III. Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

III.A. The institution employs qualified personnel to support student learning outcomes and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human Resources planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support those programs and services.

III.A., III.A.1. Descriptive Summary

The process of assuring employment of qualified personnel begins with a department or program providing justification of a need to fill a newly budgeted position or a position vacancy due to a separation. Once notified, the Office of Human Resources (OHR) assists the supervisor in developing new and updated position descriptions to meet applicable State, University of Hawai‘i, and civil service policies and procedures to include established minimum qualifications and program needs. OHR provides guidance and consultation to ensure that all position descriptions are reviewed and approved by the appropriate authorities and assists in preparing the necessary documentation including supporting documents.

The College is required to provide a certification statement that there are sufficient funds to support the position request and that the position description is current. For faculty positions, minimum qualifications are reviewed at least annually or upon request for review by other Community Colleges or for the University. Broad band specifications for Administrative, Professional, and Technical (APT) positions and class specifications for civil service positions are provided and reviewed at the University’s system level.

Upon establishment and approval of the position description, advertisements are prepared in accordance with Board of Regents policies, University Administrative procedures, EEO/AA requirements, collective bargaining agreements, and State and Federal nondiscrimination laws.
The hiring process is well defined and developed. OHR is very involved in overseeing the process, serving as a resource and approving critical steps. Prior to the commencement of the interview process, a screening committee, in consultation with the EEO/AA Officer, is charged with the responsibility of reviewing and documenting each applicant’s qualifications. Candidates who do not meet the minimum qualifications or who do not submit the required documents are not considered.

An EEO/AA balanced screening committee is recommended by the hiring supervisor and approved by the EEO/AA Coordinator for the campus. The screening committee reviews the minimum and desirable qualifications which were established in the position description and formulates questions, interviews the qualified applicants, assesses the strengths and weaknesses of each candidate, and forwards their recommendations to the hiring supervisor. The hiring supervisor interviews the recommended applicants, conducts reference checks, and recommends the selectee to the Chancellor for final review and appointment.

As a continuation of the review of the qualifications, newly appointed employees are required to serve probationary periods in accordance with University policies, civil service rules, and collective bargaining agreements and union contracts. Performance evaluations are either written or electronically submitted for all classifications including Executive and Managerial (E/M), faculty, APT, and civil service employees at regular intervals annually thereafter or upon changes in supervision or appointment to new positions.

III.A., III.A.1. Self Evaluation

The College meets the Standard. The College is subject to various system requirements with respect to qualifications for each position. Board policies, University System, and civil service rules and requirements are examples. In addition, the College in this review period, continues its transitioning to the delegation of responsibilities from Office of the Chancellor for Community Colleges to the Community Colleges OHR.

Beginning with the reorganization of the Chancellor's Office, after the transfer of the former Chancellor and her subsequent retirement in 2002, there began a delegation of some of the responsibilities and duties to the Community Colleges. A series of meetings and memos occurred in which these responsibilities were transferred from the Chancellor’s Office. A delegation of duties continues to occur and are being finalized between the OHR at the University of Hawai`i at Manoa and the Community Colleges.

However, the recruiting, screening, and selection processes are very well defined and developed, and are supervised carefully throughout the process. This provides some assurance that personnel hired by the College are sufficiently qualified to guarantee the integrity of its programs and services.

The College reinstated a critical hire review process in July 2005, which at a basic level addresses decision making on hiring priorities. Prior to this time a Request to Fill Critical
Position form, which serves as the first step in a formal request to fill vacancies, was not required. This became a requirement in Fall 2005, and will provide a basis for personnel hiring decisions. In addition, the newly created Planning Council will be involved in the process as the members work towards setting priorities in the Strategic Plan, which includes planning for personnel.

[Critical Hire Form]

III.A., III.A.1. Planning Agenda

No action is required.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of subject matter or service performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutionalized faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

III.A.1.a. Descriptive Summary

When new positions are planned they are first listed in the College’s Strategic Plan. The Strategic Plan requirement is to explain how the position relates to the mission and goals of the College, the justification, and any supporting data indicating the need and the possible consequences if the position is not approved. The Planning Council oversees the annual review and update of the College’s Strategic Plan, thus ensuring yet another review of positions before they are created and filled.

All regular positions are advertised on the University’s Web site in accordance with EEO/AA commitments, the University’s policies and procedures, and collective bargaining agreements. In addition, all positions, unless specifically exempted from recruitment also appear in the local newspaper. Additional advertisements or extended recruitments are conducted as prescribed in order to obtain a sufficient and balanced pool of applicants. Advertisements are prepared utilizing the reviewed and updated position descriptions, which include minimum and desirable qualifications.

Filling of most position vacancies involve screening committees. Screening committee members are recommended by the hiring supervisor and may be composed of members of administration, faculty, staff, and in some cases students. Screening committees must represent a gender, age, and ethnically balanced composition. For faculty positions, faculty member participation is further encouraged through the faculty evaluation process.
The screening process includes a detailed review of each candidate’s qualifications against the approved minimum and desirable qualifications. Applicants with foreign degrees are required to provide certification of equivalency by organizations which perform such certifications and are approved by the College. All candidates who meet the minimum qualifications are interviewed and candidates who have the greatest strengths are recommended for further interviews, utilizing pre-approved interview questions, which are developed by each screening committee. The EEO/AA Coordinator reviews and approves all interview questions and practical exercises, which may be developed by the committee to ascertain each candidate’s knowledge, skills and abilities. The EEO/AA Coordinator works with each screening committee closely and provides suggestions to questions to elicit meaningful information. For example, faculty candidates may be asked to present a lesson plan to assist the screening committee in evaluating effectiveness in teaching.

Applicants are provided with specific and detailed instructions in the advertisements regarding the application process, which includes instructions regarding transcripts and other documents necessary to establish the applicant’s qualifications. The final recommended candidate is required to provide all necessary original documents, which are sent directly to the College. The hiring supervisor is charged with contacting references and verifying the applicant’s background as appropriate. References are included in each employee’s file and maintained in a confidential manner. OHR performs a final check of documents for the appointee.

The EEO/AA Coordinator is responsible for overseeing the hiring and screening process. Prior to conducting interviews, the policies and procedures are reviewed at the initial meeting. All minutes, documents, screening committee compositions, and interview questions must be authorized and approved before proceeding to the next phase. The EEO/AA Coordinator takes appropriate action when the hiring and screening process does not meet the policies and procedures.

III.A.1.a. Self Evaluation

The College meets the Standard. The College’s screening and hiring process is well defined. A review of recruitment files supports the conclusion of a systematic and well-documented process. The College has enjoyed a relatively stable workforce and there is no evidence that the current process is ineffective.

III.A.1.a. Planning Agenda

No action is required.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of
personnel and encourage improvement. Actions taken following evaluations are formal, timely and documented.

III.A.1.b. Descriptive Summary

The method, timing, and presentation of performance evaluations is set forth by Board policies, University of Hawai‘i Administrative Procedures for APT employees, the State’s Department of Human Resources Development for civil service employees, and respective collective bargaining agreements and contracts.

The University administration is responsible for the annual evaluation of all Executive and Managerial (E/M) employees. Pursuant to Board Policies Chapter 9-14, E/M personnel are to be evaluated annually between March and June. As part of this assessment, the President’s Office has established the importance of providing an E/M employee’s subordinates, peers, and constituent groups the opportunity to comment and provide input about the E/M’s performance. This feedback process, the 360° Performance Assessment, supplements the E/M employee’s supervisory review by the Chancellor. Evaluators’ participation in the 360° Performance Assessment survey is voluntary, and the process is confidential for the E/M and the evaluators. The Chancellor determines whether this supplemental method of evaluation will be utilized for any given year. The Chancellor submits to the President the results of evaluations of E/M employees and recommendations on salaries, classification, and terms of appointment. E/M employees are subject to annual reviews and re-appointments. [BOR Policies Ch9, p 83]

The Vice Chancellor for Academic Affairs (VCAA) and the Chancellor are responsible for the evaluation of instructional and non-instructional faculty and follow a prescribed process for contract renewal, tenure, promotion, and Continuing Review actions. Reappointment, tenure, and promotion are evaluated according to the University of Hawai‘i Community Colleges Faculty Classification Plan. [Faculty Classification] In addition to their primary responsibilities of teaching or institutional support, faculty members are evaluated for their participation in College and community service and professional development activities. The timing and procedures for faculty evaluation follow established guidelines.

The OHR for the College oversees performance evaluations for APT and civil service employees. Newly appointed APT employees serve a three-year probationary period and are reviewed annually during the period November 1st through October 31st of the following year. Performance evaluations are completed electronically and the employee and approving authorities are notified via email concerning goals and objectives for the year. At the end of the evaluation period for APT employees, ratings are also entered electronically. An APT appointee who is appointed to a new position serves a new six-month probationary period.

Civil service employees serve an initial probationary period of six months and are reviewed minimally annually thereafter. Civil service and APT employees may also be
subject to partial evaluation periods due to an extension of an initial evaluation or appointment of a new supervisor. APT and civil service employees who do not meet the performance factors of their position during their initial probationary period may either be recommended for an extension or be informed of their termination of employment without recourse. Performance factors for APT and civil service employees are provided by the University and the State of Hawaiʻi Department of Human Resources Development. Each employee’s supervisor, however, establishes goals and objectives for the employee.

OHR is responsible for promoting, facilitating, and encouraging a fair, timely, and constructive performance evaluation process. Performance evaluations for all APT and civil service employees provide for an OHR review.

Management information tools such as turnover rates, absenteeism, injury claims, grievances and other complaints may be utilized to connect personnel evaluations and institutional effectiveness and improvement.

III.A.1.b. Self Evaluation

The College meets the Standard. Evaluations of E/M, APT, and faculty members are conducted at regularly scheduled intervals.

The College has utilized the 360º Performance Assessment for supplemental performance review of E/M employees regularly. The College’s Personnel Officer is the Chancellor’s designee for updating information, implementing the Chancellor’s method of selecting evaluators, communicating to each of the E/M personnel the method of selecting evaluators for the given evaluation year, and inputting the information. The method of selecting each year’s evaluators may be modified based on the Chancellor’s directives. The Personnel Officer meets first with the Chancellor and then with each E/M employee to review the list of evaluators and make modifications to the list as necessary. For the 2004 to 2005 evaluation period, the Chancellor requested that each E/M employee be informed as to who would potentially be an evaluator. The current Personnel Officer, who was newly appointed in 2005, reviewed the final list to ensure an adequate return response rate to assure the evaluators’ anonymity, and established that the list was current and that there was a balance between new employees and those who had been with the College for a longer period. Potential evaluators who were listed multiple times were replaced to give other employees the opportunity to participate.

Since the creation of the Office of the Vice President for Community Colleges (VPCC), the Community Colleges are developing guidelines to bring some uniformity to this process. In the meantime, as these guidelines are being finalized, for the 2005-2006 evaluation period the Chancellor, pursuant to discussions with the VPCC’s Office, will give the E/M employees the opportunity to be the recipients of the evaluation instead of the Chancellor. Furthermore, the list of respondents may be broadened in some cases, such as with the E/M’s constituents. The Personnel Officer has again reviewed the final list of “peer” and “subordinate” evaluators for balance. After the VPCC’s guidelines
have been finalized, they should be conveyed to the College by the Chancellor and OHR to promote understanding of the E/M evaluation process.

Civil service employees are evaluated by the OHR at the University of Hawai`i during their initial probationary period, thereafter they are evaluated by their supervisors through the Civil Service Performance Appraisal System (PAS).

Civil service employees should be evaluated yearly after their initial evaluation. Since the campus OHR assumed responsibility for the PAS there has been a decrease in the response rate. The OHR is intent on increasing the response rate in accordance with civil service rules. As noted in a memo dated March 7, 2006, and emailed to all civil service supervisors, “pre-printed performance evaluations for every civil service employee of HCC will be sent (to their supervisors) during the month of March 2006. These PAS evaluations must be completed within 30 days of the end of the appraisal period or 30 days upon receipt”. Monitoring of non-compliance will rest with the campus OHR. [Copy of memo – from Eileen Torigoe Personnel Officer dated March 7, 2006]

III.A.1.b. Planning Agenda

- OHR should develop strategies to improve the Civil Service PAS response rate from supervisors of civil service employees.
- The College is working towards a fair and inclusive evaluation process for E/M employees and should adopt the Office of the Vice President for Community Colleges E/M Guidelines after they are finalized and publicize these to the College.

**III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing these outcomes.**

III.A.1.c. Descriptive Summary

Faculty applying for reappointment, tenure, and promotion are evaluated according to the University of Hawai`i Community Colleges Faculty Classification Plan. The Classification Plan clearly delineates the primary responsibilities of instructional faculty, and resource faculty. All faculty members are responsible for the learning and academic growth of students. [Faculty Classification]

The Faculty Development Coordinator and Faculty Development Committee (FDC) present frequent workshops on instructional improvement, coordinate discussions and symposiums (e.g., Teachers Talking to Teachers), and sponsor professional development opportunities.

The College has identified student learning outcomes (SLOs), and is actively developing and implementing Program Review for all programs and services. All course and
program SLOs were completed by the end of the Fall 2005 semester, and will be included in all syllabi beginning in the Spring 2006 semester.

Faculty members, with assistance from Division Chairs, develop measurable learning objectives for the courses and their respective programs. Various training and discussion sessions have been organized campus-wide to allow the exchange of ideas, especially on the design of effective learning objectives, assessment methods, and ways to improve learning based on assessment results. In addition, both program and course learning objectives are part of the Program Review process. In each review cycle, faculty members are required to address how information from course assessments is used to improve students' learning outcomes.

III.A.1.c. Self Evaluation

The College partially meets the Standard. Honolulu Community College has made significant progress. Faculty applying for reappointment, tenure and promotion are evaluated on their performance of instruction or academic support. Although not identified as SLOs there has always been an evaluation that addressed the core of competencies students must have before passing the class. All the College’s instruction programs have identified these competencies, now called student learning outcomes. The College is working toward evaluating faculty based on learning effectiveness.

Facility and staff have participated in professional development activities relating to assessment and planning. There will be workshops and other assistance in measuring SLOs in Spring 2006. Faculty members are learning about and trying methods of assessment, and applying their findings to improve teaching and learning effectiveness. For example, some faculty will be using the Knowledge Survey, a pre- and post-test method of assessment. Focus area courses (e.g., WI, E, O and H focus) are now required to administer evaluations that ask students to assess the extent to which they feel they have met the hallmarks for those courses. This is a shift from being course-content specific to focus-area specific. Faculty members are provided the results of these evaluations which are expected to be included in their dossiers for contract renewal, tenure, and promotion.

