Standard II: Student Learning Programs and Services

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 (College) offers high-quality instructional programs in recognized and emerging fields of study. The College has made significant structural, policy and procedural changes to meet the new Accrediting Commission for Community and Junior Western Association of Schools and Colleges (ACCJC/WASC) Standards and systematically assess Student Learning Outcomes (SLOs) to improve the teaching and learning strategies and to maintain the high quality of its instructional programs. New committees were formed to enhance the ability of the College to monitor and control the quality of its programs and courses, and ensure that funding issues related to quality improvement are properly addressed. New research data is being retrieved and included in the University of Hawaii (UH) system database that will assist program personnel in determining the future educational needs of the community, as well as the viability, and general health of the College’s programs.

The Faculty Senate Executive Committee (FSEC) formed an Assessment Committee to assist the faculty members in the development of SLOs for the College’s courses and programs as well as provide guidance in formulating assessment methods and tools to measure the successful achievement of the SLOs. The Faculty Development Committee gave further assistance by offering workshops so that by the end of Fall 2005 semester most of the course and program SLOs were completed. Implementation of the new assessment methods will be performed during the Spring 2006 semester.

College policy requires that each instructional program perform an Annual Assessment to ensure currency, improve teaching and learning strategies and achieve stated SLOs. The results of all assessment activities are to be published in the program’s Annual Assessment Report. A report template has been created to guide program faculty to include appropriate information and to reach meaningful conclusions in their analysis of assessment results.
To further assist the programs in their Annual Assessment, all will be provided newly approved research data that will allow them to better determine the currency, cost efficiency, market demand, and overall viability of the program. In the future the data will also provide post graduation statistics that will indicate the successful college transfer or job success of the program’s students. Programs are also expected to meet with their Advisory Committees during the assessment process to ensure the committee members’ expert observations and analysis of the assessment results are taken into consideration.

If it is found that SLOs are not being achieved, the programs are expected to take steps to improve teaching and learning strategies or propose changes to their curriculum that will remedy the deficiencies. To ensure quality is maintained, recommended curriculum changes may be reviewed by several committees. All proposed curriculum changes are first reviewed by the Division Chairs followed by the Division Curriculum Committee (DCC). The change will then be reviewed, if appropriate, by the recently formed General Education Council and the Distance Education (DE) Committee. The Committee on Programs and Curricula (CPC) is the final reviewing committee and forwards its recommendation to the administration.

In addition to curriculum changes the program may find other deficiencies during the Annual Assessment such as outdated shop or laboratory equipment, or shortage of qualified instructors. If the assessment reveals curriculum, equipment, or personnel deficiencies that cannot be fixed internally with annual College funding, recommended changes will be included in the Strategic Plan, the College’s primary planning and budget document. Items in the Strategic Plan will be reviewed by the newly formed Planning Council. The council is made up of major campus constituencies who will prioritize all budget items in the Strategic Plan and make final recommendations to the Chancellor.

In addition to the Annual Assessment, each program is required to administer a Program Review every five years. A Program Review is very similar to the Annual Assessment where assessment of SLOs will be performed and analysis of research data will be accomplished. The main difference is the requirement that the Program Review analyzes the Annual Assessment Reports for the previous five years and determines if the quality and health of the program is maintaining a positive trend over the five-year period.

The College is confident that the existing committee 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.

Descriptive Summary
The College is confident that all of its instructional programs, regardless of location or means of delivery, meet the College’s mission and maintains its integrity. Each program is required to state the mission of the program in the College’s catalog. To ensure the integrity of the College mission is upheld, the Annual Assessment Report and Program Review Report are required to include both the College Mission Statement and the program Mission Statement with a descriptive analysis of how the program’s mission is compatible with the College’s mission.

The integrity of a program’s mission is also ensured by the CPC, the final reviewing committee of all new and revised courses and programs. The CPC, guided by the draft College Curriculum Handbook, reviews each proposed course or program change to ensure that the change is within the program’s mission. For example, if a Career Technical Education (CTE) program requires a special math course to support its curriculum, the CPC will not allow the program to create and teach its own math course. Instead, the CPC will ensure that the Math Department creates and delivers a math course within the requirements requested by the CTE program. [Curriculum Handbook]

Although some programs are located off the main campus, and although some programs offer different means of delivery such as DE by the Internet or cable television, they all are required to be reviewed for mission integrity during the Annual Assessment, Program Review, or by the CPC when changes occur within the curriculum.

In 2004-2005, an ad hoc committee was formed to review the College’s mission. Although the main statements of the mission remained as before, the goals to attain the mission were modified to better meet community needs. The Mission Statement and its new goals were approved in August of 2005 by the FSEC and all major constituencies of the College. [Mission Statement]

To ensure that the mission of the College continues to meet community needs and encompass the rapidly changing technology job market, the mission will be periodically reviewed following the process newly approved by the Planning Council. [PC 12/16/05]

The integrity of the College’s mission is maintained because of the commitment made by all personnel to adhere to its Core Values. As a learning centered institution, the College continually strives to reach the highest levels of quality in its academic, student and administrative programs and services through on-going analysis, assessment and improvement. The College’s institutional core values are at the heart of everything the College does and help ensure the mission integrity. The main themes of the College’s Core Values are:

- Student-Centered Philosophy
- Respect
- Quality/Excellence
- Community
The themes of these Core Values are prominently displayed within the title banner of each of the College’s Intranet Web page which link to a full description of each Core Value. [Core Values]

The core values related to integrity and accountability are:

- Be accountable for the quality of program and learning environment
- Commit to rigorous academic standards
- Emphasize and cultivate strong work ethic and personal accountability
- Gather and share program information with all constituencies
- Use information for ongoing improvement of program quality
- Strive for excellence in all endeavors

Self Evaluation

The College partially meets the Standard. Policy and procedures to ensure mission integrity are in place to meet the standard. The mission of each program is reviewed during the Annual Assessment and Program Review where the resulting reports include both the College’s 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 at this writing have not yet been completed. All Annual Assessments and some Program Reviews are expected to be completed by the end of the Spring 2006 semester. Of those who have completed their program, all have verified that their mission is compatible with the College’s mission. [Program Reviews]

Planning Agenda

- All programs, with the assistance of the Assessment Committee, will verify that their Mission Statements are compatible with the College’s mission during Annual Assessment and Program Review.
- All Annual Assessments will be conducted during the Spring 2006 semester.

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.

Descriptive Summary

The College continually analyzes research data to identify the varied educational needs of the diverse ethnic, cultural and economic population of our community. Special programs have been established to meet these needs
Educational Preparation
The College makes every effort to meet the varied educational needs of its students through programs consistent with their educational preparation. The College has an open door policy where anyone 18 years of age or older 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 program entrance requirements, the College has implemented a highly structured sequence of English and math courses that gradually brings the student up to an acceptable level to enter the varied CTE and Liberal Arts (LBART) programs. The English sequence is shown in Figure II.A.1.a.1 and the math sequence is shown in Figure II.A.1.a.2.

Figure II.A.1.a.1
The College Skills Center (CSC) provides a special learning environment for students who need extra instruction with entry-level math and English. The CSC provides instructors, tutors, and computers with special self-learning software to assist the student in gaining the math and English competency levels necessary to enter LBART courses or a CTE program. The CSC provides instruction for the Math 20BCD series, the English 20BCDE series, as well as a Learning Skills course (LSK 30) that covers essential college skills such as note-taking, time management and test-taking. The CSC staff is acutely aware of the different learning styles of its students and attempts to accommodate them with different course materials including special self-learning computer software. The goal of the CSC is to develop the students’ skills, confidence, and motivation so they become responsible self-directed learners. [CSC]

The CSC recently established an expanded tutoring program that has proved very successful. Over 20 faculty and staff members have volunteered their services to provide free tutoring in their specialty area. [Faculty/Staff Tutoring]
Cultural Demographics and Diversity of the Community
The College serves many immigrant students from Asia and the Pacific islands whose English skills are not at the college entrance level. A recent student survey revealed that over 25% of the College applicants are non-native speakers. To accommodate these students, the College has established a highly structured sequence of English as a Second Language (ESL) courses. Figure II.A.1.a.3 shows the sequence of credit and non-credit courses used in the ESL program. The College established the Honolulu English Language Academy (HELA) for international students who do not meet the minimum Test of English as a Foreign Language (TOEFL) for admissions. HELA provides non-credit ESL courses leading to certificates for each level the students complete.

Because of the unique cultural demographics of Hawaii, the College established the Native Hawaiian Center. The Native Hawaiian Center is a Title III federally-funded program designed to assist in the educational improvement 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 of students, the College, and the community. An additional federal grant provides special support to Native Hawaiians who major in CTE programs. [Native Hawaiian Center]

Student Learning Needs Related to the Demographics and Economy of its Communities
The College maintains 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 of Hawai`i’s (State) workforce demands.

Some examples include:

- The Computer, Electronics, and Networking Technology (CENT) program was developed in response to the explosive growth of the Internet and the subsequent need for an information technology workforce. In the development of the program, the College established partnerships with Cisco Systems Inc., Microsoft and other companies which provide instructor training, curriculum, and laboratory equipment. The CENT program grew beyond expectations. In January 2004, ACCJC/WASC approved a Substantive Change Request for an additional third year that offers an Advanced Professional Certificate. [CENT]

- The successes of the CENT program lead to the realization that there was a growing demand for established profession technicians to learn advancing technologies and gain the related certification. The College initiated the establishment of the Pacific Center for Advanced Technology Training (PCATT) which offers non-credit, continuing education informational technology courses. Headquartered at the College, PCATT is a University of Hawaii Community Colleges (UHCC) consortium with training offered at all the community colleges within the UH system. The technology courses offered are comprehensive and varied and many include new 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]
• Another example of the College reacting to the needs of the community is its Fall 2005 response to the demands of the construction industry. When the State’s Department of Labor (DOL) research data indicated that up to 8,000 construction workers would be needed within six years, the College reacted quickly to allow expansion to its existing Apprenticeship and Journeyworker program. In addition, a United States DOL expansion grant was approved for the creation of a Construction Academy, which provides training for high school teachers and students. The College manages the program and provides quality control of the instruction which is provided by the State Department of Education (DOE).

[Construction Academy]

• To meet the needs of the growing aviation industry, in 1998 the College 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 careers as professional pilots with commercial air carriers. The five-semester program offers an Associate of Science (AS) degree and also prepares students to continue in aviation academic fields to obtain a baccalaureate degree from UND. [AVIT]

• The Marine Education and Training Center (METC) recently formed a partnership with the Polynesian Voyaging Society (PVS). This partnership will enable the College 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 the College’s METC facilities for meetings, formal classroom and dockside study, crew training, youth programs, and a variety of other learning opportunities. [METC]

• When a major bank and the largest automotive dealership in Hawaii were seeking to upgrade high school automotive training, the College demonstrated that it could provide National Automotive Technology Education Foundation (NATEF) training and well as offer NATEF certification exams. An agreement for a summer academy was established where high school students take introductory Automotive Technology (AMT) program courses and work half time as dealership interns, all funded through the bank and the automobile dealership. [Summer Academy]

• The LBART program has been a key force in support of these new programs by providing the needed General Education courses to ensure that the culturally diverse students achieve the reading, writing, speaking, cultural awareness, critical thinking and problem solving skills required in today’s modern high-tech world. The LBART Department has the largest student population and endeavors to satisfy the demand of students who seek the Associate in Arts (AA) degree and continue on to a four-year institution. Articulation agreements allow the student to complete all General Education requirements and enter UH Manoa at the junior
level. The LBART Departments also provides special courses to prepare students for specific majors including Business Administration, Education, Nursing, and Social Work.

The programs described above are representative examples of this College’s rapid response to the needs of the community. In all, the College has 23 CTE programs that demonstrate its ability to meet the diverse educational demands of the state. [Catalog 05-06, pp 70]

Research and Analysis
The College used a wide variety of research data in the creation of all new programs. A primary source of data is collected from the State Department of Labor and Industrial Relations (DLIR). [Dept. of Labor] The DLIR has a particularly useful data search engine titled the Workforce Informer that provides projections of State workforce requirements. [Workforce Informer]

The College’s MIR Office is part of the UH System organization known as the UH IR Cadre. This body creates a wide variety of Management and Planning Support 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

The College’s MIR Office in the past collected data and produced an annual Program Health Indicators Report for each of the College’s programs. They included numeric measures to determine if the program was maintaining the necessary levels of demand, efficiency, and outcomes. Programs with poor health indicators were analyzed to determine how they could be adjusted to improve their health. In the recent past, two such programs, Communications Arts (CA) and Architectural Engineering, and CAD (AEC) Technologies were revised and returned to a healthy status. During the summer of 2005, the Chancellors of each community college agreed on a common data set of 27 items. This new data set has been provided to the programs to assist in their Annual Assessments and Program Reviews. [Demographics]

Self Evaluation
The College meets the Standard. The recent UH System agreement to adopt a common IR data set of 27 items will help to analyze a program’s successes and deficiencies. However, it is expected that the data set may have to be adjusted as the Annual Assessment and Program Review cycles mature. Program personnel will be the first to detect these deficiencies and will initiate the needed changes.
Although analysis of IR data has been important in the decision to make changes to a particular program’s curriculum, many changes come from the faculty after consultation with industry leaders including those who were members of the program’s Advisory Committee. Most programs formally meet with their Advisory Committees at least once each semester to discuss changes in the industry that may necessitate changes in the curriculum. Thereafter, most program personnel 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 identifying the need for the creation of new programs, creating new programs that are appropriate and effective in meeting industry needs is due primarily to the dynamic efforts of the faculty and administration. This requires that the faculty and administration keep well informed of cutting edge educational methods to effectively and efficiently meet industry needs. The College has established key partnerships vital to the success of its new programs. As an example, in order to implement the Construction Academy, the faculty and administration spent more than a year in negotiations with the State DOE Superintendent, the DOE Superintendent of Curriculum and Programs, the State DOL, the construction unions’ apprenticeship supervisors, key State legislators, the Center for Occupational Research and Development, and the US DOL.

Planning Agenda

No action is required.

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.

Descriptive Summary

The College utilizes delivery systems and modes of instruction compatible with the objectives of its curriculum and appropriate to the current and future needs of its students. The College is particularly concerned about accommodating the diversity of its student population. The College makes every attempt to adjust classroom delivery and modes of instruction to accommodate students with physical or learning disabilities and to comply with the Americans with Disabilities Act (ADA), Title II, and the Rehabilitation Act, Section 504. The College offers sign language interpreters, note takers, readers, lab assistants, scribes, cassette recorders, talking calculators, amplification devices, audio recorded text, enlarged printed materials, and tables that will accommodate wheel chairs. Computer laboratories provide large screen monitors, ball track mice, special keyboards, and special software that will expand the screen image, or translate text into an audio format. The Faculty Development Committee has offered workshops on producing ADA compliant Web sites for on-line DE courses. Students with Disabilities
The College’s disability services providers have encouraged faculty to review a new concept of teaching called Universal Design for Instruction (UDI) developed by the University of Connecticut. UDI is an approach to teaching that consists of the proactive design and use of inclusive instructional strategies that benefit a broad range of learners including students with disabilities. Such a course would be designed to also accommodate a student population that is diverse in educational background, age, gender, culture, ability, disability, and primary language. [UDI]

Although no instructor has specifically identified their course as a UDI course, most have adjusted their modes of instruction to accommodate the immigrant population and the inherent cultural diversity of Hawaii. The recent student survey revealed that 25% of the College’s student population speak English as their second language. Cultural diversity is reflected in the ethnic diversity of the students. The Faculty Development Committee has provided the faculty with “Teaching Tips” that include tips on how to best deliver a course to accommodate the diverse student population. [Faculty Development] The tips suggest a slower delivery devoid of slang expressions, an increase in hardcopy handouts, an increase in visual presentation methods, and an adjustment in classroom interaction methods. The tips also include a description of different cultural attitudes and how they affect student behavior in the classroom.

**High Tech Classrooms**
The College uses a variety of high tech, state-of-the-art delivery systems to meet the needs of the students. Many classrooms are permanently equipped with overhead projectors linked to a computer and digital versatile disc/videocassette recorder (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 short-term loans of portable projectors and lap top computers. The EMC also has a modern video studio where cable television (TV) DE courses are taped.

Most instructors prefer to use Power Point presentations to visually enhance their delivery. With today’s larger memory capacity, presentations can easily include an array of video and audio clips. Some instructors have created instructional Web sites that they access during the classroom presentation. The same Web site can be accessed from students’ homes allowing them to review the lecture material as well as interact through a chat room or e-mail. This type of delivery essentially expands classroom interaction and reduces the need for office hour meetings.

