students in seeking employment during college and after graduation. Evaluation of services is conducted in several areas. Students evaluate workshops on resume writing and interviewing skills at the end of each session. Two
years ago an online website [College Readiness and Job Placement Center website] was created to provide information on the Center’s services as well as to allow students access to online tutorials, student employment job opportunities, and off-campus job openings. This computerized system, which is continually being updated, was developed with mechanisms to evaluate its use and benefits to students.

Education Services for Distance Education (DE) Students:
The primary mission of DE is to offer commensurate educational services to assist distance learners to achieve their goals. Such services must be comparable to educational services provided to conventional learners and they must meet standards comparable to those of other institutional offerings.

Testing Services:
The primary mission of testing services is embodied in the mission of the College Skills Center, which is to support the HCC mission by providing warm and caring environment, which provides access to quality education and creates responsible self-directed learners. In the College Skills Center, where make-up and DE services are offered, satisfaction surveys are administered at the end of each semester to students using the testing room to verify whether the services offered meet students’ needs.

Native Hawaiian Career and Technical Education Program (NHCTEP):
The primary mission of the NHCTEP is to promote the academic and personal growth and development of students of Hawaiian ancestry. Information concerning NHCTEP is available on the HCC web page [NHCTEP website]. NHCTEP provides services such as academic tutoring, cultural activities such as the Imi Naau’ao lecture series and academic assistance such as the College Readiness Program which assists Native Hawaiian students in the successful completion of computer-assisted Math 24 and 25 classes using the Global Learning Network (GLN) technology in the Native Hawaiian Center Computer lab. Student surveys have been administered to students utilizing the program. [EVIDENCE]

Student Financial Aid:
The primary mission of the Financial Aid Office is to provide assistance in applying for and receiving state and federal aid in a student-friendly environment that is equally accessible to eligible students pursuing an education. The Financial Aid Office is also responsible for reducing the College’s cohort loan default rate and developing and implementing an outcomes assessment plan to include issues such as its program completion rate of students and improvement of student performance in payment of loans.

Student Health Services:
The primary mission of Student Health Services is to integrate individual health, education for health, prevention of disease, and public health responsibilities. The Student Health Services program responsibilities are undergoing changes. The new Dean of Student Services is planning on removing the health clearance component from the Health Office and making it a part of the Admissions Office’s responsibilities. In past
years the goals and objectives of the Health Office and Disability Services were assessed and monitored carefully despite the difficulties in obtaining statistical information easily.

Disability Services:
The primary mission of Disability Services is to ensure equal access for students with disabilities to all curricular and co-curricular opportunities offered by the College. Services for students with disabilities, along with quantitative and qualitative assessments are available on the HCC web page [Disability Access website]. A midterm evaluation of students receiving academic accommodations is completed through the College Skills Center. With the help of students and faculty, the program determines whether students are making satisfactory progress. Students showing deficiencies are notified of their status and provided an opportunity to meet with disability service providers or are referred to their academic counselor for assistance.

II.B.1. Self Evaluation

Student support services at HCC addresses the needs of students and maintains a supportive educational environment for students. While the student services units seem to be in varying stages of evaluation, they all are currently involved in the program review process to assess their effectiveness to try to improve their services and support of student learning. Based on current evaluations, changes are already taking place. Last semester, results of a survey of Testing Services indicated that students, especially distance education students, would like longer evening hours. This semester, the evening hours have been extended by one hour. Another improvement, based on recent surveys, was that the testing room is now separated from the intake room. This change makes the test room quieter so that the students can concentrate more on the exams.