III.A.1.c. Planning Agenda

- The College should develop methods to evaluate effectiveness of faculty, tutors, and others engaged in teaching and helping students meet SLOs, and links to evaluate instructional effectiveness.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

III.A.1.d. Descriptive Summary
Professional ethics are addressed in the Chancellor for Community Colleges Memo (CCCM) #2600, “Statement on Professional Ethics (Faculty)”. The faculty senates of the Community Colleges adopted the “American Association of University Professors Statement on Professional Ethics” in 1989. Subsequently, the University of Hawai‘i Community College System adopted the “Statement on Professional Ethics, University of Hawai‘i—Community Colleges” in 1991. It was revised in 1998. \[CCCM #2600\]

The Statement includes intellectual honesty, academic freedom, honest academic conduct, respect for colleagues, respect for students, and commitment to teaching and scholarship.

The College collaboratively identified its institutional core values: student-centered philosophy, respect, quality/excellence, and community.

III.A.1.d. Self Evaluation

The College meets the Standard. CCCM # 2600, the “Statement on Professional Ethics, University of Hawai‘i—Community Colleges” is available online on the Community Colleges Web site. [CCCM] The College's Faculty Development Web site links to the CCCM's from its "Policies and Procedures Directory" page. This Web page also links to the “Tutor Code of Ethics”. [Faculty Development Policies]

While there are written codes of professional ethics in effect, activities to develop and further ethical awareness and understanding are recommended to ensure the continuation of the College’s commitment to principles and fairness.

The institutional core values appear at the top of each page of the College's Intranet, and are explained in detail in the Core Values section. “Our institutional core values are at the heart of everything we do.” The core value of “Respect,” in particular, addresses ethical behavior:

- Conduct all communication with honesty, integrity and openness
- Support pluralism, diversity and equity in all College practices and activities
- Commitment to providing a safe, nurturing and inclusive environment based on fairness, trust, and mutual respect

The ad-hoc Core Values Committee publicizes and promotes the core values through college-wide activities. [Core Values]

III.A.1.d. Planning Agenda

- The FSEC and FDC should develop and systematize procedures for ensuring the dissemination and awareness of the “Statement on Professional Ethics” to the College and encourage discussion.
The Staff Senate Executive Committee (SSEC) and Staff Development Council (SDC) should consider the creation of a statement on ethics for College staff.

III.A.2. The institution maintains a sufficient number of faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

III.A.2. Descriptive Summary

Honolulu Community College employs a total of 287 individuals according to the Employee Profile in the Honolulu Community College Self Study Demographic Information and Achievement Data dated August 13, 2005. Of these individuals eight are employed in E/M positions, fifty-six in APT positions, seventy-nine in civil service positions, one hundred thirty-three are Instructional Faculty, and Other Faculty account for eleven positions. Lecturers, because of their transient nature, are not included in this report but number about one hundred.

[Demographics]

The collective bargaining agreement between the University of Hawai`i Professional Assembly (UHPA) and the Board of Regents of the University of Hawai`i addresses the responsibilities and workload of faculty. In addition to the primary responsibilities of “teaching, research, specialized educational services, and community service,” faculty have professional responsibilities of “advising students; registration of students; participation in campus and University-System committees; keeping regularly posted office hours which are scheduled at times convenient for students; and participation in traditional functions which have unique academic significance.”

[Faculty Contract, p 3]

Applicants for employment must supply credentials including documentation of education and experience, which are subject to verification by a College employee before being hired. Final decisions on hiring are made at the Vice Chancellor and Chancellor level.

A survey of faculty and staff and their perspectives of the institutional environment was conducted in the spring of 2005. Responses were measured from a low of one “strongly disagree,” to a high of five “strongly agree.” The highest responders were faculty, and the lowest response rate was from lecturers and civil service employees. Asked if they agreed with the statement “Unit/division had adequately trained employees for duties/responsibilities,” there was an overall ranking of 3.48 among all employees. Faculty felt they were the best trained at 3.58, APT 3.56, and Administration 3.50. Lecturers and civil service employees felt they and their division was the least adequately trained at 3.33.

[Faculty/Staff Institutional Environment Survey: Figure 34: Bar graph #5, Table #6 – Resources]
From the same survey regarding their general satisfaction, employees felt overall that the “campus is a good place to work” with faculty giving it the highest rank of 3.94, while APT and civil service employees gave it 3.89, lecturers 3.82, and E/M 3.25.

[Faculty/Staff Institutional Environment Survey: Figure 61: Bar Graph #9, Table #11 – General Satisfaction]

The survey also asked the average number of hours worked per week. 40.5% of the respondents worked 46-55 hours per week, and 12.2% worked 56 hours or more.

[Faculty/Staff Institutional Environment Survey: Question 77]

When new positions are planned they are first listed in the College’s Strategic Plan. The Strategic Plan requirement is to explain how this position relates to the mission and goals of the College, the justification, and any supporting data indicating the need and the possible consequences if the position is not approved.

There is a concern that some programs have been without a Dean for a considerable amount of time. For example, the University College division has been without a Dean for over a year. The Dean of Tech II (Communications and Services programs) transferred into the Tech I position (Transportation and Trades programs), leaving the Tech II programs without a Dean.

III.A.2. Self Evaluation

The College meets the Standard. However, there are significant concerns.

Although the institution maintains a comparable number of faculty members based on the full-time equivalent (FTE), there are some other conditions which should be taken into consideration. Some full-time tenured faculty members work in one-person departments and have the added responsibilities to mentor lecturers. Writing SLOs may fall to the tenured faculty member since the success of the students and ultimately the department depends on these outcomes. These faculty members are often responsible for the department budget requests and other administrative duties, duties other full-time faculty may not have unless they serve as Division Chairs, which would then afford them release time. Although most do find the time to fulfill their contractual and professional responsibilities to the College, these conditions may severely limit their ability to serve on campus committees, or as members of employment committees.

The majority of faculty participates in campus activities. However, based on an examination of the membership of College committees, it is evident that some faculty members do not participate, even though it is both a professional and a contractual requirement.

There are two specific times in the career of a faculty member where participation in campus activities including committee membership is thoroughly examined. The first is when an instructor applies for promotion and tenure from level C-2 Instructor to level C-
3 Associate Professor. When a faculty member applies for promotion the Division Personnel Committee (DPC), as well as the Tenure and Promotion Review Committee (TPRC), makes a decision based in part on the value and substance of the faculty member’s contribution to the campus and the system based on committee membership.

Thereafter unless a faculty member applies for promotion or is asked to submit a Continuing Review, which is not mandatory, campus participation is not questioned.

Without a meaningful Continuing Review there are no consequences for failure to live up to these requirements. When questioned by the survey as to the usefulness of Continuing Review, it was given a low mean score of 2.84. As expressed by one respondent in the Final Comments section of the survey, “put some teeth in PTR (i.e, Continuing Review) or don't waste people's time”.

[Faculty/Staff Institutional Environment Survey: Question 135; Final Comments, page 25]

Ideally every faculty member would adhere to their contract and professional ethics by serving on campus committees. According to the “Statement on Professional Ethics” for the Community Colleges, “Faculty members accept their share of faculty responsibilities for the governance of their institutions.”

[CCCM #2600]

In an effort to increase participation the FSEC is currently reviewing College's faculty involvement and participation on all campus and system committees.

[FSEC 1/10/06] [FSEC 2/10/06]

Honolulu Community College employs many lecturers who typically do not serve on committees since their main responsibility to the College is to teach. Therefore the “pool” of faculty members who do serve on campus committees and have a responsibility to the institution is further depleted.

So although the College may have, at least on paper, an adequate number of full-time faculty members, the responsibility to the College for many of them begins and ends with teaching.

Several members of the E/M division are serving in Interim or Acting capacities. Although this seems to be a system-wide if not nationwide problem, it creates instability for the programs that have had several different Deans for the past many years. Within the last few months there has been progress towards some stability with the conversion of an Acting Dean of Student Services to a permanent position. There remains a critical need to plan and implement systematic and ongoing leadership training to assist in the retention of administrators.

III.A.2. Planning Agenda
Although the College meets the Standard, the Human Resources committee suggests it would significantly improve the morale of faculty, staff and administrators if the following actions were implemented.

- The College should develop and implement a review process to ensure equitable treatment as it relates to professional responsibilities and workload for all faculty in accordance with UHPA Contract 2003-2009 Article IV. Include participation by the FSEC, the Committee on Committees, UHPA, and the Administration.
- The College should develop an ongoing assessment system to determine whether the College's staffing level is adequate and effective, and use the results to make improvements.
- The College should plan and implement systematic and ongoing leadership training to assist in the retention of administrators.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

III.A.3., III.A.3.a. Descriptive Summary

The College's policies and procedures for human resources are based on Board of Regents policies, and Chancellor for Community Colleges Memos (CCCMs) and reflect the applicable laws, codes, memorandum, and collective bargaining agreements. New policies are the result of a collaborative decision-making process, with participation and consultation, as appropriate. The College develops personnel policies and procedures which are readily accessible on the College’s Web site or through the various University OHR. There are reviews of complaints, which are required to be reported to the University System. Mechanisms, both internal and external, are in place for investigation.

To ensure fairness and consistency in adherence to policies and procedures, OHR utilizes the various system-wide administrative procedures and policies, executive policies, Board policies, and the CCCMs, which are currently being reviewed and rewritten by Honolulu Community College Deans. It should be noted that in December 2002, a system-wide reorganization was approved by the Board, which eliminated the position of Chancellor for the Community Colleges, the developer of personnel policies for all Community Colleges at that time. The CCCMs that promulgated those policies are being utilized until the rewriting is completed.

III.A.3., III.A.3.a. Self Evaluation

The College meets the Standard. Fairness is one of the core values of the College. The University of Hawaiʻi’s Community College Policy of nondiscrimination and equal
opportunity emanates a sense of fairness. Honolulu Community College’s Philosophy and Mission statement embraces nondiscrimination and Affirmative Action. Faculty, staff and administrators agree to support the concept of nondiscrimination of anyone regardless of sex, race, sexual orientation, age, religion, political affiliation, disability or marital status.

III.A.3, III.A.3.a. Planning Agenda

No action is required.

**III.A.3.b. The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.**

III.A.3.b. Descriptive Summary

Personnel files for each employee are kept in confidence and maintained in secure files by OHR. Files are locked and secured at the close of the business day. Further, there is always a personnel staff member present during the workday. Employees have access to their records by contacting OHR, and making an appointment. Personnel files for faculty and APT employees are maintained at the College, while E/M and civil service personnel records are maintained at OHR at the University of Hawaii’i at Manoa. Confidential information is disclosed with the employee’s consent or following Hawai`i Office of Information Practices guidelines.

III.A.3.b. Self Evaluation

The College meets the Standard. Confidentiality and security of personnel records are assured. Employees can request to view their record with an OHR employee present; this ensures the integrity of the file.

III.A.3.b. Planning Agenda

No action is required.

**III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

III.A.4. Descriptive Summary

Honolulu Community College as a part of the University of Hawaii`i system values the diversity of its students, faculty, staff and administrators. There are both federal and state laws which govern employment practices to ensure an equitable and diverse workforce. Additionally, there are federal and state laws which assure that students are treated fairly and equitably. The College has both an Affirmative Action Plan and an Affirmative Action Program Statement of Policy.
The Fall 2004 Student Profile best demonstrates the ethnic and gender diversity of the students at Honolulu Community College. Male students attending the College account for 53% of the student population and females 47%. The largest number of students, 45.7%, identified themselves as Asian and Pacific Islanders, which includes Chinese, Japanese, Filipinos and Koreans. Hawaiian and Pacific Islanders account for 19.5% of the student population. [Demographics] The College's International Affairs and Development program began in September 1999. There have been participants from Australia, New Zealand, Eastern Asia, Oceania (including American Samoa and the Federated States of Micronesia), South America and Western Europe. There are currently 148 international students.

A commitment to diversity in employment begins with the Honolulu Community College employment advertisement, which states, “the University of Hawai‘i is an equal opportunity/affirmative action institution. All qualified applicants will be considered, regardless of race, sex, age, religion, color, national origin, ancestry, disability, marital status, sexual orientation, or status as disabled veteran or veteran of Vietnam era”. Employment is contingent on satisfying employment eligibility verification requirements of the Immigration Reform and Control Act of 1986. Appointments to positions are subject to campus recruitment guidelines (Screening Committee memo rev. 07/01/04) and the collective bargaining agreements.

The EEO/AA coordinator is instrumental in the oversight of every aspect of the employment process beginning with the selection of screening committee members, and assistance with creating the interview criteria, including the approval of the interview questions before applications are even reviewed. Each aspect of the interview and hiring cycle takes into account the Affirmative Action Plan to ensure that equity is achieved and maintained. The University of Hawai‘i also requires the University of Hawai‘i Form 27 (PERS) Ethnic Background to be completed. This form addresses the applicants who were interviewed. Employee processes comply with the University of Hawai‘i Board Of Regents Policy: Chapter 9 Administrative Procedures.

The purpose of the College's restructured Committee on Social Equity is to “address existing and potential bias issues; present varied forums for issues to be discussed; provide a clearinghouse/non-structured platform for students, faculty and staff to voice concern(s) about biases within the College sphere whether real or potential; become a ‘weather-vane’ on campus for changes in attitude or increase in a potential bias amongst the population as a whole; act as a vehicle to pro-actively disseminate information on diversity”. Some of the recent presentations they have sponsored either singly or in conjunction with other campus groups such as the Native Hawaiian Center include:

- “Once Were Warriors” – film and discussion
- Presentation by a legal scholar and speaker on “Critical Race Theory and Public Schools”
- “Social Equity and Immigrant Workers” – presentation and Questions and Answers with Ah Quon McElrath, a pioneer in Hawai‘i social work and a retired member of the University of Hawai‘i Board of Regents.
[Social Equity]

In conjunction with the University of Hawai‘i at Manoa, Honolulu Community College participated in a Student Equity, Excellence and Diversity (SEED) grant that provided funds to digitize Hawaiian language newspapers for inclusion onto the World Wide Web to promote student and faculty research. [Hawaiian Newspaper Project] In addition, funds from the University of Hawai‘i President’s Diversity and Equity are available for purchasing resources relating to diversity and anti-bias issues.

The College is extremely fortunate to have Hulili Ke Kui, the Native Hawaiian Center, to help one of the most disadvantaged groups of students, Native Hawaiians. The Center offers advising, tutoring, financial aid information, computer labs, and ongoing cultural activities and presentations.

There are a variety of ethnic clubs which do not limit membership to students of that ethnicity. These clubs include the Filipino Club, the Hui ‘Oiwi Native Hawaiian Club, the Polynesian Club, and the Afro-American Club. There are clubs as well that base membership on interest of specific career goals such as the Administration of Justice club, Early Childhood club, and Human Resources club.