The College took advantage of the recent partnership between CISCO and McGraw-Hill and their development of the Global Learning Network (GLN). GLN combines McGraw Hill’s large collection of electronic teaching materials and Cisco’s high-speed computer network delivery systems. Using GLN technology, two faculty members developed an algebra course where algebraic processes are more clearly demonstrated and student interaction is enhanced by the delivery of the content on the computer. This course is a pilot course that has the potential to initiate the launching of similarly constructed courses in other disciplines.
Computer Laboratories
The College has many classroom or program computer laboratories. There are 49 separate computer laboratories and over 700 computers for a student population of over 4000. Some laboratories are open for student use; others are specifically designed for instructional purposes. Instructional laboratories are equipped with overhead projectors, scanners, and printers. Most computer laboratories are equipped with 10 to 25 computers with software tailored for the unique requirements of the program. All of the College’s 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. [Computer Labs]

The Information and Computer Science (ICS), CENT, and PCATT programs utilize the bulk of the instructional computer laboratories. The curriculum for the AEC and Communication Arts (CA) programs utilize industry standard instruction in their programs’ dedicated computer labs. CENT and PCATT have some laboratories that are equipped to represent a small network with routers, switches, and special software to perform network administration training.

The Mathematics Department offers a calculus course in a computer laboratory where a Computer Algebra System (CAS) is taught. The students learn how to use a computer to help them in their calculations. The students must still understand the mathematics, and are still responsible for the problem solving, but the CAS will do the arithmetic and algebraic calculations needed. The students also learn how to use the CAS to draw two- and three-dimensional graphs of the various functions of mathematics. This results in a better appreciation of the relationships involved. In short, the students learn how to use a computer to do the things that a computer does best, and that frees them to do the things that a human does best.

A recent initiative will create two new laboratories where laptop computers stored on carts will be wheeled to the desired classroom. The computers will link to the Internet through wireless connections.

Technical Facilities
Most of the CTE programs have state-of-the-art technical facilities that provide the needed hands-on training necessary for the students to achieve industry certification. These facilities constitute specialized delivery systems where instructors must be certified in the use of the equipment as well as utilize specialized modes of instruction which is much different than the traditional laboratory. 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 global positioning systems (GPS) avionics. The program also has an advanced flight simulator that provides the needed simulated flight instrument training. [AVIT]

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.

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.

The Auto Body Repair and Painting (ABRP) program facility has all the modern equipment including frame repair and an OSHA approve state-of-the-art paint booth.

The Small Vessel Fabrication and Repair (VESL) program holds its classes in the METC located on Sand Island, Oahu. The METC is located on Keehi 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.

**Distance Education**

The College offers over 30 separate DE courses. They are delivered in three different ways: on-line over the Internet, cable TV, or a combination of cable and online. The College’s cable TV courses also provide videotapes or DVD disks through the Library for missed broadcasts to allow students more flexibility in their schedule. The Faculty Development Committee has facilitated courses in Web design including interactive Web methods, that allow on-line interaction between students and instructor.

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

Most of the DE courses have been developed and are taught by the same instructors who previously taught the course for several years through 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 through DE. However, because of existing General Education articulation agreements, a student seeking an AA degree can take a majority of their courses via DE from any of the colleges within the UH System. Overall, the UHCCs offer over 130 General Education courses through DE.

All DE courses must go through a rigorous review before they are approved for delivery. DE courses must first be reviewed and approved by the DE Review Board before the courses are forwarded to the CPC. The DE Review Board ensures that the policies outlined in the ACCJC Distance Education Manual and as outlined in the College’s Curriculum Handbook are followed.
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 to maintain the quality of DE courses.)

Pedagogical Diversity
Students at the College are very fortunate to have instructors who are sensitive to their cultural background, life situations and learning styles. These dedicated instructors spend a significant amount of time to creatively modify their curriculum and teaching styles to accommodate the varied learning needs of their students. Here are some examples of the delivery modes and teaching approaches:

- Students in some CTE programs apply the knowledge gained in lectures and the hands on skills from the lab to actual projects on the College campus. For example, SMP students work on live campus projects from writing the bid, to fabrication, to installation, to cost analysis.
- Students in a Family Resources class are able to take their exams in modules. With such a large amount of information, the instructor allows students to take the exam in separate chunks. For example, student can review the first set of topics, take the exam for those topics, turn in the exam, and then move on to the exam for the next set of topics.
- Students in an online logic course are able to learn the complicated concepts in the course through clear, well thought out web presentations. Students appreciate the opportunity to do the work at their convenience anytime of the day or night. Other students from as far away as Thailand and Iraq appreciate the opportunity to take Logic as a DE course.
- Students in an ESL class are out in the community performing service learning and practicing their English skills.
- Students in an interdisciplinary course benefit from kinesthetic learning which is used to illustrate principles or metaphors. Students observe how they and their classmates examine different approaches and processes to learning.
- Students in a cosmetology course learn through Mindful Teaching Techniques developed by Pivot Point. Focus is on concrete ways of teaching the learner by determining readiness, engaging in thinking, supporting performance and promoting responsibility.

Self Evaluation
The College meets the Standard. The classrooms, computer laboratories, and other technical facilities adequately support the delivery of the diverse technical curriculum the College offers. The results of a recent Technology Survey confirm this. Over 74% of those that have used the College’s laboratory computers say that the computer facilities are good to excellent and 92% said they were fair to excellent. The Technology Survey also revealed that of the students who took a Web DE course, only 9% thought the course was poor. Less than 9% of those in CTE programs felt that shop tools and shop equipment were poor. [Tech Survey]
All instructional programs are scheduled to conduct an Annual Assessment or Program Review during the Spring 2006 semester. Deficiencies in delivery methods, equipment, and technical facilities will be revealed in these reports. At this writing four instructional programs and the College Skills Center have completed their Program Review reports. One of the reports described the need for video taping certain shop procedures so students may review complex procedures again prior to an exam. (See Standard II.A.2 below for a further discussion of the completed Program Reviews.)

Planning Agenda

No action is 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.

Descriptive Summary

The College has identified SLOs for most of its courses and programs. This includes most of the non-credit courses that are part of the Continuing Education and Training program where the curriculum is controlled by the College. These SLOs can be found in the College’s on-line 2006-2007 catalog and the Assessment Web page. [Assessment]

New policies require that the program SLOs are assessed each year during the Annual Assessment in addition to the Program Review conducted every five years. The assessment results are analyzed to identify weaknesses in the program, and a list of corrective actions is published in the reports. [Assessment Template] [Program Review Templates]

The Assessment Committee will assist the programs in identifying weak areas and make recommendations regarding follow-up actions. If there are weaknesses in the curriculum, the curriculum will be adjusted and a curriculum change proposal will be forwarded to the CPC. If weaknesses 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 recommends priorities to all funding requests and forwards them to the Chancellor. The final prioritized requests will be forwarded to the UH system Vice President for Community Colleges, the Board of Regents (Board), and the State legislators. (See Assessment/Program Review Flow Diagram in Standard II.A.2 below.)

Self Evaluation

The College partially meets the Standard. Although the SLOs and the assessment procedures are in place, and it appears that they will meet the College needs, they are relatively new and not mature enough at this point in time to conclude that the process
will function as intended to meet the Standard. The Annual Assessment, in addition to four Program Reviews, are scheduled to be completed by all credit programs before the end of the Spring 2006 semester. The resulting reports should reveal the success or failure of the newly established Annual Assessments and Program Review and follow-up processes.

Four instructional programs and the College Skills Center have recently completed their Program Reviews. All have stated that they have achieved their program’s learning outcomes. [Program Reviews] (See Standard II.A.2 below for a further description of the completed Program Review results.)

**Planning Agenda**

- The Assessment Committee will monitor the progress of the Annual Assessments and Program Reviews that will be conducted during the Spring 2006 semester.
- The Committee will provide assistance in determining the most appropriate assessment tools and help analyze assessment results. Noted deficiencies in the process will require adjustments to the assessment program.

**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.**

**Descriptive Summary**

The College has recently taken major steps to assure the quality and improvement of all credit and non-credit courses and programs it offers. The College has formed an Assessment Committee, hired an Assessment Specialist, established SLOs for most of its courses and programs, established an Annual Assessment policy that requires each program to assess its SLOs and make corrections to improve the curriculum, and formed a Planning Council to reviews the Strategic Plan and budgeting priorities based on what assessment reveals. The assessment process will encompass all programs including developmental, continuing education, and short-term training classes regardless of the delivery mode or location.

**Assessment Committee and the Establishment of SLOs**

In 2003, the FSEC established an Assessment Committee to assist faculty members in the development of 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 the courses and programs.

The results of these efforts have been very successful. Most courses and programs, both credit and non-credit, are now described by their SLOs. Assessment methods are under development and all credit programs are scheduled to undergo an Annual Assessment process during the Spring 2006 semester.

**Annual Assessment of SLOs**
Major policies and procedures have been established to implement program assessment. The College policy requires that each instructional program undergo an Annual Assessment and report their findings by describing the results of the assessment activities that have occurred during the academic year. Although it is required that the report reviews many sets of data, crucial to the report is the confirmation that students are achieving the programs SLOs. If the students are not achieving the SLOs, the report must identify the suspected area of weakness in the program, followed by the proposed curriculum change or other actions that will address the weakness. Proposed curriculum changes will be forwarded to the 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.

**Annual Assessment Template**
To ensure that the programs conduct the proper analysis and provide adequate information, the Assessment Committee created a report template to guide the programs in their assessment activities. The template was presented to the other community colleges in the UH system and they adopted it along with an agreement to have the IR Cadre provide specific sets of research data to be used in the assessment process. The types of research data sets that program administrators will receive are included in the template. [Assessment Template]. To further assist the College’s programs, the Assessment Committee added guidance questions to ensure specific criteria were developed: [Assessment Guidelines]

- Have you listed your program SLOs in this report?
- What assessment methods did you use to measure the achievement of your program and course SLOs?
- Has a summary sheet been included showing the results of the assessment?
- What is your analysis of the assessment results?
- If you have detected weakness in the assessment analysis, what curriculum changes or other corrective actions do you propose? What are the estimated financial costs to complete these corrective actions?
- What role did the Advisory Committee play in the creation of SLOs, assessment, analysis, and action recommended?

**Other Quality Indicators**
It is anticipated that a program’s Annual Assessment may reveal potential weaknesses leading to deterioration in the quality of the program even though SLOs are being
achieved. Some examples of these weaknesses are: new technology advancements are not included in the curriculum; a shop or laboratory lack adequate equipment to meet advancing industry standards; numbers of qualified instructors in the lecture pool are decreasing; applicants for the program are declining. The CTE programs rely on the members of their Advisory Committees to keep them current on technology and equipment changes within the industry. If weaknesses are observed, 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 Figure II.A.2.1)

![Program Review Flow Chart](chart.png)

**Figure II.A.2.1**

**Research Data**

Accurate and timely research data must be provided to the program personnel in order for them to properly evaluate the health and future status of their programs. 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 program. [Demographics]

**Program Review**
Both instructional and non-instructional programs are required to conduct a Program Review every 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 past five Annual Assessment cycles for inclusion in the Program Review. Flow of the Program Review process is the same as the Annual Assessment process as shown in Figure II.A.2.1 [Program Review Templates]

Programs to be Assessed for Quality
Most of the courses and programs have established SLOs. All of the credit programs and some non-credit programs are scheduled to conduct an Annual Assessment during the Spring 2006 semester. This includes:

Collegiate Programs
There are 24 programs that offer degrees, including CTE and the LBART program. All collegiate programs will be assessed.

Pre-collegiate and Developmental Courses
As described in Standard II.A.1, the College offers a series of entry-level math and English courses designed to bring the student up to the program level. These courses were designed by the College and are described by their SLOs. The courses are taught within the CSC where instructors and tutors assist students in their lessons. The CSC completed a program review during the Spring 2006 semester. [CSC Review] The ESL department offers six non-credit Introduction to College English (ICE) classes designed to teach the recent immigrants written and oral communication skills to prepare for college or work. [ICE]

Continuing and Community Education
There are four non-credit programs under the Continuing Education umbrella: PCATT, the Matsuda Technology Training Center, the Emeritus College, and the HELA. The technology courses are controlled by PCATT who have established SLOs for each course. An assessment schedule has not yet been established for these programs.

Short Term Training Courses
The College offers a wide range of non-credit skill upgrading courses for in-service automotive technicians, collision repair specialists, and diesel technicians throughout the year. These short courses prepare the student for the National Institute for Automotive Service Excellence (ASE) certification exams. The Early Childhood Education (ECE) program offers Professional and Career Education for Early Childhood (PACE), a series of short-term courses that deliver formal training for the National Child Development Associate (CDA) credential. These courses have the same content as the ECE program’s credit courses and therefore will be covered in the program’s Annual Assessment.

Off-Campus Programs
The College is a member of the Service members Opportunity College (SOC) and provides delivery of courses on Oahu’s military bases. All courses offered are from the College’s approved curriculum.

**Contractual Programs**

The College coordinates the related instruction training for most of the State registered apprenticeship programs. Each apprenticeship program develops its own related instruction curriculum. These curricula are reviewed by the College’s Apprenticeship Office and approved by the State DLIR. Each apprenticeship training program has at least one training coordinator and most have training committees. The responsibility of regularly reviewing and updating curricula rests primarily with these coordinators and/or committees. The College’s Apprenticeship staff assists the programs in an advisory capacity. The Apprenticeship Office of the College also provides instructor training and professional development opportunities for apprenticeship instructors. Although the College provides guidance, the curriculum is controlled outside of the College and therefore does not fall under the new assessment policies.

**International Student Program**

The Office of International Affairs and Development administers customized international education and training. In cooperation with the faculty and staff the courses offered are normally part of the College’s curriculum. If modifications are necessary, courses are adjusted by the faculty members of the discipline.

**Self Evaluation**

The College partially meets the Standard. The College has taken major steps to ensure the quality of instruction is met. SLOs have been identified for many credit and most non-credit courses and programs. Assessment tools are being identified and an Annual Assessment is scheduled to be performed by each program during the Spring 2006 semester. Until the results of the Annual Assessments are reviewed, it is too early to determine if the new assessment process will meet the standard.

At this writing, four instructional programs have completed their Program Reviews:

- Automotive Technology (AMT) [AMT Review]
- Sheet Metal and Plastics Technology (SMP) [SMP Review]
- Fire and Environmental Emergency Response (FIRE) [FIRE Review]
- Occupational and Environmental Safety Management (OESM) [OESM Review]

All four programs have determined that their students have achieved their learning outcomes. The programs used a variety of assessment tools to determine if their students were achieving the SLOs. 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 the programs commented on their close relationship with employers, many who are on their Advisory Committees, who gave direct feedback on the quality of their graduates.
All programs stated that most of their students were employed after graduation. SMP students are in such high demand that most students leave the program after earning their one-year certificate.

The assessment of SLOs is a relatively new process, and it will take more time and training with the help of the Assessment Committee to determine the optimum methods of assessment for each program. The Assessment Committee has stated it will assist each program as they conduct their Annual Assessment during the Spring 2006 semester. [Assessment Committee]

Planning Agenda

• The Assessment Committee will assist each program to determine the optimum method of assessment and analysis as they conduct their Annual Assessment during the Spring 2006 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.

Descriptive Summary

The College uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The evaluation of existing courses and programs is performed through an established procedure of Annual Assessments and Program Reviews as described above in the Standard II.A.2 section. If these evaluation reports determine that a curriculum change is required, the change proposal must follow a rigid review process.

To ensure the highest quality of instruction is maintained, all new or revised credit courses and programs must follow established procedures and be reviewed by two curriculum committees. These established procedures are outlined in the College’s Curriculum Handbook. A course change proposal must be submitted whenever there is a change in a course’s title, description, prerequisites, or SLOs. The handbook requires specific forms be completed to ensure that the proposal is submitted with sufficient information so that committee members can 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 curriculum 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 CPC. Both committees ensure that SLOs 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 appropriate 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 expect their students to complete their degree within two years or certificate 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. [Curriculum Handbook]

The three flow diagrams in Figure II.A.2.2 show the curriculum approval process. Selecting what flow process to follow depends on whether the proposal is a minor change, a change to a program, a major change, or a change to a General Education course. All flow diagrams show that the DE Board first reviews all DE courses before they are reviewed by the DCC and CPC. How the DE Board functions to maintain the quality of DE courses is outlined in Standard II.A.2.d below. The middle flow chart shows that changes to a General Educations course or curriculum must first be reviewed by the General Education Board via the focus Articulation Boards(s). (See Standard II.A.3 below to learn how the General Education board functions and how articulation agreements are maintained.)

Major changes to a program must be forwarded through the UH System for final Board approval before it is presented to AACJC/WASC for accreditation approval. General Education courses are forwarded through the UH system to ensure articulation agreements are followed.

The Board recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. The Board recognizes the need for the faculty to control the curriculum:

“…the faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research. On these matters the power of review and concurrence or final decision lodged in the Board of Regents or delegated to administrative officers should be exercised adversely only in exceptional circumstances and for reasons communicated to the faculty.” [BOR Policies Ch1, pp 8]

The faculty members have primary responsibility and oversight of all credit curricula at the College. 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.
Figure II.A.2.2

Self Evaluation

The College meets the Standard. Faculty members design courses and programs and establish SLOs with the assistance of the Assessment Committee and Advisory
Committees. The Curriculum Handbook provides established procedures to review the content, SLOs, administration, and delivery of a course or program. There is an established Annual Assessment to evaluate programs to determine if the quality and viability of the program are being maintained. The faculty members play a central role in establishing the quality and improvements of the curriculum as evidenced by the fact that all reviewing bodies (Assessment Committee, General Education Council, DE Review Board, DCC, and CPC) are composed of faculty members.