II.B.1. Action Plan

- Student services units will work on reviewing their objectives and developing and implementing assessment instruments.
- Assessment data must be summarized and evaluated on a timely basis.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a. General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
• Names and Degrees of Administrators and Faculty
• Names of Governing Board Members

II.B.2. and 2.a. Descriptive Summary

The 2005-2006 catalog [HCC 2005-2006 Catalog] in general is clear, easy to understand, easy to use and well–structured. The catalog contains all but one of the required parts. The name, physical address, phone numbers, web site address, philosophy, and mission of the college are included, as are course, program, and degree offerings, academic calendars, and descriptions of program length. Available student aid, learning resources, names and degrees of administrators and faculty, and names of governing Board of Regents members are also included [Standard II.B.2 References]. An academic freedom statement is not contained in the current catalog. A statement [Draft Academic Freedom Statement] consistent with ACCJC Eligibility Requirement 12, however, is contained in Article IX of the 2003-2009 UH-UHPA Bargaining Agreement, a copy of which all faculty members have been provided [2003-2009 UH Faculty Contract].

Although the catalog as a whole is updated regularly and policy information is accurate and current, the lists of general education courses for the AS, AAS, and ATS degrees were found within the past year to contain numerous errors [General Education Errors in the Catalog]. Some of the same errors were also mentioned by students in the April 2005 Focus Group [2005 Student Services Focus Group Notes]. Some corrections were made prior to the printing of the current catalog, and other corrections are currently being made [October 2005 Interview with Jan Lubin].

II.B.2.b. Requirements

• Admissions
• Student Fees and Other Financial Obligations
• Degree, Certificates, Graduation and Transfer

II.B.2.b. Descriptive Summary

Detailed admissions information, tuition and other financial obligations of students, and degree and certificate requirements are explained in the catalog. Program descriptions indicate the degree(s) applicable to specific programs and the courses that meet the degree requirements. Both graduation requirements, which are generally based on program requirements, and transfer information are given in the Degrees and Certificates section of the catalog [Standard II.B.2 References].

II.B.2.c. Major Policies Affecting Students

• Academic Regulations, including Academic
• Honesty
• Nondiscrimination
• Acceptance of Transfer Credits
II.B.2.c. Descriptive Summary

Academic regulations are contained in a 16-page section of the same name in the catalog. Admissions, registration, and credits (including acceptance of transfer credits), grades, and examinations information is included. Academic dishonesty and grievance and complaint procedures are addressed in the Student Services section of the catalog with a reference to additional information available from the Office of the Dean of Student Services. Nondiscrimination and sexual harassment are addressed in the General Information section of the catalog, and refund of fees is addressed in the Tuition and Fees section [Standard II.B.2 References].

II.B.2.d. Locations or publications where other policies may be found

II.B.2.d. Descriptive Summary

All college-wide policies that directly impact students are either included or referenced in the college catalog. Policies relating to smaller and specific groups of students by major are distributed to students by the academic departments within the College. The catalog serves as a legal document between the College and students. When policy and programmatic changes occur, care is taken to ensure the rights of students and the obligations of the College that existed at the time the students enrolled at the college or in a program.

The college catalog is distributed without charge to all faculty, public and private school counselors, appropriate community agencies, UH System offices, and public libraries [December 2004 Interview with Harriet Miyasaki]. It is also available in the HCC Library and for purchase at the HCC Bookstore. It can be accessed online at the college web site [HCC Home Page], which is available to students, prospective students and the general public.

In addition to the catalog, college policies are available to students in printed form in appropriate locations on campus and upon request. The Student Conduct Code and Academic Grievance Procedures publications, which are too lengthy for inclusion in their entirety in the catalog, are available from the Office of the Dean of Student Services. The Student Conduct Code is also available in the HCC Library, as are the Affirmative Action Policy and the Copyright Policy. Additionally, the Student Conduct Code is accessible on the college web site. The Summer/Fall and Spring Schedule of Classes booklets also contain a section of “Important College Policies” [Standard II.B.2 References], and these booklets are available to students at no charge and on the College web site. The Schedules of Classes are also available at the HCC Bookstore for purchase. UH Community College System policies and several of the UH Board of Regents policies are housed in the Office of the Director of Management Information and Research [October
II.B.2. Self-Evaluation

Apart from regular updating of content, the catalog has recently undergone a number of substantial improvements. Rather than being printed on the Mainland, it is now printed on campus, which has reduced the production turnaround time and made it possible to extend deadlines for making changes. Local printing has also allowed for installment printings that have made typographical and other non-substantive corrections possible at each printing [December 2004 Interview with Harriet Miyasaki].