III.A.4. Self Evaluation

The College meets the Standard. The campus of Honolulu Community College is diverse in students, faculty, staff and administrators as evidenced in the Demographic Data Report. [Demographics]

As with most institutions of higher learning, the goal to employ more minorities in administrative and faculty positions is often a challenge. The College does encourage members of underutilized or underrepresented groups to apply. The best-qualified applicants are considered for employment, should that include a member of an underrepresented, group that would be a favorable addition to the applicant's standing.

Campus activities, which celebrate diversity, have been sponsored by various segments of the campus community including SDC, FDC, Student Services, International Affairs and Development, and Administration.

Students are recruited from almost every high school on Oahu, which translates to a very diverse student body population. There is an effort underway to also actively recruit students from the Neighbor Islands.

Scholarships and tuition assistance for minorities or underrepresented groups are offered to attract these students to the College. Once they are enrolled there are a variety of clubs and activities to celebrate the diversity of the campus. One successful tuition assistance program is geared to assist males or females wishing to enter non-traditional careers, such as women in the Auto Body Repair or Carpentry programs, and males in Early Childhood Education or Cosmetology programs.
III.A.4. Planning Agenda

No action is required.

**III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

III.A.4.a. Descriptive Summary

Honolulu Community College provides programs and services to support its students, staff, and faculty. Many College departments serve students both directly and indirectly. The Office of Student Services, the Dean of Student Services, College Skills Center, Native Hawaiian Center, Computer Lab, Library, and the Health Center are some of the providers of these services.

The Staff Development Council (SDC) is a group of proactive staff members from various departments on campus that plans workshops, conferences, social gatherings, and fund-raisers. The Council’s mission and objectives are on the SDC Web site. [Staff Development Council](#)

The SDC has a professional development component, “to improve the professional competency levels of support staff”. SDC members conduct various fund raising activities to fund these activities. Money raised allows staff members to attend conferences or workshops to improve their professional development. For example, three thousand dollars was set aside for staff use in the 2004-2005 fiscal year. The maximum amount provided to an employee is five hundred dollars per fiscal year. Procedures and criteria for funding are on the Staff Development Fund Web site. [Staff Development Fund](#)

Another goal of the SDC is to enhance the personal development of the College’s staff. Members are surveyed to find topics of interest. Workshop topics have included workplace violence, sexual harassment, office safety, and domestic violence.

The Faculty Development Committee (FDC) primarily presents and coordinates professional development opportunities for the faculty. The Faculty Development charter was approved by the FDC and the Faculty Senate Executive Committee (FSEC) in September 2004 and re-approved by the FDC on September 7, 2005.

All Honolulu Community College personnel are eligible to apply for tuition waivers. These waivers allow qualified employees to take classes at any of the University of Hawai`i campuses, up to six credits per semester. This practice encourages administrators, staff, and faculty to remain “life long learners”. [Tuition Waivers](#)
By virtue of state employment the College’s employees enjoy a host of benefits including medical, dental, vision, and life insurance. State employees are eligible to utilize no-cost counseling for workplace or personal problems through the Resource for Employees Assistance and Counseling Help (REACH). Union membership brings additional benefits as well.

[Collective Bargaining]

Other services for personnel include:

- Campus Child Care Center – available to students, staff and faculty for a fee
- Health Office – health-related information and workshops, flu shots
- University of Hawaiʻi Federal Credit Union – representative provides services on campus each week
- Cafeteria – by the Employment Training program
- Book Store – branch of the University of Hawaiʻi Bookstore
- Business Cards – printed at no cost for all College employees by the Print Shop

Information is available on the College’s Services Web site.

[Services]

III.A.4.a. Self Evaluation

The College meets the Standard. The College’s employees have numerous opportunities for professional development and continuing education. The SDC and FDC present a variety of workshops throughout the academic year, and offer funding to support participation in off-campus training and conferences. The SDC and FDC often co-sponsor events which allows a greater level of participation, as well as a division of costs. For example during the spring semesters, the FDC and SDC are responsible for creating and promoting Excellence in Education Day. This non-instructional day is set aside to enable the campus community to attend various workshops and lectures relating to current issues in education.

Services such as the Health Office, Child Care Center, and Credit Union make it possible for employees to receive assistance and support on campus. The College’s registered professional nurse and the Disability Coordinator coordinate disability services for students, more information regarding policies and procedures can be found at the College’s Disability Access Web site. [Students with Disabilities] The registered professional nurse in conjunction with the Equal Opportunity/Affirmative Action Personnel Officer handles disability services for staff and faculty members. The College adheres to the non-discrimination policy and makes reasonable accommodations for employees with documented disabilities.

Results of the 2005 Faculty and Staff Survey of the Institutional Environment indicate that the College is successfully supporting the needs of its personnel. The mean score of “overall satisfaction with respect to your work at HCC” was 7.38 (on a scale of 1-10, from low to high). More than 59% of the respondents strongly agreed or agreed that “this is a fair campus”, approximately 57% strongly agreed or agreed that “there is a sense of
community,” and over 76% rated the College as “a good place to work.” The Survey report summarized findings regarding communication and collaboration: “Overall, respondents gave items in this section high marks.” Items rating communication with Division Chairs, Deans, or supervisors received mean scores of 3.55 or higher (on a scale of 1-5, from low to high); items querying about positive collaboration within divisions or across the campus were rated 3.81 and above. More than 72% of the respondents strongly agreed or agreed that “fringe benefits (e.g., health insurance, sick and vacation leave)” meet their needs and over 65% were of the opinion that the College supports opportunities for professional development.

III.A.4.a. Planning Agenda

No action is required.

**III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

III.A.4.b. Descriptive Summary

In its Mission Statement the College has the goal to “maintain a multicultural environment where ethnic and gender diversity is appreciated, respected and promoted”. This environment includes all of the stakeholders of the College: students, faculty, staff and administrators. As shown in the Demographic Data Report, Honolulu Community College does have a diverse group of stakeholders.

[Demographics]

The College’s former Personnel Officer explained that the “tracking, analyzing and utilizing of (sic) employment equity records” are achieved through various means, including the Affirmative Action Plan. The Affirmative Action Plan includes information “to track and analyze employment records, and to help identify areas that can be improved.” The College uses the Workforce Analysis, Job Group Analysis, Availability Analysis, Utilization Analysis and Goal Setting, and Personnel Activity Information sections of the Affirmative Action Plan to assess employment equity and diversity.

III.A.4.b. Self Evaluation

The College meets the Standard. Personnel records are subject to intense scrutiny by various entities including the University of Hawaiʻi Equal Employment Office/AA and other state and federal agencies. Employment grievances may be subject to legal ramifications. Therefore, the OHR of Honolulu Community College takes its responsibility to be the watch guards of equity and diversity on this campus seriously. Their oversight helps keep the College consistent with its mission as well as in compliance with personnel rules and regulations.
In the Faculty and Staff Institutional Environment Survey conducted in Spring 2005, there was a general satisfaction of the faculty and staff with their employment at the College. On a scale of 0–5, faculty and staff gave the campus an overall value of 3.90 as a “good place to work,” while 3.46 thought that this is a “fair campus”. An implicit correlation between the results and the issue of equity can be assumed.

III.A.4.b. Planning Agenda

No action is required.

**III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

III.A.4.c. Descriptive Summary

The University and the College have labor union contracts with a majority of their employees. These contracts define and formalize working relations between the parties. The Hawai`i Government Employees Association (HGEA) represents white-collar civil service employees and the United Public Workers (UPW) represents blue-collar civil service workers. The University of Hawai`i Professional Assembly (UHPA) represents faculty. E/M employees serve at the pleasure of the Chancellor. The Board of Regents selects a Chancellor after being forwarded a list of selectees by the campus screening committee. Although he does not have a union contract, he is entitled to a grievance procedure through the Governor of the State of Hawai`i.

All employees as well as students are subject to federal and state laws including the Sexual Assault and Harassment Policy. The EEO/AA Coordinator and Personnel Officers for each campus are charged with addressing any complaints. There is also a formal complaint process, which addresses other types of discrimination. The EEO/AA Personnel Officer would explain the process and direct any complaints to the appropriate person or office.

Student Regulations, also known as the Student Conduct Code, explain the rights and responsibilities of students. They are included in the Course Catalog and on the World Wide Web. The full-text of the Student Conduct Code is accessible on the Web.

[Conduct Code](#)

The Office of the Dean of Student Services is responsible for enforcement of the Student Conduct Code. Students have several avenues of recourse when they have complaints or questions. These include but are not limited to discussions with their instructors, counselors, Division Chairs, Dean of Students, and the Chancellor regarding any unfair treatment they believe they have been subjected to. All students who file complaints are expected to be treated with respect and confidentiality.

III.A.4.c. Self Evaluation
The College meets the Standard. There are avenues to address grievances of personnel at the College. Employees may bring up any problems to their supervisor or they may choose to register either an informal or formal complaint with the EEO officer who also serves as the Personnel Officer. If the problem cannot be addressed to the satisfaction of the parties involved, the union of the complaining party can become officially involved.

Faculty may consult their Division Chair or program Dean with any problems. They also may request the assistance of their faculty union. One professional responsibility of faculty is to serve on campus committees, which is also a requirement to achieve tenure. Faculty has a more flexible schedule than civil service and APT personnel allowing them a greater opportunity to serve on committees.

Staff, civil service as well as APT, are encouraged to serve on campus committees to establish a broad representation of all stakeholders of the College. In October of 2004 the former Staff Advisory Council became the Staff Senate Executive Committee (SSEC). In a recently conducted survey, 60% of College staff felt that SSEC plays a significant role of determining campus priorities.

A situation arose when staff members who wished to serve on various committees felt they were being discouraged by their supervisors because of perceived job constraints. In an effort to encourage more staff participation the Chancellor sent out an email explaining the importance of participation from all sectors of the College.

The SSEC committee constructed a form—the Staff Committee Assignment Approval Letter—which lists the committee the employee was selected or elected to serve on, dates of service, parameters of service, and a contact person for any questions or concerns. This information allows supervisors to plan shifts and work flow to allow for staff participation. This was implemented in the Fall 2005 semester and appears to be successful, as there are many staff members serving on a variety of campus committees as evidenced on the Staff Committee Assignments Web page.

III.A.4.c. Planning Agenda

- The College must ensure that staff are allowed reasonable time to serve on campus committees and participate in activities.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

III.A.5., III.A.5.a. Descriptive Summary
The College has two professional development committees, the Faculty Development Committee (FDC) and the Staff Development Council (SDC), for faculty and staff members, respectively. A faculty member heads the FDC, and the Personnel Officer heads the SDC.

The FDC has representatives from each academic division of the College and an administrative liaison. The FDC conducts a needs assessment survey at the beginning of each academic year. The Committee members discuss and plan activities to address these requests and identified needs. The administrative liaison can also provide input on teaching and learning needs. The FDC receives training requests from other campus committees and programs, e.g., the Committee on Social Equity, the Information Technology Center, and the Native Hawaiian Center, and co-sponsors professional development activities with these groups. The FDC also surveys the faculty, asking members what information they are willing to share and sessions they could present to the College. In addition, the Committee establishes criteria and procedures, solicits applications, and distributes the allotted College funding for other faculty professional development activities, such as participation in local and national workshops and conferences, and attendance at the annual Hawai`i National Great Teachers Seminar.

In support of the educational mission of the College, the SDC strives to provide a staff development program that will enhance the professional and personal talents, skills, and competency of civil service and APT employees. As an advisory group, the SDC plans, develops, and evaluates the staff development activities. It also provides monetary support for institutional, professional, and personal development activities that are not otherwise funded by the College.

In addition, all employees of the College are eligible for tuition waivers and can submit training requests to attend University and State of Hawai`i Department of Human Resources Development training sessions. These forms are readily available on-line and announcements on training sessions are made via campus e-mail. Training requests are screened for employee eligibility and job relatedness (current or promotion) along with equal employment opportunity considerations.

III.A.5., III.A.5.a. Self Evaluation

The College meets the Standard. The faculty and staff are provided with various means and a wide range of professional development. The FDC and SDC offer numerous workshops and training opportunities throughout the year and provide monetary support for faculty and staff to attend outside professional development activities.

The FDC plans and presents faculty development activities based on identified needs and requests expressed by faculty, and in support of the College’s goals. For example, the Teachers Talking to Teachers series has addressed retention of students and service learning. The Committee has also been active in assisting faculty with drafting student learning objectives and Program Review guidelines. The FDC sponsors sessions in information technology as well, such as using WebMail effectively, and introductory
series in Microsoft Excel, Microsoft PowerPoint, and Adobe Photoshop. Presentations co-sponsored by the FDC and the Native Hawaiian Center have been very well received. In addition, the Faculty Development Coordinator maintains a nationally recognized Web site of faculty development resources.

The SDC’s activities are inclusive, including all segments of the College whenever possible. The SDC seeks to advance team-building and to develop cross-department relationships. The Council plans a variety of activities to fulfill the diverse needs and interests of the staff. Workshops have included office ergonomics, the culture and craft of Hawaiian leis, and instruction in using library resources. The SDC has sponsored Excellence in Education Day for staff annually for many years. Topics have included customer service, telephone etiquette, and computer skills. Excellence in Education features a field trip to enhance understanding of the surrounding community and cultures.

The “Wo Innovation in Learning Day” and “Excellence in Education” conferences are presented at the College in alternate spring semesters. All staff and faculty are invited. The topic is determined by the College’s goals and needs. In 2004, for example, presentations and discussions focused on assessment.

III.A.5., III.A.5.a. Planning Agenda

No action is required.

***III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.***

III.A.5.b. Descriptive Summary

After each Faculty Development activity, an evaluation is conducted, and the results are shared with the presenter(s) and are also discussed at the FDC meetings. The evaluation references the core values and the mission of the College.

Applications by faculty for contract renewal, tenure, and promotion must include a personal evaluation of professional development activities.

In Fall 2002, the SDC conducted a staff development survey for the purposes of identifying, developing and offering relevant staff development activities. Results were shared at the 2003 Excellence in Education conference for the College’s support staff. The SDC was also instrumental in establishing a separate staff council, currently known as the Staff Senate Executive Committee (SSEC) to provide staff members with an opportunity to participate in College decision-making processes. The SDC also requests that employees who receive professional development funding submit letters that explain how they are applying the training to their jobs.

III.A.5.b. Self Evaluation
The College meets the Standard. The FDC regularly uses training evaluations and committee input for planning purposes. The FDC has scheduled follow-up workshops for College participants of past Hawai`i National Great Teachers Seminars and participants of a recent Knowledge Survey for assessment and student learning. Participants will give feedback on how these professional development activities have improved their teaching and student learning.

The SDC has planned and presented activities based on their survey results (2002). They will use the results of surveys conducted in 2005 to plan upcoming activities. In Spring 2006, the SDC will determine if there are needs and interests that can be addressed in a strategic plan for professional development.