Planning Agenda

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.

Descriptive Summary

The College relies on faculty expertise and the assistance of Advisory Committees, when appropriate, to identify competence levels and measurable SLOs for courses and programs. The strong role of the faculty in curriculum development was addressed in Standards II.A.2 and II.A.2.a above. Advisory Committees also play a major role in the development and assessment of the College’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 in the program. 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 field and many are successful business owners who often hire the program’s graduates. Most committees meet every semester, others yearly. Each of the recently completed program reviews (See standard II.A.2 above) contained statements regarding the important role the Advisory Committees had played in curriculum development. Several of the Advisory Committees assisted in the development of the programs SLOs and also suggested possible assessment methods that could be used.

Each program will regularly assess student progress towards achieving SLOs and report their findings in the Annual Assessment report. The guidelines require that the report include the contributions that the Advisory Committees have made in the development of the program including the creation and assessment of program SLOs.

Self Evaluation

The College meets the Standard. The role of the faculty members and Advisory Committees in curriculum development including the identification of competency levels and learning outcomes has been essential. 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 the College’s programs. The four 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 SLOs.

Planning Agenda

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.

Descriptive Summary

High Quality Instruction

The College has taken major steps to assess the quality of its courses and ensure SLOs are achieved. Annual Assessments and Program Reviews measure quality of instruction. However, the true quality of education depends on the quality of the instructors and their 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 a significant number of hours in course preparation. To this end, the College 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 part of the UHPA/BOR agreement.

All new applicants are first interviewed by a personnel-screening committee of experienced faculty and staff members. Applicants hired for a tenured track position are placed on a probationary status for five years before they can apply for tenure. During that time they must apply to renew their contract every two years. The contract renewal application must include a self-evaluation report of the teaching performance for the previous years. 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 application is reviewed by the Division Personnel Committee, the Division Chair, and 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 or request an extension of the probationary period. This tenure application requires more information than the previous contract renewal applications and must include campus involvement such as committee participation as well as off-campus community service. The tenure application is first reviewed by a panel of the division’s faculty and then by
the Tenure and Promotion Review Committee composed of faculty members from the College as well as faculty members from other units in the UH System.

If awarded tenure and promoted to Assistant Professor, the instructor must serve three years before applying for the next promotion. The promotion application must again include a self-evaluation, student evaluations and instructor evaluations as well as descriptions of campus and community service.

Tenured full Professors are subject to a review every five years at the discretion of the Chancellor.

**Faculty Development**
Professional scholars realize that continuing education and self-improvement are lifelong pursuits. To assist in these pursuits, the College’s 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 Web site 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 Web site. [Faculty Development]

The committee members assess the professional development needs of the faculty each semester, then plan and deliver activities in response to these assessments. Activities are often coordinated with other College committees and offices to broaden the scope of delivering professional development activities to all of the College’s 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.

**Breadth Depth, and Rigor**
The appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. This statement is based on the premise that high quality instructors will ensure that breadth, depth and rigor are maintained in the content of their courses. Annual Assessment and Program Review findings will also address these issues and identify needed changes. In addition, the Curriculum Handbook directs the CPC to review all new programs or program changes 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. The CPC ensures that the appropriate type and number of General Education courses are included in each program.
to ensure the synthesis of learning produces a well-rounded citizen who is capable of proper decision making.

**Self Evaluation**

The College meets the Standard. Instructors must undergo an intense review process by their peers before being hired, promoted, and selected for tenure. This process ensures a 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 the programs are reflected in student responses gathered in a recent student satisfaction survey. In response to the question, “To what degree have class assignments challenged you to do your best work at this college?”, 91% of the students mark between “moderate” to “extremely challenging.” The high quality of instruction at the College is also reflected in the recent student survey where “quality of instruction” was the second highest reason for students attending the College, ranking only below “low tuition/fees.”

**Planning Agenda**

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.**

**Descriptive Summary**

The College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. This Standard was addressed in Standard II.A.1.b where it described how the diverse ethnicity, culture, language skills, learning disabilities and physical disabilities of the College’s student population require adjustments in teaching methodologies. It was also stressed that CTE programs that teach hands-on skills using the latest high tech equipment in state-of-the-art facilities, require a different type 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.

Although the distance education courses are derivations of successful courses delivered in the traditional classroom, the College is concerned that the quality of a DE course is maintained. The College has recently made changes to its curriculum review process to ensure that DE course proposals are specifically reviewed before being presented to the CPC. Note that the curriculum flow charts of Figures II.A.2.2 show that all DE proposals are first reviewed and approved by the DE Review Board.[DE Review Board] The DE Review Board ensures that the policies outlined in the ACCJC Distance Education Manual [ACCJC DE], and as outlined in the HCC Curriculum Handbook [Curriculum Handbook] are followed. Review procedures are similar to the review of any other course, but emphasis is placed on overcoming the weaknesses that are inherent in a DE
The DE Review Board also ensures that the delivery mode is appropriate to the content of the course and that other resources are available to help students successfully complete DE courses. Students must be provided with information on the type of equipment, skill requirements, and other resources needed to successfully complete a distance education course. A self-assessment tool on the UH DE Web site helps students determine if DE learning meets their needs. [e-learn]

**Self Evaluation**

The College meets the Standard. Delivery modes and teaching methodologies to meet the needs of the curriculum and the diverse student population were addressed in Standard II.A.1.b. Quality of all courses, and in particular DE courses, is maintained through the structured review process as shown in Figure II.A.2.2 as well as the review process of the Annual Assessment. Interviews with instructors who teach DE courses indicate they are confident that quality is maintained and integrity issues can be controlled as they are in a traditionally delivered class. On the downside, instructors report that they must spend two to three times the amount of time on DE courses than spent on traditional courses in preparing, delivering, and interacting through e-mail or chat rooms. [DE Instructors Interview]

The College is confident that the quality of DE courses is high. This has been verified by the recent technology survey that revealed that less than 9 % of students thought the DE course they took was poor. The remaining students rated the courses fair to excellent. [Tech Survey]

**Planning Agenda**

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.

Descriptive Summary

This standard was addressed in Standard II.A.2 and II.A.2.a above. The College 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. The Program Review, which is conducted every five years, 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. If weaknesses are found and curriculum changes are proposed, the proposals must go through the curriculum review process as shown in Figure II.A.2.2. Funding for the approved change will be reviewed and recommended by the Planning Council.

Self Evaluation

The College partially meets the Standard. Assessment activities are in their early stages and four Program Reviews have been completed. All credit programs and several non-credit programs are scheduled for Annual Assessment during the Spring 2006 semester. Many programs, in consultation with the Assessment Committee, are still trying to determine which assessment tools best fit their program.

Planning Agenda

- The Assessment Committee will work closely with the program personnel to help them choose the optimum assessment methods and monitor follow-up actions.

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.

Descriptive Summary

This Standard was addressed in Standard II.A.2 and II.A.2.a above. The Annual Assessment and Program Review are systematic evaluation procedures that assess the achievement of each program’s learning outcomes. These assessment activities includes 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. All reports will be reviewed by the Assessment Committee who will validate the assessment methods and recommend future adjustments.

**Self Evaluation**

The College partially meets the Standard. The evaluation procedures are currently in the 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, four programs have completed their Program Reviews using a variety of assessment methods. Although the reports from these reviews made it clear that students were achieving the program’s learning outcomes, the procedures revealed that other programs will need assistance from the Assessment Committee to establish assessment methods that will produce more definitive data.

**Planning Agenda**

- 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.**

**Descriptive Summary**

Assessment methods including direct examinations to measure course and program SLOs are still being developed. The report template guidelines for the Annual Assessment and Program Review recommend methods of assessment including methods of eliminating test bias. The Faculty Development Web site is also a primary source for reviewing various assessment methods including tips on how to make exams valid, reliable, and balanced and avoid the biases of gender, age, ethnicity, cultural differences, educational background, and physical or mental disabilities. [Program Review Guidelines] [Quizzes and Exams]

**Self Evaluation**

The College partially meets the Standard. The Annual Assessment and program Review 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 help each program choose the best methods prior to their Annual Assessment to be conducted during the Spring 2006 semester.

**Planning Agenda**

- The Assessment Committee will assist each program to choose the most appropriate 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.

Descriptive Summary

Most credit courses have established SLOs. SLOs are described for every active credit course in the on-line 2006-2007 catalog for and on the syllabus course outlines given to each student at the beginning of the semester. Instructors are expected to teach and assess all students to determine if they have met the SLOs. The degree that students meet these learning outcomes will be the basis of grading each course.

Units of credit awarded are consistent with College policies that reflect generally accepted norms or equivalencies in higher education. Policies on the number of credits assigned to a course are outlined in the Curriculum Handbook. The number of credits awarded to a student adheres to the universally accepted hours of lecture per week. (e.g. if a semester course offers three hours of lecture per week then the credits earned will be three credit hours). For a two or three hour laboratory each week the student will be awarded one hour of credit. For any new course the CPC attempts to determine if the SLOs can be reasonably achievable within the credits requested. Conversely, the CPC also attempts to determine if the SLOs reflect the depth and breadth of the credits requested in the new course proposal.

Some CTE program courses have established a combination of one hour lecture for every three hours of laboratory for two units of credit. However, most CTE programs teach their courses in one continuous block of time to allow for better concentration on the subject matter until the concepts and hands-on skills are mastered. For example, AMT teaches its Engines course from 7:00am to 11:45 each day of the week. Therefore, the one hour lecture and three hour laboratory have been converted to actual “contact” hours for the semester. This conversion equates one credit to every 30 contact hours of a combined one hour lecture and three hour laboratory course for the semester. For example, the AMT Engines course is an eight credit hour course for a total of 240 hours of lecture and laboratory combined contact time for the semester (8 credits times 30 hours is 240 contact hours). The course descriptions in the catalog list the number of credits earned as well as the combined lecture/laboratory contact hours required.

Self Evaluation

The College partially meets the Standard. During this past year the faculty made a concerted effort to establish course SLOs. This has resulted in all active credit and most of the non-credit courses having established SLOs as the basis for earning credit. SLOs can be reviewed in the on-line 2006-2007 catalog.

It should be noted that many assessment actions that measure course SLOs are intended to measure the quality of instruction and are not used to determine a student’s grade. For example, “knowledge surveys” have recently been created for several highly populated
courses such as English 100 and ICS 100. Because these courses are General Education courses for many of the programs, uniformity of instruction is essential, and the surveys will determine if all SLOs are being met across all sections. If SLOs are not met, then adjustments will be required.

The units of credit awarded are within the accepted norms of higher education.

**Planning Agenda**

- The Assessment Committee will ensure that faculty members have included SLOs in their class handouts and have aligned course assignments to the SLOs.
- The College program faculty members, with the assistance of the Assessment Committee, will assess multiple-section courses to determine uniformity of instruction across all sections.

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

**Descriptive Summary**

Successfully achieving each course SLOs in a program’s curriculum will ensure that the student will also achieve the program SLOs. In that sense degrees and certificates are awarded indirectly for the completion of the programs SLOs. If a program decides to administer a required exit exam that specifically measures the achievement of the program’s SLOs, then there would be a direct relationship between SLO achievement and the degree or certificate awarded.

It appears that some programs may choose to administer exit exams. The AMT program requires an exam on the repair and maintenance of each major automobile component. The exam measures the SLOs for the proper repair and maintenance of that component, and the students are awarded a certificate if they pass the exam.

At this time it appears that most program assessments are solely intended to measure the quality of the program and determine positive or negative trends. If weaknesses are found then corrective action to adjust the curriculum or method of instruction will follow.

**Self Evaluation**

The College partially meets the Standard. Degrees and certificates are awarded on the successful achievement of all course and program requirements. Most Annual Assessment activities are intended to measure the quality of the course and curriculum, and not used as a method to award grades or degrees. In the future programs intend to use the newly defined SLOs to award degrees and certificates.

**Planning Agenda**
• All instructional programs will complete their Annual Assessment in the Spring 2006 semester.
• Each instructional program will develop assessment instruments to measure achievement of program goals and work on linking the course and program learning outcomes to granting of degrees and certificates.

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.

Descriptive Summary

General Education is taken very seriously at this College, throughout the UH System, and by the Board. The Board 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 Board policy goes on to include competency in communication and quantitative skills, critical analysis of data and argument, and appreciation of cultural diversity. [BOR Policies Ch5]

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

The College has developed a carefully considered philosophy that is stated in the 2006-2007 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 AA 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 **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 **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 (W) courses are designed to increase a student’s writing proficiency.
- Hawaiian, Asian, and Pacific Issues Focus (H) courses are designed to increase a student’s understanding of Hawaiian, Asian, and Pacific issues and to foster multicultural understanding and respect.
- Contemporary Ethical Issues Focus (E) courses are designed to give students tools for the development of responsible deliberation and ethical judgment.
- Oral Communication Focus (O) courses designed to improve a student’s proficiency in oral communication. [Catalog 05-06, pp 62]

Courses are approved by the General Education Board if they demonstrate they have met certain “hallmarks” and SLOs.

Students seeking a degree in a CTE Program (AS or AAS) are required to complete at least 15 credits of General Education courses. The General Education courses are grouped under the headings: Skills (Communication and Quantitative or Logical Reasoning), Understanding the Natural Environment, Functioning Effectively in Society, Understanding the Social Environment, and Understanding and Appreciating World Cultures and Values. [Catalog 05-06, pp 59]

**General Education Board**

All General Education core courses must be approved by the General Education Board before being approved by the CPC. 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 General Education Board composed of the main board with sub-boards for Foundation, Diversification, and each Focus area. Each proposed course must first be approved by a sub-board before it reaches the main board. The main board is composed of chairs from each of the sub-boards. Membership of the sub-boards is composed of LBART faculty members who teach courses and are considered experts in the respective sub-board areas. [Gen Ed Board]

The General Education Board has been given authority by the FSEC to negotiate and draft articulation agreements with other UH System institutions regarding any General
Education course. The College along with Kapiolani Community College, and UH Manoa have reached an articulation agreement on all core General Education courses.

![Figure II.A.3.1](image)

**Self Evaluation**

The College partially meets the Standard. General Education at the College is a significant component of all degree programs and is based on a carefully considered philosophy that appears in the catalog. LBART faculty members determine the appropriateness of each course for inclusion in the General Education curriculum of the LBART degree by examining stated hallmarks and learning outcomes for the course.

As a result of the work done by the General Education Council, the CTE programs are now poised to begin the review and revision of the General Education component of their programs.

**Planning Agenda**

- The CTE programs will review and revise the General Education component of their programs.

**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.**

**Descriptive Summary**

There are comprehensive SLOs for all General Education courses in the major areas of knowledge that ensure an understanding of their basic content and methodology. As described in II.A.3 above for the LBART degree, the College’s diversification requirements for the LBART degree include courses in the humanities, fine arts, the natural sciences and social sciences. Every course has stated SLOs, where focus courses must also meet certain hallmarks before they are approved as a focus course. Courses in fine arts include Art, Theater, Music, Speech, and Hawaiian Studies. Courses in the
For the Associate degrees for the CTE programs, students complete at least three General Education courses encompassing humanities, natural sciences or social sciences. These courses are placed under different categories than the LBART General Education courses. The fine arts and humanities as well as literature and language courses are placed under Understanding and Appreciating World Cultures. The natural science courses are placed under Understanding the Natural Environment, and the social science courses are placed under Understanding the Social Environment. There are two other CTE General Education categories. The Functioning Effectively in Society category contains mostly social science courses, but also contains other courses including computer literacy. The Skills category is similar to the LBART Foundation category and contains a Communications subcategory (English and Speech courses) and a Quantitative or Logical Reasoning subcategory (Math and Logic courses).

Self Evaluation

The College partially meets the Standard. The College requires that LBART students seeking degrees choose General Education courses in the major areas of knowledge: humanities and fine arts, the natural sciences, and the social sciences. The CTE students take courses in these areas for their degrees. SLOs have been identified for the majority of the General Education courses.

Planning Agenda

- The CTE programs will review and revise the General Education component of their programs.

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.

Descriptive Summary

The General Education requirements for the LBART degree meet the requirements of this standard. All Liberal Arts students must take an O course as a focus area requirement for graduation. O-focus courses also require research on speech topics to be presented in written form. The W courses, also included in the focus requirements, improve the students writing ability as well as improve his or her research skills. This research
improves the students’ ability to acquire knowledge through a variety of means including the library, periodicals, and the Internet. Two W courses are required for earning of the AA degree. A student must have completed English 100 with a grade of C or higher in order to take these courses. English 100 also fulfills the Written Communication Foundation course requirement. The course provides instruction in composing processes, search strategies, and composing from sources.

LBART degree requirements for scientific and quantitative/logical reasoning are met in the Symbolic Reasoning Foundation courses and the Natural Science courses. In addition to computational skills, Symbolic Reasoning Foundation courses teach the concept of proof as a chain of inferences and application of formal rules or algorithms, hypothetical reasoning, and the use of appropriate symbolic techniques in the context of problem solving and in the presentation and critical evaluation of evidence. A broad spectrum of Biological and Physical Science courses fulfill Diversity Requirements for graduation.