With the current catalog, the smaller physical format was changed to a larger format that is more printing efficient, easier for people to carry with similar-sized materials, and more accommodating from a graphics standpoint. Page margins are wider, program descriptions now all start at the top of pages, a course alpha is shown for each course listed in the Course Descriptions section, and the ordering of sections is changed, all of which make the catalog more readable. Also new with the current catalog was a special e-mail address (catalog@hcc.hawaii.edu) for feedback.

For the first time, the College also employs an academic support specialist whose sole responsibility is for college publications, and much of this specialist’s time is spent exclusively on the catalog (Exhibit Interview). Partly as a result of this change, there has been more involvement of faculty and others in the content and production of the catalog. Additional involvement, including a more structured review and evaluation process, is planned.

An online PDF version of the catalog [HCC 2005-2006 Catalog] is posted on the College web site. This version is easy for students, prospective students, and the public to access, free, space-saving and weight-saving, and available earlier than the printed version. A clickable index also makes it more user-friendly.

Errors in the catalog were discovered in the general education lists for the AS, AAS, and ATS degrees in the process of developing self-advising graduation checklists in the summer of 2005. Thirty-five courses had been deleted and the descriptions had been removed from the Course Descriptions section prior to the publication of the current catalog. References to them had not, however, been removed from the general education lists [General Education Errors in the Catalog]. Some programs that used the deleted courses as recommended prior courses did not make the required changes in their program descriptions [Catalog Course Pages]. Courses that had been deleted five or more years before still appeared on the general education pages in the current catalog. Additional corrections are now being made and will be included in the next catalog [October 2005 Interview with Jan Lubin].
II.B.2. Action Plan

- The Academic Freedom Statement will be developed, approved and included in the next catalog.
- Policies and processes will be developed for regular review and evaluation of the catalog to ensure its integrity, currency and completeness [Oct 2005 FSEC minutes, Item #4].
- Policies and processes will be developed to ensure that approved curriculum actions are reflected in the catalog in a timely manner [October CPC Minutes].
- Policies will be posted on the college web site to provide greater accessibility of policies to students, prospective students and the public.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

II. B. 3. a. Descriptive Summary
Counselors are available to see students on a walk in basis. Data is collected on the busiest days and times of walk in students. Typically the weeks before the beginning of the semesters and registration periods are the busiest. Staffing of the walk in counselors is adjusted according to the data collected with increased staffing during critical periods such as registration and end of the semester.

Program counselors go out to classes and provide group advising sessions as proactive measures to inform students about their program requirements. Evaluations of the sessions are used to improve the content and delivery of critical information.

Appropriate and reliable student support services are available to students regardless of the physical location of the class or delivery method. Students take classes at the main campus, at six remote program sites that are not on the main campus, from the Off Campus Education Program and through Distance Education (DE).

Comprehensive student services, which includes counseling, financial aid, student health and student life are available to all students on the main campus of HCC. The majority of the offices are in close proximity of each other. The Admission and Counseling Office, Financial Aid Office and the Records Office are located on the ground floor of Building 6 and the Dean of Student Services Office is located on the second floor of Building 6. Evening hours are provided a week before the semester begins and throughout the Fall and Spring semesters.

Program counselors provide comprehensive outreach counseling and advising services to students in the five technical-occupational programs located off the main campus.
A coordinator services students in the Pearl Harbor Naval Shipyard Apprentice Program, another off campus location. A coordinator provides services for the students in the off campus education program and the Service members Opportunity Colleges Associate Degrees Program (SOCAD) students. The DE coordinator and the program counselors service the DE students.

Students are informed of the available services through the catalog, student information sheets at registration, and information posted on each program’s web site. Furthermore, every effort is made to make information of campus services and events (i.e. schedules, graduation, etc.) available to students at the off campus locations.