III.A.5.b. Planning Agenda

No action is required.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

III.A.6. Descriptive Summary

Honolulu Community College utilizes a staffing plan which is included in the strategic planning and budgeting process. The Vice Chancellor of Administrative Services (VCAS) maintains a personnel inventory that accounts for and justifies all of the College's positions. Before a vacancy can be filled, the Request to Fill Critical Position/Amendment to Staffing Plan form must be completed. This form examines the position's duties and responsibilities, description of and number of similar positions within the department, and justification (e.g., consequences if the position is not filled). Requests for new positions also require completion of the form. An action statement based on Program Review data or enrollment and impact measures must be submitted for the Deans' and the Chancellor's approval. Proposed new positions must be included in the Honolulu Community College Strategic Plan. OHR contributes to the planning process by providing information as requested.

It is the right of management to reassign personnel, relative to the needs of the programs. Faculty are subject to “retrenchment” which is defined in “Article XVI. Retrenchment” of the 2003-2009 Agreement Between the University of Hawai`i Professional Assembly and the Board of Regents. [Faculty Contract, p33]

Recently one of the campuses providing Servicemen’s Opportunities Career Advancement (SOCAD) courses closed due to a significant drop in enrollment. The closure created a need to reassign a civil service position. In consultation with the affected employee and the employee's union a decision was made by management to reassign the employee to a vacant on-campus position. Although in this case shifting of
positions was successful, there does not seem to be a well-defined policy regarding how and under what circumstances this type of shifting of positions can occur.

While many personnel decisions are campus driven there are some policies which are mandated by the Board. Chapter Nine of the Board of Regents Policies delineates personnel status and conditions under which all University employees ultimately serve. [BOR Policies Ch9]

The Deans and the VCAS have the primary responsibility for evaluating the adequacy and effectiveness of the College's human resources. More information is progressively being gained through systematic reviews conducted by programs and units. OHR participates in a consultative capacity, such as in providing position descriptions, classifications, and cost data.

III.A.6. Self Evaluation

The College meets the Standard. Human resources planning is a part of the College's strategic planning process, which includes participation by and input from administrators, faculty, staff, and students. The College’s Strategic Plan is reviewed and updated annually. The planning schedule and descriptions of how all members of the College participate are outlined in the Timeline for Annual Review of Strategic Plan, which is posted on the Intranet. In addition, there are open meetings for administrators, faculty, and staff to discuss the contents and proposals of the Strategic Plan. The Strategic Plan is the basis for College budgeting. The relationship of planning and budgeting is delineated in the Strategic Planning and Budgeting Process flowchart. [Strategic Plan Review] [Planning and Budgeting]

Proposed new positions must be included in the Strategic Plan. Each proposal requires a written justification for the position, an explanation of its relationship to the College’s mission and goals, and a description of the potential consequences if the position is not developed and funded. Supporting documents and data, such as findings from Program Reviews and Annual Assessments, and recommendations from advisory boards and industry, are required. In 2005-2006, programs which carried out Program Review (AMT, FIRE, Financial Aid, and the Library) included position requests supported by Program Review findings. By the end of Spring 2006, all instructional programs and some support programs will have completed the first cycle of Annual Assessment reports. It is expected that the 2006-2007 revision of the Strategic Plan will include more extensive findings to support requests for new positions.

The evaluation of human resources needs and effectiveness are being incorporated in the College’s guidelines and procedures for Annual Assessment and Program Review. Human resources decisions will be tied to the results of these evaluations. The Annual Assessment Reports and Program Review Reports examine the number of full-time equivalent (FTE) faculty, the percentage of credits and classes taught by lecturers, the number of students per FTE faculty, and the workload per FTE, in the evaluation of
program efficiency and health. Program effectiveness, including the effective use of human resources, is evaluated through the analysis of student learning and resource sufficiency required by the Reports. Human resources needs identified through the Annual Assessments or Program Reviews are addressed in the recommendations and action plans of the Reports. Potential funding needs are also described. All programs and service units are undertaking Annual Assessment and Program Review.

As employers, the Board has the authority to designate changes that define how campuses treat some employees. Sometimes these changes can result in perceptions of apparent “unfairness,” “disparity,” or “favoritism.” An example is the “high demand discipline” designation, which allows salaries in some disciplines to be very high in relation to other disciplines.

“(2) The following have been identified as high demand disciplines, which will be reviewed once every three years to determine whether they should be continued to be identified as such:

(b) Community Colleges
   1. Computer Sciences
   2. Aeronautics Maintenance Technology
   3. Advanced Automotive Technology
   4. Nursing (Am: Apr. 17, 2003)"

[BOR Policies Ch9, p 46]

In addition, while the Chancellor has the authority to shift positions between departments, there does not seem to be a well-defined policy regarding how this authority was derived, and how, and under what circumstances, it is exercised.

The role of OHR in institutional planning is informal and largely informational. It has been suggested that the College's Personnel Officer attend meetings of the Campus Leadership Team (CLT) to learn about campus concerns and to participate in planning and decision-making. With the recent formation of the Planning Council, participation by the Personnel Officer in Planning Council discussions might also be considered.

III.A.6. Planning Agenda

- The College should explore systemic ways to include the Personnel Officer in planning activities.
- The College should create a written policy and the appropriate procedures for the shifting of positions between departments.

III.A. Supporting Documents

2003-2009 Agreement between the University of Hawai`i Professional Assembly and the Board of Regents of the State of Hawai`i [Faculty Contract]
2003-2009 Agreement between the University of Hawai`i Professional Assembly and the Board of the Regents of the State of Hawai`i Article IV. Faculty Professional Responsibilities and Workload

2003-2009 Agreement between the University of Hawai`i Professional Assembly and the Board of the Regents of the State of Hawai`i Article XVI. Retrenchment

2004-2005 Faculty Development Committee Annual Report

5 Year Program Review Schedule  [Five-Year Schedule]

Administrative Procedures A9.000 Personnel

Administrative Procedure A9.160 University Employee Training

Administrative Procedure A9.170 Performance Evaluation of Administrative, Professional, and Technical (APT)

Administrative Procedure A9.260

Administrative Procedure A9.540

Administrative Procedure A9.620

American Association of University Professors (AAUP): Statement on Professional Ethics  [AAUP-Ethics]

Annual Assessment Report Template  [Assessment Template]

APT Broadband Classification

Assessment Committee Minutes, 08/25/05  [Assessment 8/25/05]

Assessment Committee Minutes, 09/08/05  [Assessment 9/8/05]

Assessment Plan - Overall Campus Plan  [Assessment Plan]

Board of Regents Policies, Chapter 9: Personnel  [BOR Policies Ch9]

Chancellor for Community Colleges Memo (CCCM) #1000: Policies and Procedures

Chancellor for Community Colleges Memo (CCCM) #2090: Recruitment and Selection of Faculty and APT Personnel

Chancellor for Community Colleges Memo (CCCM) #2105: Executive and Administrative/Managerial Evaluation Program

Chancellor for Community Colleges Memo (CCCM) #2146: Redelegation of Authority to Provosts for Casual and Overload Personnel Actions for the Community College

Chancellor for Community Colleges Memo (CCCM) #2600: Statement of Professional Ethics (Faculty)  [CCCM #2600]

Chancellor for Community Colleges Memo (CCCM) #7200: Faculty Evaluation Procedures

Chancellor for Community Colleges Memos (CCCM) Index  [CCCM]

Civil Service Class Specifications

Collective Bargaining Documents, University of Hawai`i Office of Human Resources  [Collective Bargaining]
Committee on Social Equity Web site  [Social Equity]
Core Values  [Core Values]

**Core Values: Respect**

Department of Human Resources Development Performance Appraisal System DHRD Performance Appraisal System (PAS)
Disability Access  [Students with Disabilities]
Evaluations of Administrators Through OHR (360 performance evaluation)
Executive Policy E9.000
Executive Policy E9.205
Faculty Development Committee  [Faculty Development Committee]
Faculty Development Committee Activity Evaluation
Faculty Development Committee Chair's File
Faculty Development Committee Guidelines, re-approved 09/07/05
Faculty Development Policies and Procedures Directory  [Faculty Development Policies]
Faculty Development Survey, Fall 2005
Faculty Development Web site  [Faculty Development]
Faculty Evaluation Schedule
Faculty Hiring Calendars
Faculty Senate Executive Committee (FSEC) Minutes, 01/10/06  [FSEC 1/10/06]
Faculty Senate Executive Committee (FSEC) Minutes, 02/10/06  [FSEC 2/10/06]
Faculty/Staff Institutional Environment Survey
Fall 2002 Staff Development Survey
Flow Chart - Request to Fill a Position  [Fill a Position]
Hawai`i Office of Information Practices (OIP) guidelines (maintained in HCC Office of Human Resources)
Hawaiian Language Newspaper Project  [Hawaiian Newspaper Project]
Hiring Flow Charts (E/M, APT, Civil Service)
Honolulu Community College Mission Statement  [Mission Statement]

**Honolulu Community College Polices and Procedures**

Honolulu Community College Self Study Demographic Information and Achievement Data, 08/13/05  [Demographics]
Human Resources Manual
Instructional Activities Policy [Instructional Activities]
Interview with Lorry Suehiro (former Personnel Officer), 12/03/04 [Suehiro]
Knowledge Survey – HCC Faculty Professional Development Program: Hawai`i National Great Teachers Seminar, Other major professional development activities
Lecturer Evaluation Schedule
Lecturer Hiring Calendars
Memorandum of Performance Appraisal System (PAS) for Civil Service Employees dated March 6, 2006
Minimum Qualifications for Faculty
Program Review Information [Program Reviews]
Program Review Template [Program Review Templates]
Qualifications of Personnel
Request for Position Action (SF-1)
Request to Fill Critical Position/Amendment to Staffing Plan [Critical Hire Form]
Screening Committee Memo
Services at Honolulu Community College [Services]
Staff Committee Assignments [Staff Committee Assignments]
Staff Development Council [Staff Development Council]
Staff Development Fund [Staff Development Fund]
Staff Senate Executive Committee (SSEC) Bylaws [SSEC Bylaws]
Staff Senate Executive Committee (SSEC) Minutes, 08/08/05 [SSEC 8/8/05]
Strategic Planning and Budgeting Process Flowchart [Planning and Budgeting]
Strategic Planning Documents [Planning Documents]
Student Conduct Code [Conduct Code]
Student Learning Outcomes: Samples [SLO Models]
Supervisory Manual
Survey: “The Campus Pulse: Gauging Faculty/Staff perspectives of the Institutional Environment” Honolulu Community College Spring 2005: Figure 34: Bar graph #5 – Resources, Figure 61: Bar Graph #9 – General Satisfaction, Question 135: "Post-tenure review is useful, Final Comments, page 25
Survey: “The Campus Pulse: Gauging Faculty/Staff Perspectives of the Institutional Environment” Honolulu Community College Spring 2005
Timeline for Annual Review of Strategic Plan [Strategic Plan Review]
Tuition Waivers - Employee Benefits, University of Hawai`i Office of Human Resources [Tuition Waivers]
Tutor Code of Ethics  [Tutor Ethics]

Uniform Information Practices Act

Uniform Information Practices Act manual (maintained in HCC Office of Human Resources)

University of Hawai`i Community Colleges Faculty Classification Plan  [Faculty Classification]

*University of Hawai`i Community Colleges Procedures for Evaluation of Faculty*

University of Hawai`i Training Request Form  [UH Training Request]

Work at UH  [Workatuh]

Workshop and Conference Information for Assessment  [Workshops/Conferences]

Revised 4/20/06
III.B. Physical Resources

III.B. Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B. Descriptive Summary

Physical resources of the campus include 23 main buildings: Campus Center, Auto Shop, Science/Classroom Building, Cafeteria and Apprenticeship, Administration, Library/Classroom Building, Child Care, Trade Industrial Complex, various shops (Pipe Fitters, Sheet Metal and Plastics, Electricity), Computing, Electronics, and Networking Technology (CENT), Print Shop, Operations and Maintenance, Palama Fire Station (restored historical site converted into office space), Auto Mechanics Technology, Heavy Equipment Maintenance and Repair, Marine Education Training Center, Airport Training Center and Pacific Aerospace Training Center and thirteen smaller buildings which comprise mostly storage and service maintenance facilities.

The College’s main campus is on Dillingham Boulevard in the Kalihi-Palama district, approximately two miles west of downtown Honolulu. The buildings were erected between 1930 and 1979 and occupy more than twenty acres of land. The main campus includes two high-rise buildings, several two-level multifunctional structures, and one-level technical-occupational shops. A concrete pedestrian mall is located in the middle of the campus and provides walking access to most buildings.

Four Career and Technical Education (CTE) programs are not on the main campus:

- Aeronautics Maintenance Technology, located on 4.77 acres at the south ramp of Honolulu International Airport, encloses nearly 46,500 square feet of hangar space, storage areas, classrooms, and offices.
- Commercial Aviation is located on two parcels totaling 6 acres at Kalaeloa Airport, the former Naval Air Station at Barber’s Point. This training center has 132,621 gross square feet, with 32,400 assignable square feet.
- Automotive Mechanics Technology and Diesel Mechanics Technology share a seven-acre facility on Kokea Street, less than one mile from the main campus.
- Marine Education and Training Center, occupying 4.86 acres of waterfront land on Sand Island Road, offers training on the repair and maintenance of marine vessels.

In addition, off-campus education programs that are designed for military personnel are available at military bases at Pearl Harbor Naval Shipyard and Hickam Air Force Base. As of December 2004 the satellite operation at Schofield Barracks was closed after two years of financial losses primarily due to the decrease in enrollment.

The Campus Center, built in 1979, also known as Building 2, houses the Bookstore, the Student Life and Development offices, Student Lounge, and Health Office on the ground floor. Most of the interior renovations in this building were completed using Capital
Improvement Project (CIP) funds. It includes the Kapalama Multimedia Center on the second floor, which holds up to 180 people and is a state-of-the-art facility. Also on the second floor is the refurbished Dinosaur Exhibit. With the assistance of faculty, volunteers, and the Apprenticeship program, the exhibit was completed in Spring 2003. Renovations were also made to other floors which include computer labs, classrooms and offices.

All facilities, both on and off the main campus are maintained by the Operations and Maintenance department, under the direct guidance of the Vice Chancellor for Administrative Services (VCAS).