Communication skills are critical to the success of students in the CTE programs. All CTE programs require completion of at least one communications course and six programs require completion of both oral and written communication courses.

Application of quantitative reasoning and scientific inquiry and analysis are an integral part of the CTE programs. In addition to being imbedded in the curriculum of the major courses, all CTE programs require completion of a quantitative or logical reasoning course. Fourteen CTE programs identified specific math courses which are relevant and required for graduation from their specific programs.

Out of the fourteen programs that require specific natural science courses, nine require a physics course, one a chemistry course, one a meteorology course, one a chemistry or physics course and two both chemistry and biology or physics.

An introductory computer literacy course is required by 12 CTE Programs. Additionally, many of the General Education courses require assignments that involve computer literacy. Also a large number of computers are available to the students to allow them to complete their course work using word processing, spreadsheet, database management, electronic presentation, and graphics software.

Students seeking a CTE degree may fall short of this Standard if they are not guided in choosing the appropriate courses. For example, for some CTE programs, both oral and written communication courses are offered under the Communication requirement however the student is required to take only one course from this category. Only half of the CTE programs require a computer literacy course. Otherwise a computer literacy course is just one of course choices in the Functioning Effectively in Society category. Additionally, with a number of choices of courses in many of the other General Education groups, the CTE student may choose courses that do not include the skills described in this Standard.
The CTE General Education categories contain the courses necessary to meet this standard. Oral and written skills can be learned from courses under the Communications category, which includes speech and English composition courses. Computer literacy courses are found under the Functioning Effectively in Society category. Scientific reasoning is satisfied by the natural science courses found under the Understanding the Natural Environment category. Quantitative reasoning and critical analysis/logical thinking are satisfied by the math, logic, and computer courses found under the Quantitative or Logical Reasoning Category. Information competency and the ability to acquire knowledge through a variety of means can be satisfied by writing intensive courses such as English 250 that require research through a variety of means.

CTE students are required to choose a course from each of five of the six categories for a total of 15 credits. Some programs require specific courses to be taken. Six programs require completion of both oral and written communication courses. Fourteen programs identify specific math courses which are relevant to their specific programs. Out of the fourteen programs that require specific natural science courses, nine require a physics course, one a chemistry course, one a meteorology course, one a chemistry or physics course and two both chemistry and biology or physics.

Self Evaluation

The College partially meets the Standard. The O and W Focus area courses all have established hallmarks which these courses must meet to be approved. The hallmarks are reflected in the SLOs for each course. O-focus and W-focus each administer their respective universal student evaluation forms at the end of each semester to test whether the hallmarks and SLOs are being met.

The Written Communication Foundation requirement is currently satisfied by English 100. Hallmarks and SLO implementation for this course are assessed by a Knowledge Survey in which students indicate their confidence levels from questions specific to the course, but which earmark the hallmarks and SLOs. In addition, the English 100 faculty members are also piloting an exit exam.

Logic and math currently satisfy the Symbolic Reasoning Foundation requirement. Logic courses are evaluated against the hallmarks and SLOs by a Knowledge Survey tool. The math courses are in the process of developing an assessment tool. The Biological and Natural Sciences have developed SLOs, but have not as yet developed testing procedures to measure if those hallmarks are being met. The Information and Computer Science (ICS) program uses the Knowledge Survey conducted as pre and post course evaluations for ICS 100 and 101. All departments with the assistance of the Assessment Committee are expected to have completed their assessments by the end of the Spring 2006 semester.

Some of the CTE programs have carefully selected courses to ensure that graduates are productive citizens and life long learners. In order to ensure that the students in all the CTE programs meet this Standard, the categories of General Education courses need to be reviewed and modified as necessary. The Annual Assessments and Program Reviews
provide an opportunity to revisit the curriculum and the achievement of the goals of graduating productive citizens and life long learners.

The established categories for the LBART degree and the CTE degree contain sufficient General Education courses to satisfy this standard. There are seven criteria that must be satisfied in this standard. It is possible that students in some CTE programs may not meet the Standard as they are only required to choose five courses. This problem is compounded by the additional general education requirements outlined in Standard II.A.3.c below. However, completion of the review of the General Education requirements for all CTE programs will ensure students seeking a CTE degree will meet the Standard.

**Planning Agenda**

- With the assistance of the Assessment Committee, the faculty members responsible for the courses mentioned above which do not have assessment tools in place to evaluate SLOs and hallmarks are scheduled to do so by the end of the Spring 2006 semester.
- The CTE programs will review and revise the General Education component of their programs.

**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.**

**Descriptive Summary**

Each of the desired attributes listed in the standard are addressed within the wide array of General Education courses which satisfy the Foundation, Diversification and Focus Requirements for the LBART degree. Specifically, the College is the only community college in the UH System to require an E-focus course for the AA degree. A variety of courses from the Humanities and Social Sciences currently meet the E-focus hallmarks. These courses are designed to give students tools for the development of responsible deliberation and ethical judgment. The H-focus area requirement is designed to increase a student’s understanding of these specific cultures and to foster multi-cultural understanding and respect. Also, the Global and Multicultural Perspectives Requirement provide thematic treatments of global processes and cross-cultural interaction from a variety of perspectives. Currently, some Anthropology, History, and Religion courses meet these hallmarks. In addition, the College offers courses with a Service Learning component, which combine service to the community with student learning in a way that improves both the student and the community. These courses help promote civic responsibility.
The General Education categories for the CTE degree contain sufficient courses to satisfy this standard. For example, an appreciation of ethical principles is satisfied by the E-Focus courses. To gain historical and aesthetic sensitivity, and respect for cultural diversity, can be satisfied by the variety of arts and humanities courses offered in the Understanding and Appreciating World Cultures and Values category. Willingness to assume civic, political, and social responsibilities can be satisfied by the social science courses found under the Understanding the Social Environment category.

The established categories for the LBART degree and the CTE degree contain sufficient general education courses to satisfy this standard. There are seven criteria that must be satisfied in this standard. It is possible that students in some CTE programs may not meet the Standard as they are only required to choose five courses. This problem is compounded by the additional general education requirements outlined in Standard II.A.3.b above. However, completion of the review of the General Education requirements for all CTE programs will ensure students seeking a CTE degree will meet the Standard.

**Self Evaluation**

The College partially meets the Standard. The array of General Education courses offered for the LBART degree meets the desired attributes listed in the Standard. However, CTE student may be meeting this standard depending on their choices of General Education courses. At this time, without a concentrated effort to examine all the CTE General Education courses, it is difficult to determine whether CTE students are meeting this Standard.

**Planning Agenda**

- The CTE programs will review and revise the General Education component of their programs.

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

**Descriptive Summary**

The CTE programs at the college all specialize in one focused area of inquiry. There are 23 CTE programs that offer a wide array of technical skills. They include Carpentry Technology, Fashion Technology, Human Services – Community Service, Refrigeration and Air Conditioning Technology (RAC) to name a few. The LBART program requires students to take an interdisciplinary core of General Education courses leading to an AA degree. Courses completed must be at the baccalaureate level and conform to the Foundation, Diversification, and Focus requirements outlined in the catalog. LBART graduates may enter UH Manoa as a Junior.
LBART majors may also take courses that will prepare them for a particular major at UH Manoa and the other four-year colleges. These majors include Business, Nursing, Education, and Social Work.

**Self Evaluation**

The College meets the Standard. The College offers the community a wide array of disciplines to meet the diverse needs of this culturally diverse state. The campus is of the proud specialization offered in the CTE programs and the established interdisciplinary core of the LBART program.

**Planning Agenda**

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.**

**Descriptive Summary**

Students completing CTE certificates and degrees demonstrate, in a variety of ways, that they have attained technical and professional competencies that meet employment and other applicable standards. When applicable, they are also prepared for external licensure and certification. Several of the programs are certified by the same institutions that issue the licenses and certificates to other CTE graduates.

The 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 dictates certification standards and issue certification licenses in eight separate areas of automotive repair.

The ABRP program has adopted the I-CAR Education Foundation curriculum, which is also certified by National Automotive Technicians Education Foundation (NATEF) to ensure that it complies with ASE auto body standards.

The AERO facility is an approved aviation maintenance technician training facility operating under Federal Aviation Administration (FAA) Air Agency certification standards that include 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 AVIT program is an approved Federal Aviation Administration (FAA) school Federal Aviation Regulations (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, Instrument Rating, Commercial Pilot license, Multi-engine Rating, and an Instructor Pilot license.

The CENT program, in conjunction with PCATT, is a Cisco Authorized Regional Academy, a CompTIA Training Center, and a Microsoft IT 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.

The Cosmetology program is a member of an international school system known as Pivot Point. Pivot Point has established a structured curriculum that covers the theory and skills necessary for students to pass the State Board of Cosmetology licensing exam.

The Welding Technology program designed its curriculum to meet the minimum theory and skills standards required by the American Welding Society for entry-level welders.

The Carpentry program, Electrical Installation and Maintenance Technology (EIMT) program, the SM P program prepare their students for entry-level employment in their fields including apprenticeship positions.

Self Evaluation

The College partially meets the Standard. Many of the College’s CTE programs are certified by the same institutions that award individual certification to the program’s graduates. Therefore, the program faculty members feel 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 since these results would give the program a definitive method of confirming that the program’s SLOs have been achieved. Unfortunately, recent federal laws regarding student privacy rights have prevented licensing institutions from revealing exam results including general, non-personal statistical information (e.g. percent of the College’s graduates who have passed the licensing exam). Consequently, many programs perform a mailing survey of its graduates to determine licensure success. The 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 their employers don’t require it. For these employers, the College’s degree or certificate is adequate proof of competency. Therefore many program faculty members feel that if their survey reveals that graduates have acquired a job in a related field, then their program is a success.

Most programs maintain close contact with industry leaders, many who are also on the program’s Advisory Committee. These leaders are employers of many of the programs’
graduates and therefore provide direct feedback on graduate performance including licensure success. This was confirmed by the four programs that recently completed their Program Reviews (See Standard II.A.2 above). Annual Assessments conducted in Spring 2006 will give programs an opportunity to assess whether students graduating from their programs have the relevant technical skills and are industry ready.

Planning Agenda

- Program personnel will develop assessment plans and assessment methods that will better measure the quality and success of their programs. These assessment results will be good indicators of licensure success.

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.

Descriptive Summary

The College catalog describes each program's certificate and degree requirements in terms of their purpose, content, course requirements, and expected student SLOs. Course SLOs are published in the on-line 2006-2007 catalog. The Curriculum Handbook requires that syllabus descriptions given to each class must include SLOs.

Transfer of credit policy is included in the catalog as well as described in the Curriculum Handbook. Transfer of credit policy and procedures are discussed in more detail in Standard II.A.6.a below.

Actions have been taken to ensure clear and accurate information is provided to students and prospective students. These actions are amplified in Standard II.A.6.c below.

Self Evaluation

The College meets the Standard. The College catalog and the Curriculum Handbook contain the information required to meet this standard. In addition, faculty members were reminded several times that inclusion of SLOs was required in each course syllabus given to the students. At the beginning of the Spring 2006 semester a spot check indicated that instructors were complying with the new policy.

Planning Agenda

No action is required.
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.

Descriptive Summary

The College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. The College catalog states the transfer-of-credit policies and guides the student as to what action must be taken to ensure transfer credits are accepted. The CPC recently modified the transfer-of-credit policy to ensure that 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 College course. If the course is not described by SLOs, the course description or list of course competencies will be compared to the College’s course SLOs.

Discussions and negotiations on articulation issues within the UH System take place within the University Council on Articulation (UCA). However, other system articulation committees are authorized to meet and form agreements. The College’s General Education Board has been given authority to enter into negotiations with other UH system colleges. To ensure a seamless transfer of credit to UH Manoa, the College and Kapiolani Community College agreed to accept UH Manoa’s General Education core courses and an articulation agreement was recently signed by the three institutions. This agreement allows immediate and unencumbered transfer of all Foundation and Diversification General Education courses.

Articulation agreements for the CTE programs have also been developed. These include:

- Administration of Justice (AJ) with Chaminade University, Hawaii Pacific University and UH at West Oahu.
- AVIT with University of North Dakota.
- CENT with Hawaii Pacific University.
- Occupational Environmental Safety and Management (OESM) with University of California – Bakersfield.

Recently there was a system wide ICS articulation meeting where an agreement was reached to articulate all common ICS courses. During this meeting the SLOs for eight ICS courses were rewritten. Establishing common SLOs was the basis for the articulation agreement.
Self Evaluation

The College meets the Standard. Based on the changes to the Transfer Credit Policy and the Articulation Agreements achieved, the standard has been met. The College remains optimistic that lower level focus courses may be accepted in transfer at UH Manoa in the future.

Planning Agenda

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.

Descriptive Summary

When programs are eliminated or significant changes are made to the curriculum, the CPC reviews the program’s transitional plans to ensure that there is minimum impact on the student. (See procedural flow, Figure II.A.2.2.) In accordance with the Curriculum Handbook, an attempt is made to extend the existing second year curriculum for one year, or long enough to complete the onboard students without requiring additional courses. If it is not economically feasible to extend one 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 students who will be able to continue with the old curriculum and those who 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 College program compatible with the student’s goals. [Curriculum Handbook]

Self Evaluation

The College meets the Standard. Interviews with the College counselors indicated that past program transitions were relatively smooth and most students were satisfied with the outcome. In some instances, when the curricula for a program underwent significant changes, new students were initially not accepted into the program and continuing students were assisted in finding substitute courses to earn their degrees. Other options for these students included transferring to another college or to another program at the College to earn their degree. For example, when AEC was revised to an AS degree program, students were offered the option to upgrade their under 100 Drafting level courses through credit-by-exam. Students who preferred to earn the phased out Drafting
Technology degree were allowed to substitute courses so they could graduate in a reasonable amount of time. The RAC program has instituted substantial changes to their curriculum for Fall 2006. The program personnel have instituted a plan, which includes when the old curriculum will be terminated and when the new RAC courses will be offered to accommodate current students graduating under the old RAC requirements. [Program Termination]

The College Curriculum Handbook sufficiently covers the procedures that must be followed. Past experience has shown that a dedicated effort is needed by both the program faculty and the College counselors to ensure the transition takes place with minimum impact on the student.

Planning Agenda

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.

Descriptive Summary

The College has taken major steps to ensure that it presents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, publications, and Web site. Until recently, there was no established, systematic formal review of the catalog and advertising materials produced by the campus. However, there existed an informal process where personnel who oversee the changes 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 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 procedural guidelines for review of information integrity, which will be performed at a minimum every year. Negative findings will be brought to the attention of the FSEC, which will take the appropriate action. [Integrity Policy]

Self Evaluation

The College partially meets the Standard. Although COSA has taken initial action to perform an integrity review, the first formalized review has not occurred. The first review of publications and advertising material is planned to take place during the Spring 2006 semester and will be repeated annually.
Planning Agenda

- COSA will take action to ensure that a formalized review of the catalog, publications, and Web site will occur during the Spring 2006 semester and annually thereafter.

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.

Descriptive Summary

The policy on Academic Freedom is outlined in the 2003-2009 Agreement between UH Professional Assembly (UH System faculty union) and the Board. Article IX of the agreement ensures that the faculty members are entitled to the free pursuit and dissemination of knowledge.

With this freedom, it is also expected that the faculty members conduct themselves in an honorable and ethical manner. In the agreement, 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”. [Faculty Contract, pp3, 16]

Self Evaluation

The College meets the Standard. The 2003-2009 UHPA Board Contract satisfies the Standard regarding academic freedom, and Article IV requires the faculty members to distinguish between personal conviction and professionally accepted views in a discipline. Faculty members must present data and information fairly and objectively.

Planning Agenda

No action is required.

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

The policy on student academic honesty is found in the Student Conduct Code [Conduct Code] and is also included in the catalog [Catalog 05-06, pp28]. The Student Conduct Code addresses cheating and plagiarism, and gives several examples to clarify the terms. Each instructor is given several options in dealing with a suspected Student Conduct Code violation. 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 and if additional action is required.

**Self Evaluation**

The College meets the Standard.

**Planning Agenda**

No action is 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.**

**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 05-06, pp13]. These subjects are also addressed in the Student Conduct Code [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.

**Self Evaluation**

The College meets the Standard.

**Planning Agenda**

No action is 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.

Descriptive Summary

The College does not offer curricula in foreign locations.

Self Evaluation

Standard is not applicable.

Planning Agenda

No action is required.
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.

Descriptive Summary

Through a college-wide collaboration of outreach and recruitment, Honolulu Community College attracts 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, the College welcomes group tours on campus and hosts annual High School to HCC events showcasing programs, Counselor-on-Campus Days for the high school counselors and a Community Agency Day for social service providers. Additionally, at the program level, faculty members 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.

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 the College, new students are invited to New Student Orientation Sessions to tour the campus, learn about college resources and meet faculty members, staff members and other students. The Native Hawaiian Center provides a comfortable place 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 (CSC) assists students in overcoming barriers to success in their entry-level 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 generalists 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 Dean of Student Services (DOSS), 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 members and Staff.
members by way of a Power Point presentation and flowchart created by the DOSS. Ensuing meetings in the spring revolved around redefining individual unit’s mission statements, which are congruent with the College’s mission and goals. 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.