All students have access to relevant online college information which is located at the College website [http://honolulu.hawaii.edu] and to MyUH [MyUH] which is the online student information system for all University of Hawaii system students. MyUH offers secure and personalized access to student services such as registration, financial aid and student records (grades, transcripts, payments/charges).

In Spring 2005, an effort was made to provide students with tools for self-advising. The counselors developed self-advising graduation checklists, which are currently posted on program websites. Additionally, the counselors worked with instructional faculty to provide a list of suggested first semester courses for certain programs. These suggested courses are in the 2005-06 HCC catalog. Online counseling and advising are provided to students with reference to the on-line tools for self-advising. Additionally, the Admissions Office and Records Office has recently made numerous forms available on-line [EVIDENCE].

The Career Counselor has recently arranged to have Career Kokua, a career and occupational exploration inventory/assessment tool, added to resources available to students online [Career Kokua link]. Students are given a username and password to access Career Kokua and work with a counselor on-line for part of their career exploration research.

The distance education students have access to numerous components of student support services through a well established and comprehensive UH system distance-learning program with on-line counseling and registration [DE support services link]. Additionally the web site includes frequently asked questions, technical support and access to faculty and staff through e-mail. An on-line orientation stresses the qualities one must possess to be an effective distance education learner, tips for success, and many other helpful topics (http://www.hawaii.edu/uhcc.elearn/uhcc/intro/intro.php?page_requested=orientation). Student surveys are being used to assess DE student needs and to obtain student feedback.
The SOCAD, or military students are invited to see counselors in person at the main campus and to correspond through e-mail and phone calls. The educational assistant for the off campus education program contacts program counselors on the main campus anytime with questions regarding academic counseling. SOCAD students choose to utilize services such as Health Services at the conveniently located military installations rather than come to the HCC main campus. With a large military population, active duty soldiers and reserves who were ordered to new duty stations continue to pursue their HCC degrees through HCC’s DE and partner SOCAD programs.

II. B. 3. a. Self Evaluation

Several units of student support services regularly evaluate the support needs of students. The Admissions and Counseling Office has walk-in students complete a form which includes the reason for seeking assistance. Counselors collect evaluations of their counseling sessions with students.

DE students are given an on-line evaluation of their DE courses [http://moosurvey.kcc.hawaii.edu:2222/125/global_results#third].

The primary student population serviced by the Off Campus Education Program is the military community. Therefore, one major source of identifying educational needs of the student population is through the “Student Needs Inventories” periodically conducted by the respective Military Education Service Offices (Air Force, Army, and Navy).

The Community College Survey of Student Engagement (CCSSE) was administered to students in 2002 however did not ask whether students were exclusively distance education or off campus students.

II. B. 3. a. Action Plan

- The distance education and off campus programs will continue to collect data on student satisfaction.

- Student Satisfaction and Engagement Surveys developed by the college were administered in Fall 2005.

II. B. 3. b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

II. B. 3. b. Descriptive Summary

One area where students are provided development of personal and civic responsibility is through student club activities. The Honor Society, Phi Theta Kappa, has a focus on service. Some activities include helping at the Nike Na Wahine Triathlon, cleanup of a Korean care home, and assisting with children’s activities at the Families Can Survive
Cancer Camp. (See Phi Theta Kappa Service Activities.) The HEARTS club, a student environmental service club, has worked with a group of teachers from China beautifying gardens at the Urban Garden Center, part of the University of Hawaii Cooperative Extension Service. They have also led a hands-on activities at the Children’s Garden Open House attended by 1500 children and their parents. After the 9-11 tragedy, HCC students and faculty designed a memorial, funded it, and held a moving dedication ceremony on September 9, 2005. The memorial stands next to the Freedom Monument containing a three-ton section of the Berlin Wall dedicated in February 1992 as a gift from the Berlin Senate. In addition to extracurricular activities, the college promotes Service Learning in courses on campus. Students in English as a Second Language classes have volunteered their services at nearby elementary, middle, and high schools, students in Human Services classes have volunteered at service agencies around the community, and Cosmetology students have helped at HUGS (Help Understanding and Group Support), an organization providing support for seriously ill children and their families [EVIDENCE - ESL 11 Course Syllabus with Agency Information and sample service learning journals and e-mail Update on Service Learning].