Since the last self-study, the College has made much progress in the area of maintenance and repair. In part, these include:

- Reroofed Auto Body/Mechanic Building 3, Cafeteria/Bakery Building 4, Science Building 5, Administration Building 6, Industrial Trade Complex Building 14, Electronics Shop 20, Electrical Shop 24, Marine Education and Training Facility 50
- Replaced air conditioning chiller in Automotive Mechanic Technology Building 43, Painted booths, louvers in Auto Body/Mechanic Building 3, Switchgear and Transformers
- Improved exterior lighting
- Repainted Administration Building 6, Cosmetology/Fashion Building 27
- Repainted Child Care Building 11 and Sheet Metal Building 17 (by Apprenticeship)
- Repainted Cafeteria Building 4 (by Apprenticeship)
- Repainted exterior of Building 5 and renovated restrooms
- Upgraded Building 7 interior elevator
- Renovated CENT in the former Machine Shop Building 13 and Electronics Building 20
- Improved existing water distribution
- Energy Management Project
- Renovated PCATT and various projects in Building 2

Projects in Progress

- Structural analysis of Science Building 5 and Print/Duplicating Shop 16
- Refurbish stairwell and improve lights in Library/Classroom Building 7
- Replace air conditioning air handlers in Cosmetology/Fashion Building 27 and Trade Industrial Complex Building 14
- Renovate second floor of Hangar 111 at Kalaeloa Airport

Projects in the Design Stage

- Replace mezzanine in the Trade Industrial Complex
- Replace drains in the Trade Industrial Complex
- Replace exhaust fans in elevator rooms
- Paint Campus Center Building 2, Library/Classroom Building 7
• Replace air handlers in Campus Center Building 2, Administration Building 6, and Library/Classroom Building 7
• Renovate three exterior elevators in the Library/Classroom Building 7
• Renovate dormitory at Kalaeloa Building 36
• Demolish Kokea Street apartments and install temporary office and classrooms for pre-construction training

III.B. Self Evaluation

The College meets the Standard. Two surveys were conducted during the Spring 2005 semester:
• Faculty and Staff Survey (Summary of the Learning Infrastructure: HCC Physical Resources Faculty and Staff Survey)
• Student Survey (Summary of the Learning Infrastructure: HCC Physical Resources Student Survey)

Both surveys indicated satisfaction on physical resources:
• more than 50% of the faculty and staff gave good ratings for work area or office location, shop and lab availability, and classroom size
• 61.4% of the students felt that there were a good number of classrooms
• more than 55% of the students indicated that study areas (Library, College Skills Center and Native Hawaiian Center), classroom safety, and lab and shop safety and security are good

However, both surveys showed poor rating for availability of parking spaces:
• 61.8% of the faculty and staff rated this area as poor
• 47.5% of students rated this area as poor
• 23.5% of students rated the location of parking as good while more than 32% rated it as poor

The transfer of 3.44 acres of adjoining land between the City and County of Honolulu and the State of Hawai‘i has been temporarily accomplished by a Right of Entry document. The site that was once the Kapalama Incinerator was closed in 1977. It has since been cleared of its contaminated soil, leveled, compacted, and paved with a top layer of crushed, recycled asphalt. The College is temporarily using the area for campus parking of approximately 200 vehicles. This has alleviated some of the parking problems during the day, however, since there are no lights, parking is not allowed after dark. The campus Long Range Development Plan (LRDP) envisions use of part of this area for a new Science and Technology building that will house a number of instructional programs. A section of the land will be used by the Apprenticeship Program. In addition, the LRDP includes a multi-story parking structure to replace the current Student Parking Lot 1.

The College utilizes the results of surveys to develop priorities and effectively allocate its resources. In the spring of 2004, a detailed Room Survey was conducted to determine individual room needs, including the type of room (classroom, lab, shop, office, other);
restriction conditions and reason for restriction; contact person; occupants of the room; seating type (tablet armchair, tables, lab stations, shop, other); room capacity; attributes (computers, overhead projector, air conditioning, handicapped seating, TV, VCR, etc.) and additional comments or needs. As a result of this survey, tables and chairs were repaired or purchased for the Automotive Technology program and chairs were purchased for the Auto Body program and the College Skills Center.

Survey results will be used to assist with the conversion from the current room-scheduling program (Scheduler Plus) to the Banner system. At the present time, Scheduler Plus is being utilized, and access to the information is much faster than in the past due to the server being upgraded within the last year.

The College strives to meet the requirements of the American with Disabilities Act (ADA). Campus elevators were rated 36.7% (good), 38.8% (fair), and 20.4% (poor) in the 2005 Faculty and Staff Survey as compared to 42.7% (good) to 35.6% (fair) and 13.4% (poor) as rated by students. The source of most of the complaints is in regards to the poorly designed three-elevator system serving the Library Building 7. These exterior elevators have only two stops, one at Floor 3 ½ and one at Floor 5 ½. Not only is this sometimes confusing to first time users, it cannot meet the ADA requirements. The heavy usage of these elevators coupled with the age of the elevators translates to frequent elevator breakdowns. These three elevators are included on the FY 2006 Currently Funded Repair and Maintenance Project Listing for renovation.

The single interior elevator in Building 7 stops on floors 1-6. It was recently upgraded to meet accessibility requirements and mechanically upgraded. Improvements to the area at the rear of the library allow elevator users access when the library is closed. A sheltered rest stop and pick up area was constructed to accommodate persons with disabilities and is located outside of Building 7. Other ADA special projects which have been completed include installation of automatic doors at the entryway to the Cosmetology Building 27, Administration Building 6, and the Building 2 ground level restrooms and Bookstore.

Campus signs and maps received good (21.2%), fair (38.2%) to poor (38.2%) ratings per the 2005 Faculty and Staff Survey compared to the Student Survey with ratings of good (44.9%), fair (39.8%), poor (8.3%). In partial response to these surveys, campus maps have been mounted on the walls of Buildings 7 and 20 with special acknowledgement to the Apprenticeship, Glaziers Union, Carpentry, Auto Body, and Print Shop staff and members of the original Campus Map Committee who contributed to this project. There continues to be a need for more visible signs marking parking areas for students and faculty, exit signs in rooms on campus, and signs identifying buildings on campus.

The College’s large buildings on the main campus are controlled electronically with centralized air conditioning. The Science Building 5 and smaller buildings have window units that are inefficient from a mechanical and electrical standpoint. Substantial electrical and maintenance cost savings could be achieved by replacing window units with centralized air conditioning. The Airport Training facility has experienced electrical maintenance problems with their automated air conditioning controls not working.
properly. A former air conditioning technician attempted repairs, but was unsuccessful. The Maintenance Department is now aware of the problem. The repair of the large roll up doors at this facility, a major cost item, is included on the College’s Deferred Repair and Maintenance list. Major repairs are also needed on the roof of Hanger 111 at Kalaeloa. CIP funds have been requested from the Legislature.

The Library, located on the first and second floors of Building 7, has facilities that are adequate. However, the facility is over 30 years old. There is a need to upgrade the electrical system to accommodate the increasing number of computers and machines. The flooring replacement is included on the Deferred Repair and Maintenance list.

The Distance Education studio for filming cable courses does not have sufficient space. Adjoining rooms have been converted to offices leaving little storage for props and backdrops.

The College Skills Center, located on the third floor of the Library building, is also in need of more space. According to student satisfaction surveys, faculty and staff interviews, and student focus group comments, there is evidence that more space is needed. Subsequently, one room in Building 7 (401) has been designated for the College Skills Center’s use.

The Apprenticeship program has grown significantly since the last self-study. Most of the training for the apprentices and journeymen is held during the evening hours and on Saturday. There is an immediate need for available classroom and shop training space to accommodate this increasing population. College administrators have been seeking alternate on- and off-campus sites to hold classes.

A Housing and Urban Development (HUD) grant has been received for the removal of the abandoned Kokea Street apartment complex to make room for temporary classrooms for use by instructional programs and the Apprenticeship program.

The College has begun to evaluate its physical resources through the Program Review process. Program Review reports require the evaluation of equipment and facilities in terms of meeting program needs in supporting the achievement of SLOs, or in providing College services.

III.B. Planning Agenda

• The College must secure additional classroom and training space on- and off-campus for Apprenticeship, the College Skills Center, and the Distance Education Studio.
• The College must continue to improve campus signage (visibility of signs in parking areas, on buildings and in rooms on campus).
• The College should engage the Campus Leadership Team (CLT) and Planning Council in prioritizing the list of repair and maintenance projects to be submitted for future implementation.
III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1. Descriptive Summary

The College’s health and safety management system is guided by its written Health and Safety Program. The VCAS, with assistance from the Health and Safety Coordinator, is responsible for the implementation of the College’s Health and Safety Program. The Program ensures the safe and healthful learning environment through various methods of hazard identification, communication, and correction. The Health and Safety Committee, consisting of a representative from each academic unit, meets regularly to discuss safety-related issues and recommend corrective measures. Corrective measures may include recommendations from various departments including the Health Nurse, Security, Operations and Maintenance, and individual instructional programs. Ongoing maintenance and repairs are used as the vehicle to meet and adhere to specific building and regulatory code specifications for the physical buildings and overall campus plant.

Faculty and staff members are responsible for the day-to-day accident prevention activities including safety surveys of facilities and equipment, hazard and injury reporting, preliminary incident investigation, and hazard correction. Safety training is required for all classes involving equipment, machinery or hazardous tasks. In addition, health and safety competencies are included in the Technical Standards for many of the CTE programs. The Health and Safety Coordinator provides safety consultation and training for all members of the College when appropriate.

III.B.1. Self Evaluation

The College meets the Standard. The College follows the requirements of the Hawai`i Occupational Safety and Health Division (HIOSH) to ensure the safety and health of its employees and students. Its written Health and Safety Program, in compliance with the HIOSH requirements, identifies safety responsibility and accountability for all levels of personnel as well as for students. Hazard identification, reporting, correction, prevention, and communication are clearly defined in the Program.

The College recognizes health, safety, and security as a priority in its institutional planning and budget allocations. Facility- and equipment-related hazards are identified through various means, including walk-through inspections and reports from employees and students. Faculty and staff report hazards and recommend corrective actions to the Division Chair or directly to the VCAS. The VCAS, with assistance from the Division Chairs, ensures that major hazard control measures are funded. For example, additional funding has been allocated to respond to the increased security concern. The funds will be used to hire additional security personnel.

The College relies on a part-time Health and Safety Coordinator, Programs’ Safety
Liaisons, the University of Hawai‘i Environmental Safety Specialist, the VCAS, and system-wide office personnel (upon request) to ensure its HIOSH compliance. The Coordinator, given 3-9 credits of assigned time each semester, is also a faculty member with other instructional and related duties. Programs’ Safety Liaisons are either staff or faculty members designated by the academic units to assume health and safety responsibilities within their programs in addition to their regular duties. They are members of the College’s Health and Safety Committee. However, they are not granted assigned time to perform the health and safety functions. As described in the College’s Health and Safety Program, these functions include coordinating all health and safety activities; keeping direct and regular communication with the Health and Safety Coordinator and the Health and Safety Committee on health and safety issues; attending meetings of the Health and Safety Committee; acting as liaison persons among program personnel, the Health and Safety Coordinator, and the Health and Safety Committee; assisting in enforcing health and safety rules; assisting in investigating and keeping records of all near-misses, accidents, injuries, and illnesses; and assisting in corrections of hazardous conditions and behaviors.

An effective health and safety program requires dedicated qualified safety staff and an active safety committee. Together, they develop various safety plans in compliance with the HIOSH regulations, assist in implementation of the plans, advise administration on compliance issues including employer’s rights and responsibilities, represent management during HIOSH inspections and in HIOSH hearings, develop training programs and conduct safety training for personnel, assist in hazard identification and correction processes, provide recommendations on appropriate hazard controls including selection of personal protective equipment, identify incident trends and devise accident prevention strategies, and regularly evaluate the safety program for improvement.

III.B.1. Planning Agenda

- The College should establish a Health and Safety Office with at least one full-time health and safety officer.
- The College should grant assigned time or reduction of workload for the Programs’ Safety Liaisons.
- The Health and Safety Committee should improve the organization and communication of the College’s health, safety, and security information (such as by developing safety handbooks for employees and students, making Intranet information more accessible, and continuing to improve safety-related campus signage).

\textbf{III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.}

III.B.1.a. Descriptive Summary
The VCAS and his staff from the Operations and Maintenance department serve an important role in setting priorities for the maintenance of common facilities, including buildings, grounds and parking areas. Repair and maintenance requests are prioritized based on their impact on occupants, safety and health, input from faculty and staff, and the Vice Chancellor’s personal knowledge of facilities. Maintenance concerns are reported to the Operations and Maintenance department for determination of course of action. Compliance to the building codes, HIOSH regulations, and ADA regulations are given a higher priority. Plans for facility construction, upgrading and maintenance are included in the Capital Improvement Plans (CIP).

The College relies on its faculty and staff to communicate to Administration through their respective Division Chairs, Deans, and Directors regarding their equipment needs. Equipment purchases are acquired with year-end money, vocational-education funds, and from each department’s base budget. Priorities are determined based on information from Division Chairs, Deans, and Directors.

III.B.1.a. Self Evaluation

The College meets the Standard. However, due to the budget constraints there are areas that need improvement. These include more updated equipment in classrooms, shops, and classroom-program computer labs, and deferred repair and maintenance projects. The College must address these needs in order to continue to meet the Standard.

As the primary technical training center for transportation, information technology, education, communications, construction and public and personal services, an increasing number of classrooms are being converted to high-tech, multimedia rooms. However, the majority of classrooms are traditional black- or whiteboard rooms with television monitors, VCRs, and overhead projectors. Students who have taken classes in the high-tech rooms compare their experiences when they take classes in traditional classrooms. According to the 2005 Physical Resources Student Survey, comments calling for improved electronic learning devices in their classrooms demonstrate the high priority that students place upon these physical resources.

A similar response was also conveyed for updated and more computers and software for classrooms, computer labs, and offices. The 2005 Physical Resources Faculty and Staff Survey noted that the College had attempted to provide up-to-date computers, software, network access, printers, and peripheral equipment to all faculty, staff, and programs. However, due to the rapid obsolescence of computer related resources coupled with the current budget restrictions, there remains inadequate computer access for some faculty and staff members.

Plans for building and upgrading of facilities are in place. The former incinerator site, which is temporarily being used as a student parking area, is included in the CIP for a new Science and Technology Building. When the new building is completed, science classrooms and offices will be moved there from Building 5, and Building 5 will then be
demolished. The LRDP includes a multi-story parking structure to replace parking stalls in the current Student Parking Lot 1 and the temporary parking in the incinerator site.

Planning for, building, maintaining, upgrading, and replacement of physical resources for the campus should be based on the College’s mission, so the replacement and upgrading of program equipment and improving facilities is addressed in the Strategic Plan. Evaluating the resources needed to support the achievement of program SLOs is part of the Program Review process. Information from these evaluations is used to identify action steps that are added to the Strategic Plan, so the prioritization of equipment and facilities will be directly linked to SLOs.

III.B.1.a. Planning Agenda

- The College should ensure that CLT and Planning Council have clear roles in prioritizing the list of physical resources in need of upgrade or replacement.
- The College should improve classrooms by installing electronic learning devices in classrooms where they are lacking.