**Admissions**
The primary mission of the Admissions unit is to provide information and assistance to prospective students including international students, families, secondary school counselors and community agents regarding the academic and financial requirements of the College. Admissions also assist prospective students in making decisions about attending the College and selecting a major.

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 Student Tour Guide Training Days are asked to fill out a brief evaluation form to assess and continuously improve the program.

**Career Readiness and Job Placement Center**
The primary mission of the Career Readiness and Job Placement Center is to provide services, resources and educational opportunities that support students and alumni in their career planning and job search efforts. The Center empowers students to understand themselves; to understand the relationship between academic experiences, internship opportunities and career choices; to discover and develop alternatives; and finally to assist in the transition from college to professional life. The Center coordinates services to aid students in seeking employment during college and after graduation. Two years ago a Web site was created to provide information on the Center’s services as well as to allow students, alumni, and employers to access to online job postings and register for on-campus recruiting interviews. This Web site, which is continually being updated, was developed with mechanisms to evaluate its use and benefits to students, graduates, Faculty members and employers. Evaluation of services is conducted at workshops and through its online Web site. Students evaluate workshops on resume writing and interviewing skills at the end of each session. [Career Readiness]
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 Career Counseling is to assist students through all phases of their career development. Individual and group counseling sessions are concluded with satisfaction surveys to assess the effectiveness of services. Both Academic Counseling and Career Counseling have developed goals, objectives and student learning outcomes (SLOs) and are determining assessment instruments to measure effectiveness in meeting stated outcomes.

Services for Students with Disabilities
The primary mission of the Disability Services unit 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 College’s Web site. [Disability Access] A midterm evaluation of students receiving academic accommodations is completed through the CSC. With the help of students and faculty members, the program determines whether students are making satisfactory progress. Students showing deficiencies are notified of their status and provided an opportunity to meet with the College disability services provider or are referred to their academic counselor for assistance. The service review for 2004 – 2005 has been completed and included a positive evaluation of its services to students and planned steps to further improve its services. [Disability Services Review]

Educational Services for Distance Education (DE) Students
The primary mission of the DE unit 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 these services must meet standards comparable to those of other institutional offerings. Support services are listed at the DE Web site. [DE Support] Surveys are administered to DE students on access to support services.

Native Hawaiian Center
The Native Hawaiian Center is comprised of two federally funded programs. Po’ina Nalu, a Native Hawaiian Vocational Education Project is funded by Alu Like, Inc. and Kupu Ka Wai, is funded by Title III : Strengthening Native Hawaiian Serving Institutions. The primary mission of the Center is to promote the academic and personal growth and development of students of Hawaiian ancestry. Information concerning the Center is available on the College Web site. Po’ina Nalu provides services such as academic advising and enrichment, career advising, financial aid advising, cultural enrichment and referrals to support services to students enrolled in career technical education (CTE) programs. Kupu Ka Wai provides services including academic tutoring, cultural activities such as the Imi Naau’ao lecture series and academic assistance including 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 programs. [Native Hawaiian Center]
Records Office
The primary mission of the Records Office is to efficiently manage and provide high quality educational support services to students, faculty members, staff members, and the community in all aspects of student academic records. Student services outcomes are being developed, and the Records Office continues to evaluate its effectiveness by revisiting policies and procedures for consistency in informative and procedural materials.

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 program completion rate of students and improvement of student performance in payment of loans. The Financial Aid Office is examining ways to measure student satisfaction. Student Financial Aid is one of the first non-instructional units to complete a Program Review which included an assessment of its services to students. [Financial Aid Review]

Student Health Services
The primary mission of Student Health Services unit is to integrate individual health, education for health, prevention of disease, and public health responsibilities. The responsibilities of the Student Health Services unit are undergoing changes. The health clearance component is no longer a responsibility of the Student Health unit and has been transferred to the Admissions unit. The goals and objectives of the Student Health unit and Services for Students with Disabilities have been assessed and monitored carefully despite the difficulties in obtaining statistical information.

Student Life and Development
The primary mission of the Student Life and Development unit is to facilitate and build an active campus community that enhances the educational experience. Program goals and student learning outcomes have been developed. Evaluation tools are being examined to measure effectiveness of the program.

Testing Services
The primary mission of testing services unit is embodied in the mission of the CSC, which is to support the College mission by providing access to skills necessary for students to become responsible self-directed learners. In the CSC, where make-up and DE testing 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.

Self Evaluation
The College meets the standard. Student support services at the College addresses the learning needs of students, maintains a supportive educational environment for students and supports the mission of the College. 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 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 DE students, would like longer evening hours. This semester, the evening hours have been extended by one hour. Another improvement, based on recent surveys, is that the testing room is now separated from the intake room. This change makes the testing room quieter so that the students can concentrate more on the exams.

Planning Agenda

No action is required.

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.b. Requirements

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

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

- Academic Regulations, including Academic
- Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
II.B.2.d. Locations or publications where other policies may be found

Descriptive Summary

General Information
The 2005-2006 catalog is clear, easy to understand, easy to use and well-structured. The catalog contains all but one of the required sections. 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 members, and names of governing University of Hawaii (UH) Board of Regents (Board) members are also included. An academic freedom statement is not contained in the current catalog. A statement consistent with ACCJC Eligibility Requirement 12, however, is contained in Article IX of the 2003-2009 UH – University of Hawaii Professional Assembly (UH-UHPA) Bargaining Agreement, a copy of which has been provided to all faculty members.

Although the catalog is updated regularly and policy information is accurate and current, the lists of General Education courses for the Associate in Science (AS), Associate in Applied Science (AAS), and Associate in Technical Studies (ATS) degrees were found within the past year to contain numerous errors. Students also noted some of the same errors in the April 2005 Focus Group. Some corrections were made prior to the printing of the current catalog, and other corrections are currently being made.

Requirements
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 based on program requirements, and transfer information are given in the Degrees and Certificates section of the catalog.

Major Policies Affecting Students
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 are included. Academic dishonesty, 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 DOSS. 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.

Locations or publications where other policies may be found
All college-wide policies that directly impact students are either included or referenced in the 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 that the rights of students are protected and the obligations of the College that existed at the time the students enrolled at the College or in a program is honored.

The catalog is distributed without charge to all faculty members, public and private school counselors, appropriate community agencies, UH System offices, and public libraries. The catalog is also available in the College Library and for purchase at the College Bookstore. It can be accessed online at the College Web site, which is available to students, prospective students and the general public. [Catalog]

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 the Academic Grievance Procedures, which are too lengthy for inclusion in their entirety in the catalog, are available from the Office of the DOSS. The Student Conduct Code is also available in the College Library, as are the Affirmative Action Policy and the Copyright Policy. Additionally, the Student Conduct Code is accessible on the College Web site. [Conduct Code] The Summer/Fall and Spring Schedule of Classes booklets also contain a section on “Important College Policies”, and these booklets are available to students at no charge and on the College Web site. [HCC] The Schedules of Classes are also available at the College Bookstore for purchase. UHCC system policies and several of the Board policies are housed in the Office of the Director of MIR. UHCC policies that are of interest to or directly impact faculty, staff, or administration, including Board policies, are available online from the College’s Intranet Web site. [HCC Policies]

Self-Evaluation

The College meets the Standard. In addition to regular updating of content, the catalog has recently undergone a number of substantial improvements. The catalog 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.

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 has changed, all of which make the catalog more readable. Also new with the current catalog was a special e-mail address for feedback.
For the first time, the College also employs an academic support specialist whose sole responsibility is for College publications. Much of this specialist’s time is spent exclusively on the catalog. As a result of this change, there has been more involvement of faculty and others in the content and production of the catalog. Catalog users are also provided the opportunity to comment on ways to improve the catalog through an e-mail as listed inside its front cover.

An online portable document format (PDF) version of the catalog is posted on the College Web site. [Catalog] 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.

Although the academic freedom statement appears in the UH-UHPA Bargaining Agreement, the faculty contract, the statement does not appear in the College catalog.

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 these courses had not been removed from the General Education lists. Some programs that used the deleted courses as recommended prior courses did not make the required changes in their program descriptions. Courses that had been deleted five or more years earlier 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.

Planning Agenda

- The Academic Freedom Statement will be developed, approved and included in the next catalog.
- The college will develop policies and processes for regular review and evaluation of the catalog to ensure its integrity, currency and completeness.
- The college will develop policies and processes to ensure that approved curriculum actions are reflected in the catalog in a timely manner.
- The college will post policies 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.

58
Descriptive Summary

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 DE.

Comprehensive student services, which includes counseling, financial aid, student health and student life are available to all students on the main campus of the College. The majority of the offices are in close proximity to 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 DOSS 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.

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 visit 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.

Program counselors provide comprehensive outreach counseling and advising services to students in the five CTE programs located off the main campus on satellite sites for the following: AMT, AERO, AVIT, VESL, and Diesel Mechanics Technology (DISL). A coordinator provides services to students in the Pearl Harbor Naval Shipyard Apprentice Program, another satellite site. Another coordinator provides services for the students in the Off Campus Education Program and the Service Members Opportunity Colleges Associate Degrees Program (SOCAD). The DE coordinator and the program counselors provide services to the DE students.

The SOCAD, 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 when questions regarding academic counseling arise. Military students and their dependents generally choose to utilize other military provided services such as Health Services at their local military installations rather than come to the College main campus. With a large military population, active duty soldiers and reserves who are ordered to new duty stations continue to pursue their College degrees through the College’s DE and partner SOCAD programs.

The DE 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] Additionally, the Web site includes frequently asked questions, technical support and access to faculty members and staff members through e-mail. An on-line orientation site stresses the qualities one must possess to be an effective DE learner, tips for success, and many other helpful topics. [DE Orientation] Student surveys are being used to assess DE student needs and to obtain student feedback.

Students are informed of the available supports 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 Web site [HCC] and to MyUH portal [MyUH portal] which is the online student information system for all UH 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 Web sites. Additionally, the counselors worked with instructional faculty members to provide a list of suggested first semester courses for certain programs. These suggested courses are in the 2005-06 College catalog. Online counseling and advising are provided to students with reference to the on-line tools for self-advising. The UH system has developed STAR an online degree audit system as another self-advising tool for students. With a planned implementation of Spring 2006, STAR provides students with the ability to track their progress in their major. They will be able to access reports of their semester-by-semester coursework at all UH system institutions, transfer credits and fulfillment of focus requirements. Additionally, the Admissions unit and Records Office has recently made numerous forms available on-line.

The Career Counselor has recently arranged to have Career Kokua, a career and occupational exploration inventory and assessment tool, added to resources available to students online. [Career Kokua] 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. Students can also take an on line version of the Strong Interest Inventory and then see the career counselor who will interpret the results. The Myers Briggs Indicator is also available and is given to classes upon instructor requests. The career counselor counsels unclassified students who may benefit from a focused career and educational goal.

The Career Readiness and Job Placement Center also manages a Web site for students on job searches, on campus and off campus employment, job-related workshops, and online tutorials and resources. [Career Readiness]
Services for Students with Disabilities assure program access to the College and its satellite sites by students with disabilities. The College’s disability service providers in the Student Health Office and CSC work as a team to provide special accommodations to qualified students with disabilities in day, evening, or weekend courses. Accommodations include registration assistance, mobility assistance, sign-language interpreters, on-campus parking authorization, testing or note taking accommodations, materials in alternative formats, and access to assistive technology.

Students at all College sites may access the disability service providers by dropping by the offices, by phone, or via e-mail. Regularly updated disability program information and procedures are readily available and accessible to all students on the web. [Students with Disabilities] Disability service providers also visit the College’s satellite sites as necessary to ensure access services are in place for students with disabilities attending classes at those sites.

**Self Evaluation**

The College meets the standard. The College provides students access to comprehensive student services. Academic counseling is conducted in the Counseling unit on the main campus, at all satellite sites by program counselors or on-site personnel, and online for DE as well as other interested students. Academic advising information is available to all students online at the College’s Web site, in the printed and online catalog, on program information sheets, and at orientation and information sessions. Services for Students with Disabilities assures access to the College’s programs and services. The College strives to provide all students, regardless of locations or delivery method, access to student services to be successful in college.

**Planning Agenda**

No action is required.

**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.**

**Descriptive Summary**

The College provides many opportunities for students to engage in personal and community activities. Numerous student club activities promote such development (Sample of Club Activities):

- Helping at the Nike Na Wahine Triathlon
- Cleanup of a Korean care home
- Assisting with children’s activities at Families Can Survive Camp
- Beautifying gardens at the UH Urban Garden Center with teachers from China
- Organizing hands-on activities with on-campus preschool children
• Patrolling the nearby community for the Weed and Seed program

After the 9-11 tragedy, the College students and faculty members 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.

Service learning began on the campus eight years ago and has expanded the number of opportunities for student participation. Service learning activities are an integral part of several courses such as:

• Students in ESL classes volunteer at nearby elementary, middle and high schools.
• Students in human services classes volunteer at service agencies around the community.
• Students in cosmetology classes help at HUGS (Help Understanding and Group Support), an organization providing support for seriously ill children and their families.
• Students in the AEC program tutor other AEC students, volunteer at a related agency, do volunteer fieldwork for an environmental organization, and other CAD-related activities.
• Students in SMP classes fabricated and installed new gutters and downspouts for the Honolulu Zoo’s Children’s Petting Zoo, the Waikiki Health Clinic, buildings around the campus and other locations.

Appreciation of aesthetics is also available to students. The Ka La, the student-run college newspaper, presents a forum for students to demonstrate their thoughts in writing. Published yearly, the creative magazine, Art and Soul, features student artwork as well as creative writing in poetry, short story and essay. Periodically, artwork by students from various campus programs such as Welding Technology, Apprenticeship and Communication Arts is displayed at the College Library and other areas on the campus.

Leadership opportunities enrich the lives of students. Leadership development is enhanced in students participating in the Associated Students of University of Hawaii @HCC Student Senate. These student leaders attend national leadership conferences, set goals for the year, plan student activities, and carry out other functions. At the end of the year May Day event, participants complete a Campus Activities Survey. The survey includes activities they are interested in for the following year. Surveys are tabulated and results used to plan activities for the following year.

To facilitate online registration, which has been implemented system-wide in recent years, counselors have developed on-line advising to provide tools so students are able to self-advise. This gives the students the opportunity to become self-directed learners. The Career Readiness and Job Placement Center has also created a computerized system to provide self-directed searches of opportunities in employment. Each time a student logs onto the system, data is collected and evaluated to improve the site.
At the end of each academic year, a STAR (Students Thanked and Recognized) ceremony celebrates student assistants and recognizes them for their service to the College and their personal development in the workplace. Scholarship recipients and other student honorees are also recognized.

**Self-Evaluation**

The College meets the standard.

Students have many opportunities on campus to develop personal and civic responsibility. Extracurricular activities, service learning, and online opportunities provide for development of self and civic engagement. Student Life, the unit which oversees the Student Senate, student clubs and Student Media, has developed an overall planning summary that includes its program mission, goals, and SLOs many of which relate to student development, self improvement and appreciation of others. Service learning opportunities have been increasing at the College, and the Academic Counseling unit developed and will continue to improve the online advising Web sites.

**Planning Agenda**

No action is required.

**II.B.3c. 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.**

**Descriptive Summary**

Admissions and Counseling, 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, other counselor’s focus on CTE programs. Counselors focusing on their specific programs will meet with faculty members from the program, provide group-advising sessions to students in classes, and meet individually with students. [Counseling]

The units within Admissions and Counseling are Admissions, Academic Counseling and Career Counseling. Using the Council for Advanced Standards (CAS) in Higher Education 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-advise using the Internet.” Because some programs have courses taught through DE,
students can receive academic advising using the College’s Web site. 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.

The DOSS system-wide have developed a draft of the Student Services Program Review template to be used by all UH Community Colleges (UHCC). Sections of the program review include the mission statement, qualitative indicators, retention services and student program, transition services and student success, and analysis of program. The respective student services units at each UHCC will review the template.

In November of 2004, the College counselors met with colleagues from another community college within the UH system to share information about their institution’s unique programs. Subsequent to this meeting, there was a training session to develop SLOs. In March 2005, UHCC 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.

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 helps to check trends and adjustments are made in scheduling to serve students in a more timely and efficient manner.

The Community College Survey of Student Engagement (CCSSE), which was administered in 2002, will again be implemented during Fall 2006 to measure the effectiveness of student engagement on the campus. [CCSSE]

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.

With the recent development of STAR, a UH system online degree audit system, counselors will be able to work closely with faculty to understand the function and self-advising capacity of STAR.

One example of preparing faculty for the advising function is the efforts of the ECE program counselor. Faculty members in the ECE program serve as advisors for ECE students in selecting their courses. The ECE counselor prepares personalized graduation checklists for the ECE students. He then works closely with the faculty members to ensure students are on track to earn their degrees.
Self Evaluation

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

The DOSS has been instrumental in leading counselors and staff members in Admissions and Counseling to develop their mission statements, goals and plans for the year.