Appreciation of aesthetics is available to students in several ways. The “Ka La,” the student-run school newspaper presents a forum for students to demonstrate their thoughts in writing. (See Ka La.) Published yearly, the creative magazine “Art and Soul” features student artwork as well as creative writing in poetry, short story and essay. (See Art and Soul 2005.) Periodically, artwork by students from various campus programs such as Welding, Apprenticeship and Communication Arts are displayed at the HCC Library and other areas on the campus.

Leadership opportunities enrich the life of students. Leadership development is evidenced in students participating in the ASUH@HCC Student Senate. These student leaders attend national leadership conferences, set goals for the year, plan student activities, and carry out the mission of the Student Senate. During the annual HCC May Day event, participants complete a Campus Activities Survey. Surveys are tabulated and results used to plan activities for the following year [See Campus Activities Survey Spring 2004 summary].

To facilitate on-line registration, which has been, implemented system-wide, counselors have developed on-line advising which provides tools for students to self-advise. This gives students the opportunity to become self-directed learners. The Career Readiness and Job Placement Center has also created a computerized system which provides self-directed searches of employment opportunities. Each time a student logs onto the system, data is collected and evaluated periodically to improve the service.

At the end of each academic year, a STAR (Students Thanked and Recognized) ceremony celebrates student assistants, student leaders and student recipients of awards to recognize them for their service to the college and their personal development.

II. B. 3. b. Self-Evaluation
Students have many opportunities on campus for development of themselves and others. Extracurricular activities, service learning, and specific online opportunities promote such development. Student Life, which oversees the Student Senate, student clubs and Student Media Board, has developed an overall planning summary which includes its program mission, goals, and student learning outcomes. [See Planning Summary of Student Life and Development]. Since this has been recently formed, measures of meeting goals and student learning outcomes are still being developed. Service Learning, which started eight years ago on the campus, has been coordinated by a faculty member and is expanding its involvement with more faculty and students. The Counseling Department developed and will continue to improve the online advising websites.

II. B. 3. b. Action Plan
- Student Life will fully develop their measurements for future program review.
- The Counseling Department will continue to improve their new online counseling and advising services.

II. B. 3 c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

II. B. 3 c. Descriptive Summary

The HCC Admissions and Counseling Department, which is located in the Administration Building, is comprised of eight counselors, one coordinator, and three clerks. All counselors are knowledgeable and able to advise students in all programs on the campus. As “generalists,” counselors provide academic counseling and advising to students who drop-in for assistance. Each counselor also focuses on specific programs. For example, two counselors specialize in Liberal Arts, one counselor specializes in DE, and other counselors focus on career and technical education programs. Counselors focusing on their specific programs will meet with faculty from the program, provide group-advising sessions to students in classes, and meet individually with students. [www.honolulu.hawaii.edu/counseling/index.html].

The units within Admissions and Counseling are Admissions, Academic Counseling, Career Counseling, and International Student Counseling. Using the Council for Advanced Standards in Higher Education (CAS) as a guide, mission statements, goals and objectives for each unit have been developed focusing on the student. For example, in Academic Counseling, one of the listed goals is to “teach students self-directive and planning skills applicable to college and life.” An objective under this goal is to “create ways that will allow students to self-advice using the Internet.” Because some programs have courses taught through DE, students can receive academic advising using the College’s website. Assessment instruments are being developed to evaluate the effectiveness and meeting of objectives in each unit. Annual assessments are being conducted and will be compiled in the Counseling Program Review scheduled by the College in 2007 [See Counseling Services, Missions, Goals and Objectives].
The Deans of Student Services system-wide have developed a Student Services Program Review template to be used by all UH community colleges. Sections of the program review include the mission statement, qualitative indicators, retention services/student program, transition services/student success, and analysis of program [See Hawaii Community Colleges Student Services Program Review Report].