**III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

III.B.1.b. Descriptive Summary

Under the guidelines of the ADA and the College’s multiple programs and committees, the VCAS provides for ongoing renovations through Operations and Maintenance that assure equal access to the main campus and to off-campus sites. Building codes that sanction original designs of dated structures are taken into consideration where reasonable improvements are made for the purpose of safety and equal access. Otherwise, accommodations are made to relocate classrooms and offices to further access and demonstrate a culture of providing fair opportunity across the College’s community.

The College Skills Center and the Health Office coordinate disability service provisions such as parking, elevator, and mobility access. Academic support services include note taking, testing and interpreter accommodations, and assistive technology. Foremost, the College’s providers are accessible, informative, and outcome oriented. The College's last self-study in 2000 recommended the establishment of an office for disabilities services and a full-time coordinator. [Self Study 2000, p 103] The 2005 Legislature has funded one faculty and one Administrative, Professional, and Technical (APT) position to coordinate services for students with disabilities. These positions will be located within the College Skills Center.

The College makes corrections and renovations to improve access. Completed projects include the installation of automatic doors in Buildings 2, 7 and 27; and purchase of additional sets of adjustable height desks and armless chairs. Projects in progress include
the installation of accessible elevator control panels in Buildings 5, 6 and 27; signs
designating wheelchair accessible pathways; and Braille signage. To improve access for
persons with disabilities, the renovation of restrooms on two floors of Building 7 are also
in progress.

The College’s learning and working environment is monitored for safety and healthful
functioning. Students, staff, faculty, and administrators participate by observing and
reporting needed remedies via maintenance requests, security reporting, and
Administrative call intake services. Operations and Maintenance has scheduled janitorial
and technical services to continually clean buildings, grounds and provide preventive
maintenance. The distant campus locations have partial support from the main campus
service groups. Otherwise, services are contracted, as needed, through their
representative administrator.

The Cafeteria underwent renovations in the summer of 2005. The Windward Community
College, through its Employment Training Center, operates the Cafeteria and makes
available healthful meal choices. This inter-institution cooperation provides a safe
training environment and an inviting dining facility.

Security officers interact with the public throughout all hours of the College’s operational
times. Their primary function is providing an added insurance to human safety. The
officers take corrective action in response to hazards, expedite emergency services,
initiate incident investigations, and provide watchful and physical escort services to
pedestrians, with a focus on evening classes. Contracted security guards further services
by directing traffic within the permit parking lots, and citing vehicular violations.

III.B.1.b. Self Evaluation

The College meets the Standard. The Committee on Disability Access (CODAH) and the
VCAS work together to identify needs and to improve accessibility.

The College's facilities are regularly evaluated for compliance with federal, state, and
local requirements such as fire codes and ADA. The Honolulu Fire Department assists
with the fire code compliance and emergency evacuation drills are conducted
periodically. The Community College’s Environmental Health and Safety Office
provides assistance on the management of hazardous materials and wastes. The VCAS
has been responsive to directing funding toward improvements needed.

Signage was recently increased and improved in response to the Spring 2005 student and
faculty surveys. The College has begun the project with large campus maps posted at
two prominent walls on the east and west ends of the mall walkway. For public safety
and health, “No Smoking” signs were mounted on the exterior of every building, and
numerously, in order to reach as many bystanders as possible. In addition, many of the
buildings on campus have campus maps posted with locator markings. These maps were
created by the College's Print Shop.
Safety of parking areas, as well as parking availability, is of concern. The current number of parking stalls does not accommodate the number of students wanting to purchase parking permits, especially for the evening classes. The day students' needs are accommodated with an off-campus parking lot; however, student and faculty surveys (Spring 2005) both indicate the quarter mile walk is an inconvenience. The off-campus lot is not available to evening students. Presently, the College is temporarily using the former incinerator site for student parking. This is helping to alleviate the day students’ parking concerns. In addition, the College’s Staff Senate Executive Committee has submitted a proposal to convert a section of underutilized grounds into viable parking spaces.

Although public parking exists outside the campus’ borders, it is not ideal for students, as their safety and theft concerns have been noted in the survey. Theft from students’ vehicles and vehicle damages, not crimes against persons, are prevalent incidents in these areas, according to local police. The new temporary parking lot is surrounded with chain-link fencing and regular patrols are provided.

According to the survey, some evening students felt unsafe walking to their vehicles. In response, the College implemented a higher standard of visibility, and security greets pedestrians at either end of the campus as they enter the two major parking lots. For Fiscal Year 2007, University Interim President McClain has mandated that the College allocate approximately 5% of its new general funds allocation to increase security. The College in consultation with the CLT and the Student Senate increased private guard support during peak evening hours (6:30 pm to 9:30 pm) to address the evening faculty, staff and student concerns.

Other safety concerns expressed in survey responses included tree branches falling in parking lots. Scheduled tree-trimming addresses these concerns. The trimming is performed during weekends and breaks, which may go unnoticed to the general population. Because landscaping is essential to the College, tree removal is not a consideration.

Security receives complaints of illegal left turns into the Parking Lot 3’s exit lane; near collisions are observed as drivers attempt to exit. Lot 7, adjacent, has similar problems. Outside resources should be investigated; at minimum, the problem should be brought to the attention of the City and County. Similar concerns were mentioned in the faculty survey responses.

III.B.1.b. Planning Agenda

The College should improve disability services, signage, parking lots, and safety by:
- Improving signage and developing campus maps for disability access
- Placing additional large campus maps in appropriate locations
- Increasing parking availability, improving parking control within available funds, and improving traffic safety measures on campus
III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2. Descriptive Summary

The VCAS has the primary responsibility of assessing adequacy of the facilities. Prioritization of repair and maintenance jobs is based on impacts on occupants, safety, and health. Input from faculty and staff is regularly obtained. Jobs relating to compliance to code and ADA are given a higher priority. Faculty and staff may also request repair or maintenance of facilities by submitting a Maintenance Request Form to the Administrative Services Office.

Surveys are conducted to get feedback from faculty, staff, and students as to adequacy of equipment and facilities. The Room Survey conducted in 2004 yielded detailed information such as room type (e.g., classroom, lab, shop, or office), capacity, seating type (e.g., tablet armchair, tables, lab stations, shop), special features (e.g., projector, computer, TV-VCR), contact person, and restrictions, if any. Survey findings were useful in identifying room needs and for making improvements, such as refurbishing furniture and adding handicapped seating. The Room Survey data enables effective room assignments and space utilization.

Scheduler Plus, a scheduling program, is used to reserve rooms for classes as well as for meetings and other events.

The College relies on communication through the Division Chairs and Deans as to the equipment needs of the programs and services.

III.B.2. Self Evaluation

The College meets the Standard. The College’s room capacity is generally full during the morning hours of the semester, including Saturdays, and also during the late afternoon hours to 7:00 pm. Most Apprenticeship classes start at 4:30 or 5:00 p.m. from Monday to Thursday. As a result, there is insufficient space for these classes. The facilities are not well used after 7:00 pm. Classrooms with specialized equipment (restricted classrooms) prevent general usage of the rooms, thus, these rooms are underutilized.

Surveys conducted indicate general satisfaction with the facilities. Student enrollment and facilities use also indicate adequacy of the facilities. Based on the Physical Resources Faculty and Staff Survey, work area or office location and shop or lab availability were the top rated items. Availability of student parking and campus signs and maps were the lowest ranked of all ordered items. According to the Physical Resources Student Surveys, the top rated items were adequate number and location of classrooms, while the two lowest ranked items were availability and location of student parking. Further evaluation is required to determine whether the current parking situation is satisfactory.
The College’s new equipment list is updated annually through input from faculty and staff via their Division Chairs, Deans and Directors. The priority of equipment needs is determined by the individual units, and through discussions within CLT. At the end of the fiscal year, Deans and Directors determine the purchases based on various criteria, including health and safety issues, obsolete and old equipment, currency of equipment used in industry, adequacy of media and technology infrastructure, and assessment data. An equipment replacement list is maintained annually for obsolete or irreparable equipment.

Equipment inventory is taken annually through the Property and Fund Management Office of the University. Equipment with costs of $5,000 and above and controlled items with costs of $1,000 and above will appear on the inventory lists. Controlled items may include computers and related equipment. The lists are distributed to the departments for updating. Any changes are recorded through the use of equipment transfer and disposal forms or correspondence with the Property and Fund Management Office. The University has developed E-inventory, where certain changes to the inventory can be done online. This has helped to provide more current inventory lists for the departments.

III.B.2. Planning Agenda

No action is required.

**III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

III.B.2.a. Descriptive Summary

The VCAS develops a financial plan based on the College’s Strategic Plan. The Strategic Plan, which is tied to the University of Hawai‘i System, is created through review and revision input from faculty, staff, and students. Deans and Directors, with feedback from their faculty and staff, provide the VCAS with their units’ budget requests. The requests are subject to restriction and reduction depending on the current financial situation which includes an estimate of future revenue from enrollment. The Planning Council has the identified role of establishing financial priorities, and did this for the first time on March 17, 2006.

Based on the financial plan, the College’s Biennium Budget request is developed to include priorities from campus committees and State and Industry needs. The request is then submitted to the Council of Chancellors. Upon reviewing the requests from all Community Colleges, the Council develops priorities for the Community College System which is submitted to the University of Hawai‘i. Prior to being sent to the legislature and the governor, the system-wide budget is approved by the Board of Regents.
The College’s last Long Range Development Plan (LRDP) is dated 1996. The Capital Improvement Plan (CIP) development process involves input from the campus. Administration reviews resources and establishes priorities. Items are then included in the LRDP. The same budget approval process is followed for the CIP request.

III.B.2.a. Self Evaluation

The College meets the Standard. Financial planning is integrated with institutional planning as specified in the Strategic Plan. Needs are determined with input from faculty and staff, by impact on occupants’ safety and health, and compliance with building codes and safety, health, and disability regulations.

Plans to update the LRDP are included in the Supplemental Year 2006-2007 budget which is currently at the Legislature.

III.B.2.a. Planning Agenda

- The College must update the LRDP.

**III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

III.B.2.b. Descriptive Summary

Physical resource planning is part and parcel of institutional planning at Honolulu Community College. The College’s physical resource planning is based on the LRDP. The LRDP currently in effect was approved in 1996, and includes only the campuses on Dillingham Boulevard and the Automotive Mechanics Technology facilities on Kokea Street. The LRDP does not include the Marine Education and Training Center on Sand Island Parkway, the Pacific Aerospace Training Centers at Honolulu International Airport and Kalaeloa Airport, and several off-campus training centers. The Honolulu Community College Strategic Plan guides all budgeting and planning for construction, upgrade, and maintenance of facilities and equipment. Faculty, staff, students, and administrators are able to provide input to the Strategic Plan. [Planning and Budgeting]

The Scheduler Plus software is used to evaluate and plan room use, with active involvement by and input from the Division Chairs. Faculty and staff of credit, non-credit, and Apprenticeship programs use the Application for Use of Buildings, Facilities or Grounds form. These forms provide data that is used for assessment and future planning. In addition, the weekly Facilities Use Report shows which rooms are in use and which are available. The Banner student information system will eventually be used in place of Scheduler Plus.

The College has also used the instrument of surveying to evaluate effective use of physical resources and applies the results for future planning. The most recent surveys
were conducted during the Spring 2005 semester. The Faculty and Staff Institutional Environment Survey, and the Learning Infrastructure surveys (one for students, one for faculty and staff) by the Standard III Committee, provided information evaluating physical resources.

III.B.2.b. Self Evaluation

The College meets the Standard. The Learning Infrastructure survey of students representing the wide range of programs and enrollment patterns of the College found respondents have a reasonably favorable review of most physical resources in spite of the age of facilities.

A wide array of physical resources was evaluated by employing a scale ranging from poor to excellent. The size, number, and location of classrooms, labs, and shops were given high marks, as were the safety, security, and availability of these facilities. Accessibility of buildings for persons with disabilities, Cafeteria, restrooms and leisure areas were also favorably scored. Classroom, lab and shop equipment were given high ratings.

The VCAS is actively using the data from the surveys and investigating how to address the identified needs. He intends to present some of the issues to the Planning Council. The ongoing Program Review process being implemented by the College will provide additional opportunities to assess and respond to program needs.

As in past surveys, the primary concern for exterior spaces is the lack of sufficient convenient student parking on campus. Students are apparently unwilling to pay for on-campus parking if it is not convenient when compared with other community college campuses with no parking fees.

Similarly, respondents to the Learning Infrastructure survey of faculty and staff rated most of the physical resources items (such as work areas, shops and labs, classrooms, sidewalks, stairways, and restrooms) as better than Fair (Fair = 2.0 on a 4.0 scale). Notably, elevators, campus signs and maps, and availability of student parking were rated less than Fair. In partial response to this survey, signage and maps have been increased and improved, and this project is continuing. Included in the VCAS plan for improvement is the renovation to the three exterior elevators in Building 7 which are currently in the design stage. The interior elevator in the Library building was recently upgraded to meet accessibility requirements and mechanically refurbished, resulting in much improved reliability. This is the only elevator in Building 7 that goes to each floor of classrooms, so its operation is critical for students and instructors with disabilities. In response to the Faculty and Staff and Student surveys conducted in Spring 2005, temporary parking has been made available to students during the day.

Survey comments revealed dissatisfaction with the air conditioning and ventilation systems. Comments also noted problems due to outdated and insufficient classroom furniture and equipment and the aging campus infrastructure. However, comments
praised the responsiveness and planning of the VCAS and the efforts of Operations and Maintenance staff in repairing and maintaining the College’s facilities. As a result of the Spring 2004 Room Survey, some of the furniture issues have been addressed.

According to the results of the Faculty and Staff Institutional Environment Survey, the majority of respondents rated the safety, health, and security of employees and students, and cleanliness of grounds as Satisfactory or better. There was less satisfaction with the cleanliness of buildings and the convenience and accessibility of parking. In response to these concerns, custodial staff has been directed to increase coverage in problem areas and has installed signs in rest rooms asking for cooperation of users in keeping facilities clean. Classroom and lab space is another concern for the growing Apprenticeship program. Parking needs have been addressed with the opening of the former Kapalama Incinerator site for daytime parking.

Planning for physical resources is part of the College’s institutional planning. For example, Deans and Division Chairs are involved in decisions regarding space utilization, such as room assignments, and prioritization of equipment replacement and purchase. Faculty and staff participate by submitting their needs through their respective Division Chairs or unit heads. Repair and maintenance of facilities are prioritized based on safety and health, impact on occupants, input from faculty and staff, and the knowledge and experience of the VCAS.

Before the College can build any major structure such as the planned Science and Technology Building, a Plan Review Use permit must be obtained from the City and County of Honolulu. This is required by County ordinance for any major expansion of existing public use facilities.

Although the College meets the Standard, there are clearly concerns and desire for improvement.