The Counseling unit supports its counselors by providing time and funds so they may attend relevant professional development activities.

STAR, a UH system online degree audit system, is being developed for planned implementation at the end of Spring 2006. Faculty members will use STAR as a tool for advising.

Planning Agenda

• Counselors will identify and evaluate assessment instruments that link to program review.
• The College will implement and evaluate STAR’s effectiveness in advising students.

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

Descriptive Summary

Hawai`i is known as a melting pot of ethnic groups where culturally East meets West. The College is proud of the fact that its student population reflects the ethnic diversity of the State. Students from diverse ethnic backgrounds attend the College. [Student Diversity] The College offers many programs to provide a unique approach to serving these students and programs to support and enhance all students’ understanding and appreciation of diversity.

Student Life and Development organizes activities planned and implemented by students to provide students with an 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 and Development 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 of the activities include:

• Presentation on Maori culture
• Music performance using Chinese instruments
• Music performance by a well-known traditional and contemporary West African ensemble
• Talk presented by a New Zealand writer on his literacy work
• Mexican music performance

The Native Hawaiian Center provides a variety of cultural presentations open to students, faculty, and staff. Each semester, an Artist in Residence displays creative work. 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)
• Hawaiian Sovereignty

The Center has other activities including canoe paddle making workshops, a lunch and movie program, cultural service learning opportunities, and a native Hawaiian health fair.

The Committee on Social Equity, 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]

Activities promoting appreciation of diversity are organized jointly among Student Life and Development, International Programs and the Committee on Social Equity. These include:

• An African Culture Celebration with drum performance
• Chinese New Year Celebration with food and calligraphy
• Native American drumming and storytelling
• Showing relevant movies and documentaries

**Self Evaluation**

The College meets the standard. Activities and programs organized by various student and College organizations provide students an awareness and appreciation of different backgrounds and cultures. Student Life and Development, International Programs, the Native Hawaiian Center, and the Committee on Social Equity have organized lectures, cultural demonstrations, and informal talk sessions open to all students at the College.

**Planning Agenda**

No action is required.

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

The College accepts graduates of any United States high school, General Education Development recipients 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. [Admissions] The admissions counselor works on implementation of UHCC system policies in the development of the College’s policies and procedures that minimize bias in admissions. For international students, federal regulations are followed to ensure that students are in compliance with the laws. The College determines which programs can accept international students on a semester basis based on space availability and course offerings. The admissions counselor and registrar meet quarterly with their UHCC counterparts to discuss common issues and work on minimizing bias. During the Annual Assessment, the admissions policies and procedures will be evaluated.

The College, along with the other colleges of the UHCC System, uses the COMPASS Reading, Writing, and Mathematics tests. Additionally, the College uses the COMPASS /ESL for English as a Second Language test for students born outside of the U.S. These tests were developed by American College Testing or nationally recognized COMPASS program for students. As of Spring 2006, all UHCC’s have agreed to use the same cut-off scores for English and math placement. The Compass coordinator for the College meets regularly with his counterparts from the UHCC to discuss system-wide changes and to develop policies to minimize bias.

Counselors use the placement assessment scores to advise students in course selection and work with students to create educational plans based on English and math requirements of their declared major at the College. Students with previous documented college work completed in English and math may choose to submit their unofficial transcripts from educational institutions to demonstrate placement.

Validity evidence in measuring college students’ educational knowledge and skills is available under COMPASS at the ACT Web site [ACT] or in the 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 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 College placement test instrument.

Self Evaluation

The College meets the standard. With an open door policy of accepting students and a practice of accepting students as they submit all the application materials, Admissions systematically improves the procedures of acceptance as problems arise. The admissions
counselor meets regularly with colleagues in the UHCC system to work on common issues and solutions to minimize bias. As for evaluation and validity of placement instruments, the Compass coordinator along with other representatives from the other community colleges meet regularly to discuss UHCC system changes and to develop policies to minimize bias.

**Planning Agenda**

No action is required.

**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.**

**Descriptive Summary**

The College collects and maintains student records in the Admissions unit, Records Office, Financial Aid Office, and in Banner, which is the computerized student database system. Each department or office has access at different levels to information within Banner. The College adheres to the Family Educational Rights and Privacy Act (FERPA) and publishes this policy in the schedule of classes and the College catalog. Although Banner applications and user-choice have been a challenge 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 FERPA. 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. For several months, the Records Office was without a registrar. A registrar has been hired and is now maintaining and implementing procedures to safeguard student records.

All student records were migrated from the old Aldrich computer 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 College’s Administration building.

With the adoption of Banner, student records are not stored in computers at the campus. All of the Banner records are stored in the Banner database located at the UH Manoa 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 guards and surveillance equipment. The facility is climate controlled with optimal conditions for the storage of magnetic media data.

The social security number (SSN) is required for financial aid, however it is no longer used for admissions and placement testing. Due to federal regulations, financial aid continues to require a SSN. For admissions, however, although the System Application
Form requires a SSN, once the application is processed into Banner, the student is assigned a Banner identification (ID) number. The student can then apply for an UH username and set a personalized password. Correspondence to the student from the College reference their unique Banner ID or UH username. Additionally, when the student seeks assistance from the various offices and services at the College, the student provides either his or her Banner number or UH username. Since Fall 2005, the COMPASS placement testing staff has instituted the exclusive use of Banner ID instead of a SSN. Due to the concerns of identity theft, it was agreed and decided upon by the COMPASS Test Administrator, COMPASS Test Coordinator, and the COMPASS Testing Staff that the exclusive use of Banner ID would significantly reduce the threat of identity theft to protect the student and the College from identity theft and legal repercussions.

**Self Evaluation**

The College meets the standard. The recently hired registrar is reviewing and revising procedures to ensure student records are maintained securely and confidentially. The College enforces the FERPA rules and regulations and publishes the FERPA policy in the catalog and schedule of classes. The College has taken safeguards to minimize the use of SSNs and instead encourages the use of the Banner ID or UH username.

**Planning Agenda**

No action is required.

**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.**

**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 DOSSs of the UHCCs have drafted a system template to guide Student Services Program Review reports. 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. [Financial Aid Review] 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 and Development 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. [Five-Year Schedule]

Self Evaluation

The College meets the standard. All units in Student Services are diligently working on SLOs 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.

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

Planning Agenda

No action is required.
II.C. Library and Learning Support Services Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include Library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that Library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing Library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Library
The Library’s Mission is to support the College’s mission by assisting students, faculty, and staff in obtaining and using information resources effectively to enable and promote student learning. The Library’s goals are to:

- Provide a physical space for resources and equipment.
- Provide information resources and equipment that support the curriculum.
- Provide a qualified staff to assist patrons.
- Provide an environment conducive to research and studying.

The Library currently resides on the first two floors of Building 7 with approximately 34,200 square feet of space. There are restrooms on each floor, five study rooms for student use, and 329 study carrels and table seating. The Library has approximately 22 instructional/on-line catalog networked computer workstations for use by the students. Six computers are used to access Voyager and two electronic databases, sixteen computers are for bibliographic instruction and are also available to students for course related research. Two copy machines are available for use, five microform reader/printers, a change machine, and an ATM machine.

The Library consists of five main departments, Access Services/Circulation, Technical Services, Bibliographic Instruction, Reference Services, and Administration. The Library has five full-time librarian positions. Three of these positions are 11-month positions and two are 9-month positions. There are six paraprofessional Technical Services and Access Services/Circulation staff members. There are also seven student assistants.
The Library’s collections, as of FY 2004, consist of approximately 57,992 volumes of books, 156 print serial titles, 16 newspaper titles, 860 audiovisual materials, and 65,787 microform pieces. Approximately 2,500 books have been acquired in the past four years, largely due to funds received by the English as a Second Language (ESL) department and a grant of Oceanography program, and from donations from individuals. In addition to the collection of print periodicals, the library subscribes to online periodical and index databases that include thousands of periodicals. The Gale Group Database, InfoTrac, provide over 4200 titles. Through a consortia purchase, the EbscoHost database provides over 6000 serial titles. SIRS Knowledge Source consists of four databases providing full-text articles from 1600 domestic and international periodicals and websites. Science Direct provides over 7 million full-text articles from over 2000 journal titles. By comparison with community colleges of similar size, the College Library has an average size collection.

The Libraries of the University of Hawaii System migrated to the Voyager library management system in 2001. The decision to migrate to Voyager was a system decision with dialog and consultation from representatives of all UH System Libraries. The Voyager system includes a public access catalog, circulation module, and a cataloging module. The catalog and the electronic databases are also accessible to students off-campus with their UH identification number.

Currently, each librarian is responsible for selecting materials for specific subject areas. Various indicators are used to guide selections. Librarians monitor the information needs of students by assisting them with their assignments during library instruction sessions and on individual reference assistance. Librarians periodically contact instructors and ascertain their needs and instructors may request books and periodicals. Professional literature and publishers’ catalogs provide lists of reviews and new publications from which librarians make selections for their respective disciplines.

The Head Librarian submits an annual budget request to the Vice-Chancellor for Academic Affairs. Dialog takes place on campus for actual allocation of budget requests. It is an itemized budget, arranged by quarterly expenses. Throughout the last few years, over half of the budgetary requests are for Voyager, electronic databases, magazine subscriptions, annual serial subscriptions, and print and microfilm subscriptions of local newspapers. The balance of funds is listed as General Funds for books, equipment and supplies. Additionally, the Library has received funds from the College end-of-year moneys for staff computers, security camera system, microform/reader printer, and photocopiers. The annual budget has been supplemented by grants and gifts including two UH Educational Improvement Fund Grants, an Ifuku Foundation Grant and funds for books from an Oceanography US Department of Agriculture Grant. The Library completed a program review report during the spring 2005 semester.

As part of the College’s ongoing assessment, a survey of Library users, “Amplifying Learning: Assessing the HCC Library,” was conducted in April and May of 2005. Results from this survey include:
• Hours of the Library meet the needs of the students.
• The Library is a clean environment with study areas and equipment.
• Library resources meet the needs of the students, faculty, and staff.
• Qualified, friendly, and helpful staff readily assists students with their Library information needs.
• Library instruction classes teach students how to use Library resources.
• Overall, only about 5% of respondents strongly disagreed that the range of books for their programs was adequate; however, levels of satisfaction vary significantly by program. Programs particularly satisfied include: Aeronautics, Computers, Electronics and Networking Technology, and Human Services. Programs significantly less satisfied than the overall mean value for range of program oriented books include: Commercial Aviation, Communication Arts, Cosmetology, and Fire and Environmental Emergency Response.
• Similarly, most programs seem relatively satisfied with the range of program-oriented magazines (serials); however some programs are significantly more or less satisfied than the mean. Overall, only about 3% of respondents strongly disagreed that the range of magazines for their programs was adequate; however, levels of satisfaction vary significantly by program. Programs particularly satisfied include: Auto Body Repair and Painting, Marine Technology, Fashion Technology, Administration of Justice, and Automotive Technology. Programs significantly less satisfied than the overall mean include: Commercial Aviation, Early Childhood Education, Fire and Emergency Environmental Response, Aeronautics, and Occupational and Environmental Safety Management.
• Students did agree there are a sufficient number of computers for the online catalog and database searches. Over two thirds of respondents reported that they have used one or more of the Library online databases. InfoTrac was, by far, the most popular.

Results from the Library program review report submitted during the spring 2005 semester include: [Library Review]

• Students see a need for more current books and magazines in their major. While the book collection does need to be updated, the Library has been fortunate to receive funds from different departments to purchase books and materials. The ESL department gave the Library $5,000 to purchase materials across the curriculum. The Oceanography program received a grant, which included over $30,000 to purchase Library materials and equipment. Prior to receiving these funds, most of the books in the Library collection were published between 1970 and the early 1990s. With this grant, approximately 150 books, seven magazines, 29 videos, and eight DVDs have been added to the collection.
• The Library had a part-time APT Computer Specialist position, which was shared with the College Skills Center. This position was funded through special funds from the College Skills Center and the Library. The APT Computer Specialist worked 10 hours per week in the library and was primarily responsible for assisting in the maintenance of the Library’s public computers, research computers, online public access catalog computers and the wireless network. This temporary part-time
position was with the Library for two years. The person in this position has taken another full-time job within the College and now only periodically assists the Library. The College’s strategic plan includes a full-time position.

College Skills Center
The College Skills Center’s (CSC) Mission statement is to support the HCC Mission by providing access to the skills necessary for students to become responsible self-directed learners. This is accomplished by:

- Providing placement testing for students
- Providing entry-level classes in English and Math
- Providing testing services for students
- Providing services to students with disabilities

The College Skills Center (CSC) is located primarily on the third floor of Building 7, with a separate classroom on the fourth floor. The CSC shares the facilities on the third floor with the Educational Media Center, which provides media support for faculty and administration at THE COLLEGE. The main elevators of Building 7 provide access to floors 3 ½ and 5 ½ with students and staff walking either up or down to their desired floor. There is an additional elevator in the Library on the first floor, which has access to each floor. This elevator has a separate key card system to provide access to each floor to students and faculty with disabilities. On the third floor, the CSC facility consists of a large lab room, offices for faculty and staff members, a testing room, a partitioned room for testing for students with disabilities, a testing intake room, one computer room and one English classroom. An additional math classroom is located on the fourth floor.

The CSC staff includes two fulltime English instructors, one receiving eight credits of release time to serve as the CSC Coordinator, two fulltime math instructors, two part-time English lecturers, three fulltime educational specialists to help with testing and tutoring in math and English, one disability service provider, one casual hire disabilities services assistant, one retention specialist, one clerk-typist, and 20 part-time tutor, testing room monitor and note-taker student assistants. The CSC completed a program review report during the spring 2006 semester. [CSC Review]

CSC tutors are students hired part-time on the recommendations of their previous academic faculty. They receive training at the beginning and throughout the academic year, and all receive a copy of the CSC Student Assistant Handbook. The tutors primarily assist with the entry-level English and math students. During the 2004-05 academic year, the CSC initiated a program of faculty and staff tutoring funded through a Perkins grant to tutor technical students in liberal arts courses.

The CSC has a wide selection of materials, many of them commercially prepared and many of them prepared by the CSC faculty for the entry-level English and math programs. These materials include traditional print and multimedia materials. The materials are evaluated regularly, and, when the budget allows, new materials suggested by faculty and students are acquired. The CSC updates the English and math homegrown
materials on an annual basis. Updates are based on student evaluations and on assessment. For math courses, a new set of tests is created every year during the summer, and recently a new set of manipulative materials was purchased based on student comments. The CSC has computers in a room and one English classroom for use by students in instruction and class assignments as well as office computers for faculty and staff. The CSC Program Review confirms that completion rates for students in the entry-level English and math program have improved significantly since 2000. English 20 completion has improved from 30% to 61% from fall 2000 to fall 2005, and Math 20 has improved from 31% to 50% from fall 2000 to spring 2005. The entry-level programs have also been meeting their goals of having 75% or more graduates pass their subsequent English and math classes. [CSC Review]

The College recently received a TRIO Grant to improve the success rate of first generation students at the College. The CSC faculty and staff will be using funds from this TRIO Grant to develop techniques, strategies, and programs to meet the needs of the CSC students who qualify.

The CSC is responsible for several types of testing services. These include English and math placement testing, proctored make-up exams, proctored exams for Distance Education courses and testing accommodations for students with disabilities. These testing services are centralized within the CSC. In addition, the CSC staff members participate in special testing including Automotive Service Excellence (ASE) certification and applicant screening for the Pearl Harbor Naval Shipyard (PHNSY) apprenticeship program.

The disability service provider is assigned to and utilizes the CSC facilities to provide services to help meet the needs of students with disabilities. She works closely with the other College’s disability service provider, the College nurse, who is located in the Health Center. The faculty and staff members on the HCC Committee on Disability Access assist with supporting students with disabilities.

The CSC coordinator submits an annual budget request to the Vice-Chancellor for Academic Affairs. Dialog takes place on campus for actual allocation of budget requests. It is an itemized budget, arranged by quarterly expenses.

Educational Media Center
The Educational Media Center’s (EMC) Mission is to support the College’s Mission with media resources by providing the highest level of quality services within its means, by producing media products that meet the intended goals of the clients for whom they were produced, and by providing services in a way that creates a positive experience for all concerned. The EMC goals are to:

- Provide the media support that instructors require to create a classroom-learning environment that meets the educational needs of the diverse student population of THE COLLEGE.
- Provide the media support in the area of DE to meet community needs for alternative educational opportunities.
- Provide the media support that the College requires for promoting workforce and economic development, as well as the recruitment and retention of students.

The EMC is presently separated into two locations on the College’s main campus. The majority of the EMC spaces are located on the third floor of Building 7. Located here are the Media Design/Production studio, DE spaces, maintenance and repair facilities, offices for the EMC Director and staff, and the EMC Service Counter. The Print Shop/Graphics Department is located in Building 17.