Student evaluation forms are distributed, completed and reviewed for group advising sessions, individual academic counseling, and new student orientations. Various instruments such as student contact logs and waiting times for appointments are some measures used to evaluate effectiveness and impact on students. For example, waiting time for appointments help to check trends and adjustments are made in scheduling to serve students in a more timely and efficient manner. [See Student Evaluation Form.]

The Community College Survey of Student Engagement (CCSSE), which was administered in 2002, will again be implemented to measure the effectiveness of student engagement on the campus. (See HCC’s CCSSE website at www.honolulu.hawaii.edu/intranet/assessment/surveys/index.html.)

Counselors have maintained their currency through attendance at various workshops and conferences. Several counselors have attended Mainland conferences, and all counselors are active in attending pertinent workshops and discussions on and off campus to remain current in their field. In addition, counselors attend weekly meetings for updates, discussions and speaker sessions which provide for continual professional development [See Counselor training During this Academic Year ’04-’05].

In November of 2004, counselors from various community colleges within the University of Hawaii system met to develop student learning outcomes. Subsequent to this conference, there was a training session to further develop student learning outcomes. In March 2005, UH community college counselors system-wide again met to address and discuss issues of program review and assessment. These system-wide sessions provide all counselors an opportunity to network and share ideas.

II. B. 3 c. Self Evaluation

There has been marked progress in developing mission, goals, and objectives in the Admissions and Counseling Department. Counselors continue to develop, implement, and evaluate assessment instruments integrated within the objectives of each unit.

The Dean of Student Services has been instrumental in leading counselors and staff in Admissions and Counseling to develop their mission statements, goals and plans for the year.

The Counseling Department supports its counselors by providing time and funds so they may attend relevant professional development activities.
There is one counselor position that is vacant.

II. B. 3 c. Action Plan

- Develop a complete program review and cycle of planning for each unit in the department.
- Provide support from various groups to support their program review endeavors.
- Measure and evaluate assessment instruments that link to program review.
- Hire a counselor to fill the vacant position.

II. B. 3. d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

II. B. 3. d. Descriptive Summary

Hawaii is known as a melting pot of ethnic groups. At Honolulu Community College, students also come from diverse ethnic backgrounds: Filipino – 18%, Hawaiian – 16%, Japanese – 15%, Caucasian – 12%, Chinese 7%, Pacific Islander – 4%, Mixed – 12%, and Other – 16% [www.hawaii.edu/campuses/honolulu.html]

Student Life provides activities planned and implemented by students to provide students with awareness and appreciation of different cultures. Some activities include Hawaiian May Day with ancient games, food and music; Salsa Dance Lessons; and Karaoke (available in different languages). In addition, Student Life sponsors student clubs on campus, which include several ethnic clubs for Hawaiians, Pacific Islanders, Filipinos, and African Americans.

International Programs organizes cultural presentations and activities for students, faculty and staff. Some include a presentation on Maori culture, a music performance using Chinese instruments, another music performance by a well known traditional and contemporary West African ensemble, and a talk presented by a New Zealand writer on his literacy work. [International Programs Summary of Activities].

The Native Hawaiian Center provides a variety of cultural presentations to students. Each semester, creative work is displayed by an Artist in Residence. The Imi Na‘auao Lecture Series presents monthly talks on various Hawaiian topics such as Presentation on Civil Rights, La’au Lapa’au on Hawaiian medicinal plants, Building an Ahupua’a (land division), and Hawaiian Sovereignty. At the conclusion of each presentation, participants complete an evaluation form. Comments are evaluated and changes implemented based on feedback. [Native Hawaiian Center Flyers].