III.B.2.b. Planning Agenda

- The Planning Council should include physical resource planning as part of its responsibilities.
- The College must ensure that Program Review incorporates physical evaluation and planning.
- The College must apply for a Plan Review Use permit from the City and County of Honolulu.
- The College must continue to seek funding for the update of the 1996 Long Range Development Plan. Ensure that the updated LRDP includes all existing and planned facilities to assure consistency between physical resources and current and future program goals of the College.
- The College should expand space for identified College needs and priorities.

III.B. Supporting Documents
Application for Use of Buildings, Facilities or Grounds
Biennium Budget Documents for 2003-2005
Bloodborne Pathogens Exposure Control Plan
Building Space Inventory Community Colleges, University of Hawai‘i (03/25/02)
Campus: Honolulu Community College

Committee on Disability Access (CODAH) Minutes, 10/01/04
Draft FY 2003 A-133 Audit Corrective Action Response
Educational Specifications, Final Draft, June 30, 1995
E-mail communications on hazard reporting and corrections
E-mail from Chancellor regarding Incinerator Site (3/24/05)
E-mail from Ken Kato regarding Signage (9/3/05)
Emergency Action Plan

Facilities & Grounds Maintenance Service Request Form
Facilities Repairs and Maintenance – Final Plans for FY 2006
Faculty/Staff Institutional Environment Survey
FB 2005-2007 Operating and CIP Budget
Fire Prevention Plan
FY 2003 A133 Financial and Compliance Audit and Immaterial Findings and Internal Control Comments
FY 2003 Audit of UH Bond System
FY 2004, Operating and Student Assistants Budget
FY 2005, Supplemental Budget Requests

Health and Safety Meeting Minutes
Honolulu Community College Hazardous Materials/Hazardous Waste Management Program
Honolulu Community College Health and Safety Program
Honolulu Community College Institutional Self Study 2000 [Self Study 2000]

Honolulu Community College Mission and Philosophy
Meeting the Mission: the Strategic Plan of Honolulu Community College, 2003-2010 [Strategic Plan]
Interview with Campus Leadership Team (CLT)
Interview with the Deans
Interview with the Distance Education Coordinator
Interview with the PCATT Director, 04/22/05
Interview with the Vice Chancellor of Administrative Affairs, 11/05/04
Intranet Posted Safety Forms
Intranet Posted Safety Policy
Intranet Posted Safety Procedures
Learning Infrastructure: HCC Physical Resources (Students) Survey – Spring 2005
Learning Infrastructure: HCC Physical Resources (Faculty/Staff) Survey – Spring 2005
Long Range Development Plan (LRDP) – May 1996
Operations and Maintenance Plan for Asbestos-containing Materials
Program Technical Standards
Strategic Planning and Budgeting Process Flowchart [Planning and Budgeting]
University of Hawai`i - Community Colleges Deferred Repair and Maintenance Listing

Revised 4/20/06
III.C. Technology Resources

III.C. Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

IIII.C., III.C.1. Descriptive Summary

Two departments provide main computer technology support to the campus: Computer Services and Information Technology Center (ITC). Computer Services is responsible for hardware and software computer support for administrators and non-teaching faculty members and the College’s Web site, and maintains three production servers. ITC manages the College network and servers required for daily operations, provides computer support for teaching faculty members through Technical Desktop Support, and oversees operation of the Student Computer Lab.

Educational technology services at the College are available through these venues.

Educational Media Center (EMC) and Print Shop: loan of multi-media equipment; production and duplication of instructional, graphic, photographic, and audiovisual materials; surveying and installation of wireless local-area networks/wide areas networks; inventory control of the campus’ audio-visual equipment; maintenance and repair of audio-visual equipment; and satellite down links.

Library: computers connecting to the collections of the College and University of Hawai’i system libraries, access to online subscription databases and the Web for students’ research, wireless network for laptop users, day-to-day audiovisual equipment loan, student instruction for online research, microform reader/printers, VHS/TV and DVD/TV stations (for individual student’s viewing), and photocopiers.

Student Computer Lab: computers with software for course assignments and access to the Internet and e-mail, student training on software and Internet usage. Two workstations are available for students with disabilities.

Native Hawaiian Computer Lab: computers with access to the Internet and e-mail and office-suite software, printer, scanner, multi-media classroom, two ADA-compliant computer stations (Braille/large print keyboards, screen magnification, special mice). While federally funded by a Title III grant to serve Native Hawaiians, services are open for all students.

Classrooms/Program Labs: computers and multimedia equipment in selected classrooms. The most fully-equipped classrooms in terms of computers are Information and Computer Science; Architectural, Engineering, and CAD Technologies; Computing,
Electronics and Networking Technology; and Communication Arts programs. Off-campus programs such as Aeronautic Maintenance Technology and Small Vessel Fabrication and Repair operate small computer labs on-site. Other technical programs and classes have some computers for their students, depending on the need and budget availability. ITC keeps inventory of computers available for students on campus. More than fifty classrooms and conference rooms are equipped with multimedia equipment.

The College Skills Center (CSC) conducts placement testing for the College. Placement tests are highly recommended for students who have not earned previous college English and/or mathematics credits. Results from the tests are used to determine the English and mathematics courses students can take, as well as the English or Math prerequisites enforced for other courses at the College. CSC operates 25 computers in the Placement Testing Center, 19 computers in its English classroom lab, and 13 computers in its open lab area for students. These computers are 6-8 years old and subject to serious malfunctions. CSC also houses the Disabilities Coordinator and some of the equipment to make the lab, classrooms, and testing rooms accessible to students with disabilities.

Program Specific Equipment/Tools: copier, overhead projector, VHS player/recorder, CD and/or DVD player, and ELMO visual presenter. Career and technical education programs also have non-computer technology specific to their needs, including laser cutting systems, plasma cutter, water-jet cutter, high volume vacuum pump, 5-axis router, wheel balance machine, wheel alignment machine, MIG and TIG welders, wood planers, etc. Non-computer science lab equipment includes microscopes, oxygen meters, air compressor, pumps and filters, salinometers, etc.

Distance Education: Classes are offered through cable television, on-line, or combination cable/on-line courses. Cable telecourses are produced at the College by EMC. Students must be cable subscribers residing in areas that receive ‘Olelo, the public access station for higher education programs. For on-line classes, students must have Internet access, experience with computer applications and e-mail, a University of Hawaii e-mail account, and current software.

Pacific Center for Advanced Technology Training (PCATT): The Center is a not-for-profit consortium of the University of Hawai‘i Community Colleges. Its mission is to develop and provide training in advanced technology applications that enhance economic and workforce development programs and initiatives in the State of Hawai‘i and the Pacific Rim. PCATT’s specific goals include developing training programs for key technologies in the State; providing customized training for business and industry in advanced technologies; participating in national training consortia to keep abreast of changing workplace requirements and new programs; bridging education and industry through quality workforce training; serving as the focal point for technical training in the Pacific Rim; responding first to emerging technical training areas; and proactively supporting the development of technology training in the high schools, community colleges, and the University of Hawai‘i.
College-wide communications include e-mail, the College’s Web site, the Intranet, telephone-voicemail system, video-conferencing, and broadcasting. E-mail is the primary means of communication on campus. All full-time faculty and staff have e-mail accounts. Students are assigned an account for as long as they enroll at the College. The College’s Web site contains information on the programs and various services, including direct e-mail links to faculty and staff, and is a major mode of communication with the public.

The College’s Intranet is for faculty and staff use, administered by Administration and Computer Services. It includes information about the various committees, policies, and services on campus, including on-line forms that can be printed as needed. There are quick links to the College and the University Web sites, myUH Portal for faculty use (e.g., grade input), assessment activities, strategic planning, and various announcements.

The voice mail system, managed by Administrative Services, allows users to record incoming messages while away and check messages from outside the office, among many other services.

Video-conferencing and broadcasting are provided by EMC. Video-conferencing has been used for interviews with off-island applicants unable to travel to Oahu and for access to workshops or other presentations presented by other campuses within the University system. Broadcasting, through the College’s cable TV system, has been used to televise campus meetings and events. Approximately 35% of the classrooms have cable access. In addition, EMC maintains a Hawai‘i Interactive Television System (HITS) which ties this campus to other campuses of the University system, including the University of Hawai‘i at Mānoa.

Information regarding the College’s operations (such as enrollment figures and efficiency data) can be requested from the office of the Director of Management Information and Research (MIR). Other technological support for the College’s operations are available from Computer Services and ITC.

The on-line student information system, myUH Portal, is a Web-based software system using the SCT Banner program. Through myUH Portal, students can register on-line and look up personal student records and financial aid status using their account usernames and passwords. Approximately 1,000 computers are available on campus for students to access the system.

III.C., III.C.1. Self Evaluation

The College meets the Standard. The College uses various means to identify technology needs for different programs. For individual programs, the College relies on the end-users to identify their technology needs. Faculty and staff members identify their needs for computers, audiovisual equipment and other technology requirements. The requests are submitted to the Dean via the Division Chair. Requests are discussed and prioritized in Campus Leadership Team (CLT) meetings where the decisions are made.
To ensure quality technical support, ITC offers recommendations on the types of hardware and software on the ITC Web site. ITC and Computer Services also provide personal consultations to faculty and staff on the types of equipment compatible to the College’s system. [ITC Recommendations]

The Technology Advisory Committee (TAC), consisting of various campus representatives, informs and advises ITC and EMC on matters involving budget, equipment, and personnel with respect to technology at the College. TAC promotes the integration of major technological changes on campus by encouraging personnel participation in discussions about new instructional technology.

Needs and priorities for distance education (DE) are monitored and met by the University HITS system and ‘Olelo with some input from the EMC Director, and may also involve other community college campuses. For example, if one campus is producing a course, essentially no other campus will be making the same course to compete for ‘Olelo funding. However, it is not clear how the College systematically evaluates its cable telecourses and on-line courses, or identifies the technical needs of distance education instructors.

PCATT uses input from both industry and customers to determine technology needs. In addition, its facilities are regularly evaluated by customers and staff. These evaluations are used to generate both a one-year and a three-year plan for facilities. The plans are reviewed each year.

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

The most recent faculty and staff survey regarding technology indicates that needs are being met to some degree. However, many respondents feel that the process to determine whether needs are met is not well defined. Each program follows its own practice in evaluating the effectiveness of technology in meeting the needs, there is no campus-wide standard.

ITC is taking strides in communication of its goals and mission, policies and procedures, and general accessibility. ITC staff has become more active in reaching faculty and staff to determine its effectiveness.

Results from surveys of PCATT customers show a high level of satisfaction. PCATT will continue to use input from customers and industry to evaluate its technology needs. Its facilities are continuously evaluated through its one- and three-year facilities plans. In
addition, instructors’ input will be included in identifying the technology needs and in evaluating whether the needs are met.

The Apprenticeship program often utilizes Computer Services, ITC, and EMC for assistance with their computers, lab, and multimedia classrooms. Although the current needs are being met, future needs include additional multimedia classrooms.

CSC is undergoing a program review and has evaluated the testing services using student satisfaction surveys each semester. In its program review, a major concern was the “antiquated condition of the computers students use for placement and distance education testing.” CSC is requesting new computers and a technical support position to maintain its computers. CSC also plans to rebuild the COMPASS server for placement testing and to load programs. [CSC Review]

The Library completed Program Review in 2005. “Users indicated a need for computers with word processing, ability to do email and Internet searches for non-course related research. While the wireless network makes these options available to some of the students, not all students have laptops. The library would like to offer more computers with these capabilities, but is limited by its budget, lack of electrical power, and lack of the technical support of the computers.” [Library Review]

III.C., III.C.1. Planning Agenda

• The College must develop systematic means to assess technology needs among various programs and to evaluate whether the needs are effectively met. The information gained from the needs assessment must be used to develop short- and long-range goals as part of budget planning. Inform faculty and staff of these processes.
• The Planning Council must obtain input from the Technology Advisory Committee (TAC) prior to establishing policies regarding the purchase of technology. These policies should be revisited with input from TAC to determine if the policies are serving the campus technology needs.
• The College must support CSC’s request for new computers and technical support because the students served by CSC are the “front end” (admissions and basic skills) students that feed into all College programs.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

III.C.1.a. Descriptive Summary

ITC maintains records of computer systems and loaded software. TAC makes recommendations for purchases and upgrades of hardware for faculty and student lab computer systems. Software is either purchased directly for small orders or is acquired through the University software licensing agreements in large quantities.
EMC is responsible for acquiring multimedia technology and audiovisual equipment for the College. Many classrooms are equipped with some audiovisual equipment, installed and maintained by EMC staff. In addition, each department purchases its own audiovisual equipment. Based on requests from faculty and staff, priorities of needs, and budget constraints, the Deans and Division Chairs make decisions on equipment to be purchased.

PCATT determines its technology needs based on evaluation results from customers and staff members. Computer Services abides by the recommendations by the University of Hawai`i Information Technology Services and ITC in its selection and use of application software, with some consideration to what similar offices at other community colleges in the University system are using.

Distance Education is offered through cable television, on-line, or combination cable/on-line courses. Cable courses require students to be cable subscribers residing in areas that receive `Olelo, the public access station for higher education programs. Cable classes are offered on Channel 55 from the various islands’ (Oahu, Kauai, Maui, Kona/Hawaii) cable providers. Cable telecourses are filmed and produced in the EMC's television studio, which includes video cameras, switches, wireless microphones and receivers, lighting system, and computers with special software. Specialized non-linear digital editing software is used for post-production. The DVD is then sent to the University of Hawai`i at Mānoa’s master control and its server transmits the video to `Olelo. For on-line classes, a student must have Internet access, experience with computer applications and e-mail, a University of Hawaii e-mail account, and a current Web browser. This information is elaborated on the College’s Web site. [Distance Education]

The College Skills Center (CSC) provides equipment, resources, and services for students with visual, hearing, and reading disabilities. These include closed circuit television magnification systems, computers with assistive software, ergonomic and one-handed keyboards, large screen monitors, trackball mice, scanner, talking scientific calculator, Perkins Brailler, Pocket Talker Pro voice amplifier, and audio cassette recorders and players.

Professional support for the College’s technology is available from the following departments.

Administrative Services: One full time staff member maintains the voice mail system, installs phones, and repairs computer equipment.

Computer Services: Four full time staff members. Two staff members provide support for student records, one staff member maintains the College’s Web site and Intranet, and one staff member handles user support.

EMC: One faculty Director, one media specialist for media production and instructional design, one electronic technician for maintenance and repair, one `Olelo-funded media specialist for distance education cable courses, one clerk-typist, and student assistants.
PCATT: Eight faculty members, and eleven staff members (nine permanent positions, two temporary).

ITC: Three 11-month faculty and five full-time staff members. Technical Desktop Support and Computer Lab are part of the ITC. ITC is part of PCATT. Its personnel report to the Director of PCATT.