The EMC is comprised of four main departments, Media Design/Production, Media Support Services, Print Shop, and Graphics. The EMC Director heads the EMC. Additionally, the EMC personnel include one media design/production specialist, one DE Media Specialist, one maintenance and repair technician, one media support electronics technician (with personnel action in process to add an additional electronics technician), one Print Shop supervisor, one duplicating machine operator one offset press operator, two graphic artists and one clerk-typist. Nine student assistants augment the staff for support in media design/production, DE, maintenance and repair and the Print Shop. Faculty members may drop off their service and fax requests and pick up their duplication orders at the EMC Service Counter on the third floor of Building 7.

EMC equipment can be categorized into several categories. The two largest categories are production equipment and classroom equipment. Production equipment is used by EMC staff to create the media products used by College faculty and staff members. Classroom equipment is the equipment installed in the classroom for classroom instruction.

In an EMC survey was given to faculty and staff in the spring 2005 semester, 48% of faculty and staff responded that the classroom media facilities were adequate. This perception may be partly due to faculty members becoming more comfortable with multimedia equipment and wanting to use it more as they see others using it. In response to these perceptions, and because of the transition of video from tapes to digital video disks (DVD) and video compact disks, the increased usage of PowerPoint presentation, and the changing television (TV) standard, the present focus of the EMC is on the replacement of outdated equipment in classrooms. This is evidenced by the fact that the top three priorities on the replacement equipment list submitted by the EMC were for classroom media equipment. Currently there are approximately 54 classrooms in which the old TV/video cassette recorder (VCR) video viewing systems have been replaced with a ceiling-mounted liquid crystal display or digital light processing multi-media projector, a DVD/video home system player and a sound system. Several rooms have Elmo Visual Presenters replacing overhead projectors. The EMC also assists individual departments, which have their own funds in selecting, installing, maintaining, and upgrading equipment. The EMC has been assigned the responsibility of operating and maintaining the Kapalama Multi-Media Center located on the second floor of Building 2. This facility serves as a conference center for businesses and organizations in the
community, as a meeting place for UH groups, and as a center for campus events. As such, it includes a state-of-the-art computer/video/audio system suitable for high-tech presentations.

Federal law requires captioning for all TV and cable shows since 1996 and for all new English-language programming on TV since January 2006. Section 508 US Rehabilitation Act ADA Compliancy requires this to meet accessibility, and EIA 708 and 608 require multimedia electronic captioning for HDTV, computers, podcasts, and websites.

The EMC Director submits an annual budget request to the Vice-Chancellor for Academic Affairs. Dialog takes place on campus for actual allocation of budget requests. It is an itemized budget, arranged by quarterly expenses. The EMC is scheduled to complete and submit a program review report during the spring 2009 semester.

**Self Evaluation**

**Library**
The College partially meets this standard. The Library meets its goals of providing a physical space for resources and equipment that support the curriculum, a qualified staff to assist patrons, and an environment conducive to research and studying. These services would be improved if the 9-month Librarian positions were converted to 11-month positions. Although Librarians have specific duties and responsibilities, all serve on the Reference and Information Desk and are aware of student assignments. They assist in the selection of materials for the Library. The Library had made cuts to their serial collection, partly due to budget limitations, but electronic access to full-text journal titles has increased. Because the spring 2005 Library survey showed that respondents were only a little above average in their ability to use the online catalog, efforts need to be made to increase this ability in the students. Students were also only a little above average in their ability to locate the materials, books and magazines they need in the Library. On a positive note, an above average number of students have used the periodical electronic database and accessed the online database off campus.

The numbers of computers and technical support for the computers continue to be problematic in the Library. The Library formerly provided networked computers that could be used for email and Web-surfing, as well as for connecting to the Library’s online databases. With increasing age, these computers experienced problems. Students complained the computers were too slow. These computers were removed and have not been replaced due to budget restraints and lack of technical support. Wireless Internet access has been made available to students with wireless-capable laptops in part to address students’ request for this service to be an alternative to using the Library’s computer for connections to the Internet. Because the College has not increased the Library’s budget, the Library has been pro-active in pursuing and receiving grants for support and instructional purposes.
College Skills Center
The College partially meets this standard. The staff and faculty of the CSC are recognized as providing outstanding service to the students who utilize the services of the CSC. Faculty and staff members are student-centered, approachable, and willing to help students with difficulties in completing assignments. Although the College has recently assigned a classroom on the fourth floor of Building 7 to the CSC for math classes relieving space issues for the English classes, space issues remain a problem. All spaces are filled to overflowing. During the beginning and toward the end of every semester the lab tends to be both noisy and crowded. During the first two to three weeks of the semester there are times when students come in to the CSC to study but decide to leave because all of the seats are filled. The most common comment was on the need for more tables and chairs. The concern is that the space/noise issue may be contributing to the dropout rate, so this may be the cause of some of the retention problems in the remedial English and Math series of courses.

When THE COLLEGE went through budget cuts and re-allocation of funds in 2001, one of the cuts was to the director position of the CSC, called at that time, The Learning Center. The CSC faculty members were expected to handle management/administrative functions without release time or compensation. In spring 2002 a faculty member in the CSC was given four credits of release time to handle administrative matters. This helped but was still inadequate. In fall 2005 the release time was increased to eight credits. This again helped but again is inadequate for the proper running of the CSC and for long-range planning. The CSC is in need of a Coordinator with substantial time to handle both daily management and long-range visioning. There is also a need for more tutors. Comments by students on the remedial English Satisfaction Survey stated the need for more time with tutors and more tutors on Fridays. Since the loss of the part-time computer technician, one of the math instructors and an educational specialist now attempt to help with computer problems, but they do not have the level of expertise necessary for serious problems. The CSC utilizes the Information Technology Center staff for assistance, but needs to have on its staff a technician who is available on a daily basis.

The CSC faculty and staff member are not able to provide adequate support for students with disabilities including DE access concerns. The CSC Program Review showed that there is a significant gap between the numbers of students at the College potentially eligible for disabilities services and the number self-identifying as disabled and requesting services. [CSC Review]

The different testing functions offered by the CSC currently meet the needs of the College largely due to the innovation and dedication of the staff. They work tirelessly with the other offices on campus to optimize their resources and to improve their services. In response to survey results in the CSC Program Review where students reported that the testing center was somewhat noisy, the CSC staff responded by reconfiguring the space to reduce noise and by keeping the testing center open two nights a week. [CSC Review]
Educational Media Center
The College partially meets this standard. The EMC is currently meeting its goal of providing the media support that faculty and staff members require to create a classroom learning environment that meets the educational needs of the diverse student population of THE COLLEGE. Of major concern is that the EMC has very limited space for its current level of activities. Originally the EMC had the entire third floor of Building 7. Over the years, because of the growing space needs of the CSC and of PCATT, the EMC has given up substantial quantities of space. The College, like several other community colleges on the island of Oahu, receives a yearly allocation from Olelo’ - The Corporation for Public Broadcasting, to support the production of video courses shown on a local public access channel. This budget provides the funding for the DE Media Specialist position, and three Student Assistant positions for DE production. While in the past this budget has been substantial, it has been dwindling until currently, it is about half of what it once was. It is possible that in the near future, this source of funding will disappear entirely. This would mean a loss of four positions in the EMC, and would seriously cripple the DE support for the College.

The EMC departments of Media Production, DE production, and Maintenance and Repair each consist of one full-time staff member. If that person is ill, there is no backup for that function. This has a serious effect on meeting schedule deadlines. In the last few years the College has gone from two media classrooms to 54; however there is still only one full-time technician to service all of these rooms. When the Kapalama Multimedia Center was created, procedures were in place to allowed the EMC to charge outside community groups who use the facility. These collected funds were to cover the costs of overtime for the EMC staff members who manage the facility. These procedures changed so there is currently no way for the EMC to recoup overtime costs to support the Center. Additionally, the EMC staff is tasked to constantly monitor and research emerging technologies and determine how they might be applied to better meet the educational mission of the College. This stretches the EMC staff even more. The results of an internal survey with EMC staff and an interview with the EMC Director indicated that all agreed that there is a need for more staff in the EMC. There is also a need for additional funding for initial purchases and replacement of equipment used by the EMC.

To meet ADA and other federal requirements, the College, through the EMC, needs to bring the DE courses up to date and caption new courses. Current technical resources and personnel are not available to do this.

Planning Agenda

Library

- The College should convert 9-months librarian positions to 11-month positions.
- The College should provide funds for the Library to increase materials to meet the needs of programs.
- The College should provide funds so the Library can increase the number of computers for services requested by students in the Library’s user survey.
The College should obtain a full-time computer technician for the Library.

**College Skills Center**

- The College should obtain more space for all CSC activities.
- The College should obtain a full-time coordinator.
- The CSC should obtain additional tutors to serve the existing population better and to start serving students in upper level courses.
- The CSC should obtain a full-time computer technician.
- The College should increase funding, staff and facilities to meet the projected increase in students needing services, particularly learning disabled students.

**Educational Media Center**

- The EMC should obtain the short-term space solutions necessary to address OSHA and other work, health, and safety issues and to create a faculty workroom and storage space for its valuable equipment.
- The College should develop, fund, and implement a formal plan for the long-term expansion of the EMC and CSC spaces as both grow.
- The College should develop a realistic budget for overtime work by EMC staff and obtain proper funding for it.
- The College should institutionalize the funding for the DE Media Production Specialist position and DE support position.
- The College should develop a plan and obtain funding to hire more full-time, permanent staff members.
- The College should develop a funding plan based on best practices for the regular purchase and replacement of computer and video equipment used by the EMC.
- The EMC should obtain equipment and personnel needed to bring the DE courses up to date and caption new courses.

**II.C.1.b. The institution provides ongoing instruction for users of Library and other learning support services so that students are able to develop skills in information competency.**

**Descriptive Summary**

**Library**

The College’s librarians are dedicated to teaching information and research skills so that students can locate, evaluate and utilize information for papers, speeches, and class projects. The Librarians provide reference and research assistance to students, faculty, and staff. A Reference Librarian is able to assist patrons on a one-to-one basis at the Reference Desk, during all hours the Library is open. All librarians are available to help patrons find and use information efficiently and effectively.

The Library offers Library instruction on instructor demand, often for specific assignments. For group instruction, the instructional librarians in partnership with the
instructional faculty teach the students how and where to find relevant information and how to properly use that information. Individual or small group assistance is also available for students who need in-depth assistance with their research topics.

**College Skills Center**

The CSC faculty and staff members provide extensive, well-written materials for students to develop skills in academic and information competency. They evaluate the materials for effectiveness, updating them regularly, and adding to them as needed.

**Self Evaluation**

**Library**

The College meets this standard. After a class has received Library instruction, the faculty members are asked to distribute the Library instruction student evaluation. Responses are used to improve future Library sessions. Informal feedback from the faculty members is also used. The purpose of the student evaluation is to help the librarians understand how the students are learning and adjust and improve the teaching.

Based on a student evaluation report with a total of 2634 responses over the last five years, 69% indicated that this was their first instructional session. More than half strongly agree that the session was helpful, clear, understandable and presented new information. 65% percent of the students strongly agree that the librarian was helpful and knowledgeable. After the Library instruction session, 47% felt comfortable in using the Library and 54% were comfortable in asking the librarian for help.

In 2003, a questionnaire was developed to assess students’ knowledge of Library use skills. [Library Assessment] The results of this questionnaire were used to determine modifications to the Library instructional sessions by identifying areas that needed improvement. Compilation of statistics compared results from students who had attended at least one Library instructional session and those who had no instruction. In general, students who had attended a previous session did better than those who did not. Results indicate instructional sessions need to emphasize and clearly explain the terms and concepts associated with Library research. Since this survey was an initial attempt to gather general information to improve Library instruction, it is apparent that a follow-up assessment needs to be better organized and that questions need to be composed to elicit more useful information. While Library skills alone do not define information literacy, they assist in the information-seeking ability needed by students for lifelong learning.

According to the Spring 2005 Library survey, with a total of 498 student respondents, 62% indicated they had attended a Library instructional session. 80% of the students who attended Library instruction rated the session either good or excellent. Typically, Library instruction is given to numerous classes and specifically designed to meet the needs of the particular class. There are, however, many other classes, especially in the Career and Technical Education areas, that do not request Library instruction. The
Library needs to expand the Library instructional program across the curriculum. [Library Review]

**College Skills Center**
The College partially meets this standard. The computers in the CSC English lab are outdated and continually freeze-up when they are in use. They lack speed, disk space, do not have current operating systems or software, and cannot access the Internet. This means students cannot work on assignments in the CSC lab that they have started on their home computers or in the English classroom and cannot conduct Internet research. These facts are supported by scores on the English 20 Satisfaction Survey Summary, which shows that among the lowest rates of satisfaction are those given to the functioning of the computers. Due to the limitations of the College budget, there are currently no budget or plan to replace these computers.

**Planning Agenda**

- The Library should promote its services and information resources and expand the Library instructional program.
- The CSC should update the computers in the English lab

**II.C.1c. The institution provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.**

**Descriptive Summary**

**Library**

An integral part of the Library’s mission at THE COLLEGE is the accessibility of services for students and the faculty, staff, and programs that serve them. The Library provides on-campus accessibility to students and College personnel through its online Internet access capabilities, operational procedures and policies, appropriate staffing, bibliographic instruction sessions for students, and facilities. Off-campus access is available through the Library website, which links to all of the Library’s online databases. The Library ensures remote access capabilities before subscribing to a database. [Library] Distance education students may contact the College Librarians via e-mail. Students can access online resources such as magazine and newspaper databases, Web sites, and Library catalogs, including the University of Hawai`i Voyager System and the Hawai`i State Public Library System, from any Internet-capable computer in or outside of the Library. Databases are available 24 hours a day. The Hawai`i Voyager WebPAC provides access to the collections of materials at the College’s Library and the libraries of the University of Hawai`i System.

The hours of operation are posted at the entrance of the Library, on the College course schedule each semester, and on the College website. The hours are set to coincide with course offerings and student needs. The Library hours are:
Monday through Thursday 8:00am – 7:00pm
Friday 8:00am – 3:00pm
Saturday 10:00am – 1:00pm
Sunday and Holidays Closed

Semester Breaks
Monday through Friday 8:00am – 3:00pm
Closed weekends and holidays

(closed weekends and holidays during breaks)

The UH identification card allows students to access materials from any UH System Library. Students also use this card to access information in the Library database from home or any other location off-campus with Internet capabilities, renew books, conduct searches, retrieve sources, and e-mail or download information. Students have access to resource on-shelf resources such as periodicals, books, reserve materials, microform collections, media, and audio/visual equipment as well as copiers and printers. For studying, the Library provides students with access to quiet study carrels and study rooms. In the Spring 2002 the Library received a new circulation counter and reference desk. They are both ADA compliant. Additionally, through disability funds, the Library received two pneumatic tables for computers that are ADA compliant. One is for the Public Access Catalog and the other is in the Research Computer area. One Research Computer is equipped with a large screen, assistive keyboard, speakers, and screen-reading software.

**College Skills Center**
The CSC offers services to the College’s students Monday through Thursday from 8:30 am to 7:30 pm and Friday from 8:30 am to 4:00 pm. The CSC is accessible for students with disabilities via an elevator, which stops at every floor in Building 7. The hours and staff members are listed on signs posted on the doors leading to the CSC. The CSC room number is listed in a directory on the 3-½ floor of Building 7, where the outside elevators stop. Flyers are posted around campus on bulletin boards announcing CSC services. The services are also listed in the HCC Catalog. Additionally, all of the College’s faculty members have been instructed to refer students with disabilities to the disabilities service provider in the CSC.

The CSC website includes the CSC mission statement and provides information about the hours and services of the CSC. The CSC website homepage contains links to pages which provide information about placement testing services, Asset Prep classes, faculty and staff tutoring program information, and calendars for fall, spring and summer activities. Additionally, more specific details on the CSC schedule are available in a .pdf document clickable from the CSC homepage. The CSC homepage also has a link to a site where visitors can download Adobe Acrobat Reader to read the .pdf files on the CSC and other HCC WebPages. [CSC]

**Educational Media Center**
The EMC offers services to faculty, staff, and administration Monday through Friday from 8:00 am to 4:30 pm. With the recent addition of the maintenance and repair technician, the repair and service hours end at 6:30 pm offering support to the evening and apprenticeship programs. Repair and service is also available 8:00 am to 12:00 pm on Saturdays. The hours and staff members are listed in the THE COLLEGE phone directory and on a sign at the EMC Service Counter. The EMC room number is listed in directories on the landing where the outside elevators for Building 7 stop. The services of the EMC are also highlighted in the annual orientation given to new faculty and staff at THE COLLEGE and listed in the HCC Catalog. Forms for requesting EMC services are available online on the HCC Intranet. Information on the EMC is available to faculty and staff via their website. [EMC]

Self Evaluation

Library
The College meets this standard. In the Spring 2005 Library survey, students found the Library website informative and useful for research and 68% of the students responded that they have used one or more Library online databases for their research. [Library Assessment] Students also noted appreciation of the Library’s wireless information service but responded with a request to upgrade the system for speed and efficiency. In Fall 2005, wireless access points and a timer system were added. The connectivity is now from good to excellent throughout the Library, on both the first and the second floors. Students on the survey agreed that there was an adequate number of computers for their research needs. In general, students seem satisfied with online access services. Ninety percent of the students were generally satisfied with the Library hours for Monday through Thursday. From this data, however, there was a difference in satisfaction for these Library hours between the full-time day students and the full-time/part-time evening students. Evening students were less satisfied with Monday through Thursday hours, noting in the comments section the early closing time. Students expressed even less satisfaction with Friday Library hours and the Saturday hours. Comments reflected students’ need for more access to services beyond the stated hours. Policies regarding computer use in the Library drew an abundant number of comments ranging from needing more computer access in the Library to expanded Internet access, especially for e-mail. As described in II.C.1.a, computers for these activities were removed when they no longer operated effectively.