The Social Equity Committee composed of faculty and staff presents varied forums for potential bias issues such as those related to culture, sexual orientation, and gender. Usually, two presentations are held each year, which are open to all students [Social Equity Committee].
Activities promoting appreciation of diversity are organized jointly among Student Life, International Programs and the Social Equity Committee. These include an African Culture Celebration with drum performance, Chinese New Year Celebration with food and calligraphy, Native American drumming and storytelling, and showing relevant movies and documentaries.

II. B. 3. d. Self Evaluation

Evaluation forms are distributed to participants for the Native Hawaiian Center activities but have not been successfully distributed at other activities. [Native Hawaiian Center Workshop Survey Evaluations].

II. B. 3. d. Action Plan

- Surveys of activities should be evaluated through various measures such as student evaluations to show impact on appreciation of student diversity.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

II. B. 3. e. Descriptive Summary

HCC welcomes applications from any U.S. high school graduate, GED (General Education Development) recipient or persons 18 years of age or over who can benefit from the instruction offered. Students under the age of 18 may be considered for early admission or the Running Start program. [HCC admissions]

Since Fall 1998, HCC, along with the rest of the University of Hawaii Community College System, uses the COMPASS Reading, Writing, and Mathematics tests, and the COMPASS /ESL for English as a Second Language (ESL) test. These tests were developed by American College Testing (ACT) nationally recognized COMPASS program for students who have been accepted for the upcoming semester and have not successfully completed previous college courses in English or math. As of Spring 2006, all UHCC’s have agreed to use the same cut-off scores for English and math placement.

Counselors use the placement assessment scores to advise students during registration, and in working with students to create educational plans based on English and math requirements of their declared major at HCC. Test scores are also used as a baseline if the student decides to consult with a faculty member regarding placement other than what the assessment is showing. Students with previous documented college work completed in English and math may choose to bring in their unofficial transcripts from other accredited educational institutions as prerequisite verification.

Each student receives a testing schedule with his or her letter of acceptance to HCC. No appointment is necessary. The test is computerized and not timed. There is no charge for the test and students are given their results immediately upon completion of the test along
with additional information on course registration. During peak testing seasons, placement testing is scheduled on some Saturdays and early evenings. Students with disabilities may request special testing accommodations.

Students must bring an HCC acceptance letter or HCC Counselor permission slip, a photo ID, and their social security number/Banner id to be allowed to take the placement test. Testers are monitored by security cameras at all times during testing. Hand held calculators and other devices are not allowed in the testing room. Neither are dictionaries or other reference materials. During the math test, students are allowed to use the onscreen calculator only. Scratch paper is provided and collected at the end of the test. A permission slip from an HCC counselor is required to retest. Students who have placement tested may not retest for four months. During that time students intending to retest are encouraged to review English and math and become familiar with test taking strategies and procedures. [Compass review information].

II. B. 3. e. Self Evaluation

Validity evidence in measuring entering college students’ educational knowledge and skills and assisting students and college officials in making course placement decisions under COMPASS is found at the ACT website [ACT website] or test booklet on Development of COMPASS Tests. These include Internal Review of Items, External Review of Items, Soundness, Sensitivity Reviews, and Differential Item Functioning Analyses. There is also ample evidence to be found on Validating Uses of COMPASS/ESL Tests including measuring Educational Knowledge and Skills, Making Course Placement Decisions, Correlation Coefficients, Placement Validity Indices, and Evidence of Predictive Validity. All support minimizing biases in the HCC admissions and placement instrument.

II. B. 3. e. Action Plan

- Standardized ESL placement throughout the UH CC system.

II. B. 3. f. The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

II. B. 3. f. Descriptive Summary

The College collects and maintains student records in the Admissions and Records Office, Financial Aid Office, and in Banner, which is the computerized student database system. Each department/office has access at different levels to information within Banner. The college adheres to the Family Education Rights and Privacy Act (FERPA) and publishes this policy in the schedule of classes and the College catalog [Catalog/Schedule of Classes].
II. B. 3. f. Self Evaluation

Although Banner applications and user-choice have been difficult for the College, the access to and security of student records has not been a problem. In June 2001, the University of Hawaii Office for Planning and Policy issued Procedure A7.022 Procedures Relating to protection of the Educational Rights and Privacy of Students. The objective of this procedural document is to establish uniform procedures governing students’ access to their own educational records, and access to student education record by the public and other governmental agencies. [A7.000 Student Affairs]. For several months, the Records Office was without a Registrar. Without a registrar, the policy was difficult to implement. Glitches in Banner have caused frequent crisis situations during registration. A registrar is now on board and the situation is improving.

All student records were migrated from the old Aldrich system to the new Banner student information system. Back-up copies of the data have been placed in fireproof file cabinets that are stored in the HCC Administration building.

With the adoption of Banner, student records are not stored in computers at the campus. All of the Banner records are being stored in the Banner database located at the UHM campus. The Banner backup tapes are stored off-site by Crown Pacific, professional records management company contracted by the UH system. They have a secure facility with surveillance equipment and guards that is climate controlled with optimal conditions for the storage of magnetic media data.

II. B. 3. f. Action Plan

None

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.B.4. Descriptive Summary

Student Services has laid the foundation for a program review process to evaluate services and make program improvements on a systematic basis. Additional means of evaluation used by Student Services include annual process, management, and outcome evaluations. In the past, these evaluation formats have focused on student satisfaction and engagement indicators. Currently, Student Services is developing new measures to better assess outcomes that can be directly tied to program quality, service delivery, and resource allocation.

A program review cycle for Student Services has been established to correspond with the start and end of the academic year. The stages in the yearly cycle include developing and reviewing mission statements, creating strategic plans, setting annual process and outcome objectives, collecting assessment data, and evaluating data systematically. The
first evaluation of this process will be conducted at the end of the 2005-2006 academic year.

In terms of structure, the Hawaii Community Colleges have drafted a system template to guide Student Services Program Review reports [Hawaii Community Colleges Student Services Program Review Report]. In its current form, the template requires a summary of services, goals of sub-programs, quantitative indicators, assessment results, analysis of program, plans for improvement, and budget implications.

The first unit in Student Services to successfully complete the program review cycle is the Financial Aid Office [Program Review Report for Financial Aid]. This office has historically done annual reviews to meet federal requirements and is a model for other Student Services units.

As a result of its ongoing program review efforts, the Financial Aid Office has already achieved significant success in decreasing the number of student complaints and the length of time required for processing financial aid applications. Changes to accomplish this include the implementation of an automated financial aid process using the Banner system to award financial aid to students. The office has also asked students to itemize the expenses to which their loans will be applied and has begun using a funds-debt management system to notify students when their loans are past due. As a result of these and other changes, the office received only four complaints during the entire 2004-2005 academic year and the number of loan defaults has decreased dramatically.

Student Life is the next unit in line for program review in Spring 2006, followed by Counseling in Spring 2007, Records in Spring 2008, Admissions in Spring 2009 and Health Services in Fall 2009 [HCC 5-year Program Review Cycle].

II.B.4. Self Evaluation

All units in Student Services are diligently working on student learning outcomes and service-oriented program objectives. As a result of program review, significant improvements have been accomplished in the Financial Aid unit, a critical first stop for many students.

The system program review model is being fine-tuned to best meet the needs of service-oriented programs. The program review process for Student Services will be evaluated for effectiveness at the end of the academic year.

II.B.4. Action Plan

• The various units within Student Services will continue to work on the implementation of assessment and evaluation results and links to the planning process.

Evidence:
II.B.3.c. Notes from:
  Fact Finding Meeting with Marilynn Ito-Won, Counselor (3/3/05)
  Fact Finding Meeting with Jean Maslowski, Counselor (3/3/05)
  Fact Finding Meeting with Shanon Miho, Counselor (3/14/05)
  Fact Finding Meeting with Charlie Anderson, Head Counselor (11/12/05)
  Fact Finding Meeting with Sandi Matsui, Dean of Student Services, and Charlie
  Anderson, Head Counselor (1/27/05)