The Library survey indicated the Library staff members were highly commended by students for their helpfulness, friendliness, and ability to answer questions. The staff ratings were the highest scores of all items in the survey. Sixty-seven percent of the respondents on the survey attended a Library instructional session. Of those attending, over 80% rated the instructional session as good or excellent. The instructional sessions are well attended and appreciated by the students. Library instruction is given to a wide range of classes and specifically designed to meet the needs of the class. There are, however, many other classes, especially in the Career and Technical Education areas that do not request Library instruction. The librarians want to expand their Library
instructional program across the curriculum. A number of respondents suggested that the appearance and layout of the Library should be improved. These comments included suggestions on paint, carpets, and relocating of reading areas.

The renovation of the freight elevator in Building 7 was completed in summer 2004. Prior to this renovation, access to the freight elevator was primarily through the front entrance of the Library, with an elevator key. The public elevators for Building 7 stop on floors 3 ½ and 5 ½. Students, faculty and staff members walk up or down a half flight of stairs to get to floors 3 to 6. If students, faculty or staff members cannot negotiate the stairs, they are issued a key to the freight elevator. The problem for people using the freight elevator after the Library closed, was exiting the Library. They would need to call a security guard to meet them at the front door of the Library and unlock the door so they could leave. With the renovation, the elevator opens to the rear of the building when the Library is closed. When the Library is open, users have the option to enter/exit though the Library or through the back of the building. Access is restricted to users with an elevator key card.

**The College Skills Center**

The College meets this standard. The CSC provides many sources of information about their services to students and to faculty and counselors who can then recommend the services to students. The students in the Focus Group were not aware of the CSC website. The CSC website is quite comprehensive and does satisfy Priority 1 of the Web Content Accessibility Guidelines, which governs the format, content and accessibility of websites.

**Educational Media Center**

The College meets this standard. The EMC provides several sources of information about their services to faculty, staff, and administration. Work order request forms are available online to facilitate EMC requests. The EMC Service Counter is open during regular business hours for faculty and staff. In addition, the EMC staff members often deliver services for campus events in the evenings, weekends, before and after official opening hours, and at off campus locations. As examples, the EMC staff members provide media services for the College’s Fashion department fashion show held in a hotel in Waikiki on a Saturday and activities held at the Kapalama Multi-Media Conference Center occur beyond the normal EMC hours. While there is some suggestion that the EMC expand their hours to cover evening classes, the majority of the faculty and staff polled in a recent survey indicate that the hours are sufficient. If hours were expanded, the current staff would not be able to accommodate the extra hours and additional staff would be required. Starting personnel at a later time would not be feasible as there is presently only one staff member in each EMC department.

**Planning Agenda**

- The Library should examine the possibility of extending the hours of the Library keeping in mind that when the Library is closed, there is access to the Library’s databases via the Internet.
The Library should examine the Library computer-use policies keeping in mind the limited budget, lack of electrical power, and lack of the technical support for the computers.

The Library should promote Bibliographic Instruction so that more faculty members are aware of this service and offer open bibliographic instruction sessions at different times during the semester for students.

The CSC should publicize the CSC website more to students who use the CSC services.

The College should provide funds to hire additional personnel to expand the hours of the EMC.

II.C.1.d. The institution provides effective maintenance and security for its Library and other learning support services.

Descriptive Summary

Library
The Library is housed on the first two floors of Building 7 with approximately 34,200 square feet of space to secure. The Library has installed a new security system that has six cameras to view the two floors as well as the back lobby entrance/exit. There is a 3M Security Gate System in place at the Library. The entrance/exit has automatic doors and an inside freight elevator that requires key card access. The College provides security personnel, and there are established College emergency procedures to which the Library staff adheres. The Library was built in 1974 and many of the furnishings are over 30 years old. Due to the college’s hard working custodial and maintenance staff, the carpet, furniture, and the other facilities have endured quite well. A custodial staff member is assigned to maintain the Library facilities. The new security system, The Digital Sprite 2, is a cost-effective and easy-to-use video multiplexer, digital video recorder, single channel audio recorder, and network transmitter all in a one-box solution. This system is used along with six black and white Sony video cameras located on both floors of the Library. The system is connected to a Pelco monochrome monitor located in the circulation department area. A 3M Library Security Gate System is positioned at the entrance/exit for the security of the Library collection. All Library materials on open shelving are targeted with security strips. This system provides effective and significant reduction in the loss of Library materials. The Library maintains a service contract for the upkeep of the 3M security system equipment.

A major problem over the last few years is mold growth on the Library’s books and furniture. The initial outbreak was in August 2000. The Library had been without air conditioning for three days, and humidity rose about 90%. The College paid approximately $2,000 to a private company for the removal of mold from the Reference and Hawai‘i Pacific Reference Collections on the first floor and several areas in the General Collection on the second floor. It is a continuous job to monitor and remove mold as it is discovered. The cleaning of mold takes several steps. The Library staff members and student assistants help in the daily upkeep of the carrels and chairs for study areas within the Library. The maintaining of Library equipment including
computers is also part of the daily routine in keeping a dust free environment.

**College Skills Center and Educational Media Center**
The THE COLLEGE operations and maintenance staff maintains the CSC and EMC. The custodial staff cleans the facilities daily, and the maintenance staff makes electrical and other repairs when necessary. Additionally, the HCC Apprenticeship program regularly assists with minor construction projects such as painting, construction of partitions, and hanging doors in the office facilities. These projects usually are carried out during the summer months. The College’s security staff provides security for the CSC and EMC, offering suggestions for improvements in security, responding to requests for help with students who are security threats, and making regular security rounds after hours. Additionally, CSC staff and faculty have attended workshops on campus dealing with security and handling difficult people. A Honolulu Police Department police officer presented a workshop, giving advice to CSC staff on dealing with threatening students. As a result of his advice, CSC faculty and staff now call 911 first and then inform the College’s security staff when there is a serious incident.

**Self Evaluation**

**Library**
The College meets this standard. The Library has met the recommendation from the last accreditation, to continue to pursue additional revenue sources for facility maintenance by purchasing a new security system with end-of-the-year funds. The College strategic plan includes a strategy to “Upgrade and expand electrical system to support growing need for computers and printers.” The Library needs to be added to the list of participants. The Library has experienced ongoing problems with computers and other equipment shutting down because too many pieces of equipment are on the same electrical circuit. Replacing the carpet in the Library, which is over 30 years old, has been discussed for several years with the current Vice-Chancellor for Administrative Services and his predecessor. Deciding what type of flooring will be best for the Library is still in the preliminary planning stage. Leeward Community College recently completed re-flooring their Library and will be sharing their experiences with the UH Library Council. Comments from the Library user survey suggest a new coat of paint and new carpeting.

**College Skills Center**
The College meets this standard. The College’s maintenance staff members properly maintain the CSC, so it meets the standard for cleanliness and maintenance of the facilities. The assistance of the Apprenticeship program is essential to the re-designing of the CSC facilities based on evaluations to meet changing needs. The CSC has had several incidents with students who threatened CSC faculty, staff and students and who presented serious potential dangers. The CSC staff members have handled these incidents appropriately. Some of these students appeared to be mentally disturbed and may be part of the increasing numbers of disabled students THE COLLEGE has been enrolling in the past few years.
Educational Media Center
The College meets this standard. Whenever EMC staff members know their rooms need additional maintenance, the College’s maintenance staff is most accommodating. Normally, EMC staff or Student Assistants clean several of the EMC rooms and equipment on their own so as to protect the high-valued equipment. The EMC staff work with the Apprenticeship program and other units on campus to make needed repairs, alterations, stages, and backdrops for EMC facilities and campus events. These partnerships are often vital to the success of the programs. For example, at the recent 9/11 Memorial Dedication, the Apprenticeship and Sheet Metal programs built a stage and created a flag backdrop. There have been several instances when security has informed the EMC staff that they have discovered unlocked doors at night. These have been in area of the studio, the duplication room, and the student workroom. Personnel responsible for those areas were notified and cautioned to double-check doors when they leave.

Planning Agenda

• The College will upgrade and expand the electrical system in Building 7 to support the growing needs of daily operations of the Library, the College Skills Center, and the Educational Media Center.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for Library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Library
The current library management system contracted by the libraries of the University of Hawai‘i System is the Voyager system which includes a public access catalog, circulation module, a cataloging module, and a serials-acquisitions module. The College Library migrated to this system in 2001. All cataloged UH library materials within the UH System are accessible through this library retrieval system. The directors of the Libraries of the University of Hawaii System Libraries form the University of Hawai‘i Library Council [UHLC]. The purpose of UHLC is to establish policies and improve and expand services and resources offered by the Libraries. Committees composed of representatives from Hawai‘i Voyager libraries coordinate system-wide planning, agreements, and decision-making. Honolulu Community College’s librarians and staff are voting members of the System-wide Cataloging Coordination Committee [SCCC], the Hawaii Voyager Circulation Committee [HVCC], the System-wide Acquisitions Coordinating Committee [SACC], and the WebPac Task Force. Committees meet regularly, communicate through e-mail, and publish agreements on the Web. These Committees
report to the UHLC and to the University of Hawai`i Voyager Coordinating Committee [UHVCC]. Also, cost-saving consortium purchases, such as EbscoHost and Science Direct, are possible through agreements by UHLC. Another collaboration within all UH universities and colleges is the intra-system loan (ISL). Faculty and students may request materials found in the other University of Hawai`i libraries and have these delivered to the College Library.

The College Library, and the other UH System Libraries, belong to the Hawai`i Library Consortium (HLC). HLC is made up of libraries from the UH, Hawai`i State Public Library System, the State Department of Education, private colleges and universities, and private elementary and high schools. HLC has agreed to subscribe to EbscoHost, a collection of online databases of newspaper, magazine, and journal articles, many in full-text. The HLC is in its third year of this agreement.

The Educational Media Center
The College, along with the several other community colleges on the Island of Oahu, receives a yearly budget from Olelo` - The Corporation for Public Broadcasting, to support the production of the educational programs that it shows on the Educational Access Channel of Oceanic Cable. The Vice Chancellor for Academic Affairs is the Principal Investigator for the College’s Olelo` funding. She coordinates the spending of this budget and regularly attends meetings with representatives from the UH and the other Community Colleges who share the Olelo` funding.

Self Evaluation
Library
The College meets this standard. The Library is a member of the UHLC. The council meets monthly to discuss common concerns as well as system-wide decisions on database purchases. The council members have developed a mission statement and have created by-laws. The Library participates in the system-wide coordination committees as well, and adheres to the agreements made to provide consistency to students, staff and faculty. The Library is also a member of the HLC. The consortium members have also created by-laws.

Although the UH System Library Intra-system loan service (ISL) is in place, only 14% of respondents from the recent Library survey have used the ISL service. Of these, 32% found ISL useful and 28% received the ISL materials in a timely fashion.

The Educational Media Center
The College meets this standard. The Olelo` budget is the only funding source for all the cable telecourses in the College’s Distance Education offerings. Should this funding be reduced or eliminated, this telecourse venue of DE will be compromised to the point of disappearance. In order to avoid this, the College needs to institutionalize the funding of DE.
Planning Agenda

- The Library should conduct a focused assessment of ISL users to look at improving this service.
- The College should institutionalize the funding for the DE Media Production Specialist and DE support positions in the EMC.

II. C. 2. The institution evaluates Library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis of improvement.

Descriptive Summary

Library
Like all programs at the College, the Library uses program review to evaluate its services in meeting of student needs. The first program review is the means by which the Library also evaluates its goals. [Library Review] The program review has been completed and serves as an overarching evaluation of the program. In the review process, the Library staff refined its mission statement, identified strengths and challenges, surveyed and analyzed faculty, staff, and student feedback, determined outcomes of goals, and set goals for the future. Staff, faculty, and student feedback was generated in campus-wide surveys. The Library also developed and utilized an assessment of its own that sought input and feedback from Library users in the spring 2005 Library survey. [Library Assessment] During the fall 2005 semester the College developed and administered an HCC Student Engagement and Satisfaction Survey, which included evaluation of Library Services. The Access Services/Circulation Department conducts “Count Week” three times each semester to assess use of materials and services. The Technical Services and Acquisitions sections keep and maintain counts of materials added and removed from the Library’s collections. Statistics for database usage are also available.

The College Skills Center
The CSC, its courses, and its faculty are evaluated to ascertain if it is meeting the needs of the students it serves. The evaluations are used to improve the services, the courses, the materials, and the teaching techniques of the faculty. The CSC is scheduled for program review during spring 2006. The HCC Institutional Environment Survey provides information as well. Student evaluations of courses provide information about the English and math series of courses. The CSC faculty members also perform completion rate studies for their completers in upper level courses and contact faculty of upper level courses to find out how their English and math completers are performing in their courses. The CSC faculty members use this information to improve their courses. In addition, the faculty members use this information to improve their teaching and to help students improve their learning. There are also Student Satisfaction Surveys of the Learning Environment, which are used to improve CSC services. During the fall 2005 semester the College developed and administered an HCC Student Engagement and Satisfaction Survey.
The Educational Media Center
The EMC staff members are aware of the need for the assessment of its media services and products. The staff members have implemented assessment for several of the DE courses offered on the Oceanic Cable Educational Access channel. This has been accomplished by implementing a pretest (prior to the course start) and post-test (at the end of course) assessment on each course’s WebCT support sites. There has been limited success in assessing the DE and WebCT courses offered by the College supported by the EMC. There is a standardized campus wide evaluation form currently being given out with each work order. In addition, a survey is given to each faculty, staff and administrator at the College each semester accessing the EMC services. The Institutional Effectiveness Survey did include two questions pertaining to the effectiveness of the EMC. Of those responding, 68% agreed or strongly agreed that the “Media Services are adequate to support the college.” Of those responding, however only 49% agreed or strongly agreed that the ‘Classroom media facilities are adequate for the College.’ During the fall 2005 semester the College developed and administered an HCC Student Engagement and Satisfaction Survey.

Self Evaluation

Library
The College meets this standard. In its program review report, the Library assessed its principal goals and outcomes by analyzing circulation figures and student information competency through data collected on student use and evaluation of services through faculty and student surveys. This data will be used as a basis by the College for improvement in the Library. The annual assessment process offers the Library staff the opportunity to make plans based on annual self-assessment. The staff will work together to make appropriate and fiscally feasible plans of action. The faculty and student surveys can be utilized to improve on services to all at the College. Two recommendations included in the last accreditation self-study report of the College include:

- The College should ensure that steady funding is available to maintain the quality of its collection.
- The Library should continue to pursue additional revenue sources for collection maintenance.

The College has not increased the Library’s budget. Some pursuit of additional revenue sources has been accomplished. More needs to be done. The Library has asked to be included in the HCC Strategic Plan for funding for an increase in materials for all programs and to be included in programs seeking grants. [Strategic Plan]

The College Skills Center
The College meets this standard. Student evaluations of the remedial English and math programs show a high level of satisfaction with the courses. Of these students responding, 85% indicate that they are very satisfied with the courses. Faculty members are also evaluated regularly during the probation, tenure, and promotion process.
Lecturers are evaluated every semester to determine if they are performing satisfactorily. The faculty members use this information to improve their teaching and to help students improve their learning. Evaluations of the tutors also lead to improved services, sometimes immediately. When problems are identified, the problems and their solutions are shared in a tutoring handbook that is updated daily and through e-mail messages sent by the Tutoring Coordinator. The CSC faculty and staff continually improve the courses they offer and the services of the CSC and strive to better assess student achievement of the learning outcomes for the remedial English and math series of courses. Faculty of the CSC regularly engage in workshops to enhance their skills and attend the biannual PAC PAIR, Pacific Assessment Conference to further enhance their knowledge of assessment of student learning.

**The Educational Media Center**

The College meets this standard. The Institutional Effectiveness survey responses indicate the EMC has a need to provide more services to College faculty and staff and that the classroom media facilities are in need of improvement. In regards to other media products, the EMC has created a survey, which will be given to the user after each service request is completed. Effectiveness of the products and services received will be measured in this survey by the faculty and staff members’ ratings on a question specifically addressing this effectiveness. Individual instructors in the classrooms will assess EMC product and service effectiveness in instruction. The EMC will assist the instructor in developing the assessment tools and method if needed. These surveys will also evaluate customer service, service and product quality, and timeliness of service completion. The information from the surveys will be used to assess and improve EMC services.

**Planning Agenda**

- The Library should continue pursue additional revenue sources for funding support.
- The College should fund and staff the EMC in order for the EMC to expand its services to faculty.