Technical Desktop Support (TDS): One full-time staff member (from ITC), three part-time student assistants, and up to four interns earning college credit.

Computer Lab: One full-time staff member (from ITC), and fifteen to twenty part-time student assistants.

III.C.1.a. Self Evaluation

The College partially meets the Standard.

Technology Support
The structure of the technology support departments (i.e., Computer Services and ITC as separate units, and ITC as a component of PCATT) appears to be unusual, and unique to the College. This structure has a historical basis, and has evolved as the College's computer and network needs have developed and grown significantly. Computer Services primarily provides Windows-based technical support to administrative staff. Their hardware support is limited to the set up and configuration of computers and printers for their user base. Computer Services does not perform hardware repairs or network management. Server support is for the servers accessed by their user base, not the servers for functions accessed by all College constituents.

Those servers, and the campus network, are managed by ITC. For example, ITC is responsible for the e-mail and Web servers, user authorization, network file storage, routers, and network address resolution. ITC also supports the Student Computer Lab, and provides services of hardware set up, troubleshooting, and software assistance to the teaching faculty members. ITC supports approximately 300 desktop computers.

Separate ITC and Computer Services departments enable each unit to focus on the software needs of their respective users, to provide better support. The College's departments and personnel use a variety of software, some quite specialized. Having ITC as part of PCATT facilitates the process of making changes to courses that involve evolving computer technology. For example, an instructor can try out a new technology in a noncredit PCATT course, or through a PCATT process, before introducing the technology in a College credit course.

However, while this structure of technology support has value, it can be confusing to users. Faculty and staff members are not always clear about whom to contact when assistance is needed. The functions and roles of the departments and how they are related
can be subject to misunderstandings. While it would be difficult to do a major overhaul of the structure of the technical support at the College, it certainly would merit a revisit of how this structure affects users. The differences, similarities, and overlap of the ITC and Computer Services departments need to be communicated to the College for a better understanding of the reasoning behind this structure, and to enable users to seek support efficiently.

Policies, procedures and other information on computer uses are available from ITC’s and Computer Services’ Web sites. The Native Hawaiian Computer Lab and the Student Computer Lab post service information on their Web sites as well. However, locations of information on the Internet are not always obvious. For example, Computer Services’ “Frequently Asked Questions” is listed under “Admin. Computing KB”. When opened, it is listed as “Computer Services Knowledge Base”.

Most of the College’s employees are aware of the existence of ITC and Computer Services but perhaps are less aware of their specific objectives in providing support and services. ITC has become more active in advertising their services. As of this writing, ITC personnel gave a briefing about its new developments at the Fall 2005 General College Meeting, held open meetings for the faculty and staff, posted its missions and objectives on-line, and updated the phone directory page that lists the guidelines on who to call for computer assistance. The directory guidelines also include assistance offered by Computer Services staff. ITC’s mission and goals are listed on its Web site which also includes contact information, workshops, new developments and available on-line support. [ITC] In addition, TDS personnel recognize the need to actively go outside of the Liberal Arts building and to off-campus areas as well.

While there is some overlap with professional support, there is a lack of support in certain areas. For example, ITC and Computer Services provide overlap services; both assist others outside of their "assigned" population from time to time. On the other hand, for departments with classroom computer labs, technology liaisons perform day-to-day maintenance, troubleshooting, installations, and equipment ordering. Technology liaisons are faculty or staff members who accept these duties in addition to their primary responsibilities. ITC recommends that these departments provide their own technical support with Administrative, Professional, and Technical (APT) positions. Few departments are able to do so. [Computer Labs]

Based on the focus group survey of classroom/program labs, the adequacy of hardware, software, and technical support vary greatly between units. Some departments consider their hardware and software sufficient for course assignments, but others do not have adequate resources. The computers of the CSC Placement Testing Center, for example, are over seven years old, run on Windows 98, and experience significant problems and malfunctions, which have resulted in students being unable to take or complete their placement tests. The computers of the CSC labs for English and math are similarly old and failure-prone. Students in other classroom/program labs of the College experience problems such as frequent breakdowns, or being unable to open files from their home computers because the lab software is outdated and consequently, incompatible. In some
labs, students cannot switch between computers because the hard drives of older computers may not recognize their work. Students were sometimes turned away due to computer breakdowns. One unit reported that classes were dismissed due to lack of technology support. [Tech Survey]

There is a disparity in the support received by classroom/program labs. Some labs, such as those with their own APT position, rate their support as excellent, while others need much more assistance. In some cases, units cannot provide services due to insufficient support. Two major issues on technology support were reported through the focus group survey on classroom/program labs. The first issue deals with the lack of technology support personnel specifically for programs that provide College-wide services. Program Reviews conducted by the CSC and the Library stressed their needs for technical support for their computer- and network resources. [CSC Review] [Library Review]

The second issue relates to the fact that the College’s technical support is largely PC-oriented. There are no technical support personnel specializing in Macintosh computers although there are 150 Macintosh computers on campus. Some programs are Macintosh-based, and when problems occur, they must hire an outside consultant using the programs’ budget. [Tech Survey]

Satisfaction of services to faculty and staff is gauged by the questions and problems that still occur after a training session. In a recent faculty/staff survey about technology, numerical ratings indicated a general satisfaction of ITC’s services for the most part. Some written comments expressed problems that ITC may want to address or are already addressing. Also, ITC is currently going out to departments and programs to assess their technology needs. This personal approach may be a useful (albeit time-consuming) process to assess the needs and services. [Faculty/Staff Tech Survey]

There are currently no formal evaluations done in Computer Services. Assessing technology needs are based on what people ask for and what types of questions come up.

The last formal evaluation of EMC services was done in 2002. The evaluations were mostly positive. However, the response rate was 6%. Through interview with parts of the College, it is evident that personnel who have requested assistance from EMC are satisfied with EMC’s services. EMC employees are developing a brief survey to evaluate its services and performance. They are in the process of developing questions and determining how and when to administer the survey.

Currently, maintenance and repair of audiovisual equipment are performed by the only electronic technician in EMC. A second electronics technician position was recently added to EMC staffing, and hiring is currently in process.

Distance Education
In the Technology Resources Student Survey conducted in Fall 2005, 233 students evaluated Web and distance education as follows: Excellent 19%, Good 56%, Fair 17%, Poor 8%. Positive narrative comments were received as well. These results indicate that
the College's technology is satisfactory for most distance education students. For each distance education class, an online evaluation form is available for students. The evaluation is optional and is used at the instructor’s discretion.

III.C.1.a. Planning Agenda

- ITC and Computer Services should conduct periodic assessments of faculty and staff members on their technology needs. Use the results as basis to plan for providing up-to-date computer systems and software.
- The College must formalize the planning of technology services, facilities, hardware, and software. The information needs to be delivered to all concerned, especially those directly affected by the decisions.
- The Planning Council, Deans, and CLT must examine the positions that provide technology support to the College and explore how to improve and/or increase staffing as needed, including to non-Windows operating systems, such as Macintosh.
- The College must develop systematic evaluation of technology support to distance education.
- Each unit involved in providing technology support must actively communicate its roles and functions to the College constituency.
- All units providing technology support should consider examining the structure of technology support and how it affects users.
- All units providing technology support should together evaluate how the listing of technology services on the College’s Web site can be revised to minimize confusion and to better facilitate navigation.
- The College must ensure that each department operating a computer lab that provides College-wide services, such as CSC and the Library, has its own technology support personnel.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

III.C.1.b. Descriptive Summary

Training for employees is provided based on employees’ feedback, usage patterns of the network account holders, and anticipated need as a result of new technology developments. Training needs are also determined by input from TAC, which compiles anecdotal and formal feedback from the faculty.

Training provided by ITC for personnel is announced by e-mail and can be found on the ITC Web site under workshops. Classes have included Spam Filtering, Using Network Storage, Secure Workstation Practices, Recommended Hardware and Software for Computer Purchases, and Getting Started with Windows XP. [ITC] In addition, a new faculty member may seek a one-to-one training from ITC’s TDS, while non-teaching faculty and administrative staff can request assistance from Computer Services.
The Faculty Development Committee and Staff Development Council offer training on new software packages periodically. PCATT has provided training on CISCO networking, Linux, Microsoft, and Adobe products to credit faculty members. There is no formal training program on audiovisual equipment. Upon request, EMC personnel provide one-on-one assistance to instructors using multimedia equipment in the classroom. EMC receives limited funding to train its personnel. Other personnel training includes the annual voicemail class and Banner student information system.

Training and services on distance education are managed by the University of Hawai‘i Teaching and Learning with Electronic Networked Technology office (TALENT). Training on distance education technologies, available throughout the year, includes instructional sessions, WebCT workshops, teleconferences, and Internet-based courses. Training schedule and resources are listed at the TALENT Web site. [TALENT]

Various academic programs require students to complete a basic computer literacy course, such as ICS 100 or ICS 101. For these classes, faculty members can use a computer-tabulated form to evaluate quality of instructor and teaching methods at the end of each semester, in addition to the standard ways of testing students’ knowledge and competencies.

The Student Computer Lab offers workshops for all students in basic computer operations, including word processing and e-mail, at the beginning of each semester. Additional workshops are conducted in response to usage patterns observed in the Lab as well as input provided by students. In addition, the Library provides instruction on library research techniques for students, upon instructor’s request.

Resources for information technology training and support are available through the College’s Web sites. For example, Computer Services’ Web site includes information on using the Banner system, tips for Windows, application software used at the College, and guidance for effective use of the Intranet. TAC maintains a Web site on how-to information for Windows-based and Macintosh computers. [Computer Services] [TAC]

The effectiveness of training is evaluated differently by ITC and Computer Services. ITC personnel evaluate their training by reflecting on the success of the workshop. Did they garner the majority of the expected attendance? Did the participants leave the workshop with something tangible? They further assess the success of the training by observing for a trend of support requests that follow the workshop. Do they still have the same usage patterns? Did new problems arise out of the proposed solutions?

Computer Services personnel determine the training effectiveness from questions that arise after the trainees have had opportunities to use the technology.

III.C.1.b. Self Evaluation

The College partially meets the Standard. Although the College provides technology training, it lacks systematic means to assess personnel needs and whether needs are being
met effectively. Each department manages training as it sees fit without campus-wide guidance. Some training providers, such as the Faculty Development Committee and PCATT, do conduct needs assessment and evaluate their training effectiveness. Other programs such as ITC and Computer Services evaluate their training informally.

Personnel of the Student Computer Lab do not evaluate their training. However, they are considering future use of a short evaluation on workshop hours, clarity of presentation, usefulness of the training session, and other questions related training effectiveness.

For personnel and students who are interested in self-education, resources on technology services from the ITC, Computer Services, TAC, and EMC are helpful. ITC and other technology support departments have become more active in improving users’ awareness on availability of technology resources.

There is a need for assessing personnel needs for technology training and how these needs can be met effectively. Due to the fast-paced development in both the software and hardware technology, training needs may change quickly to keep up. This means that the training needs assessment must be updated regularly as well.

In order to ensure the quality of training, each training session must be evaluated using a standardized form that allows timely result tabulation. Results must be used to improve training quality including training resources, curriculum, and training methods. Training effectiveness should be measured based on whether participants have met the learning objectives set by the trainer.

III.C.1.b. Planning Agenda

- The College must develop a campus-wide training needs assessment plan, conduct the assessment, and use the results of the assessment to develop and implement a training program based on needs.
- ITC and Computer Services should develop campus-wide guidance on personnel training to ensure that the training meets the needs and is effectively delivered.

**III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

III.C.1.c. Descriptive Summary

Users in each department identify their equipment and technology needs for acquisition, maintenance, and upgrades. Requests are submitted to the Dean, via Division Chair. Decisions are made during CLT meetings based on priorities of needs and budget constraints. ITC provides hardware and software recommendations and requirements on their website. [ITC Recommendations]

ITC maintains inventory of instructional faculty’s computers and tracks their capability to run new software. Computer Services conducts inventory of equipment annually as
specified by the University of Hawai`i’s policy. It maintains a list of software installed in new computers, but does not keep a list of hardware.

EMC maintains inventory of audiovisual equipment. Its staff, in addition to performing maintenance and repairs, advise and make recommendations on multimedia acquisitions and upgrades. The replacement equipment schedule is submitted to the Administration as part of the annual budgeting process. Limited funding has been provided for critical media needs for classrooms.

TAC makes recommendations to ITC and EMC regarding equipment and upgrade needs.

ITC manages the College's information technology infrastructure, by participating in the deployment schedule of computers and related equipment, budgeting, and purchasing. It also maintains some of the College's telecommunications hardware, and is responsible for the security of electronic information received, transmitted, and recorded on campus by students and faculty. Intrusion protection services, firewalls, encrypted shell access, and demilitarized zones are used to safeguard the network infrastructure. In addition, ITC performs configuration of networking equipment, creation and distribution of operating system images, and logging of requisite information to secure the campus network.

Both ITC and Computer Services are responsible for privacy, security, reliability, and disaster recovery of servers and desktop computers through various means. These include multi-level security systems, redundant or secondary systems to ensure servers’ reliability, and a back-up system and off-site storage to address disaster recovery.

For example, users’ data on two of the three Computer Services servers are automatically backed up to another disk drive each weeknight. The data are then backed up to tape on the next business day. The tape is kept for four weeks. The third production server has no data that changes on a daily basis but there is an external disk drive assigned to it for backup purposes when the situation requires.

Servers’ privacy and security systems are in place for both general-purpose files and specific applications. For the general-purpose file server, each person has his or her own login, and only has access to the assigned network drives. The servers are located in locked rooms and only authorized personnel have access. For applications such as Scheduler Plus and Classware in which security is critical, client software is installed on the desktop computers of authorized users.

Reliability of desktop computers is addressed with three- or four-year warranties covering parts replacement in case of hardware failures. ITC mandates a standardized configuration for desktop computers, to facilitate troubleshooting. There are no automatic backups for desktop computers, but users can backup their data manually to network drives, CDs, or USB flash drives. In addition, users who logon to the HON_IT domain are setup such that their My Documents folder is actually on a network drive located on ITC servers. The data on these servers are backed up at scheduled intervals.
Anti-virus software, available via a site license agreement between the University and McAfee, is used to maintain desktops’ security. The McAfee VirusScan software automatically retrieves the anti-virus update from a server located on the Manoa campus. Each Windows-based desktop computer assigned to an employee has the login screen enabled to limit access to the individual employee and specifically authorized users.

III.C.1.c. Self Evaluation

The College meets the Standard. The College's information technology infrastructure and network are reliable and well protected. Measures are in place to ensure that systems are reliable and that data and privacy are secured. ITC contends with issues of reliability, disaster recovery, privacy, and security. For example, the reliability of servers is addressed through redundant or secondary systems in case of failure. Reliability of desktops is addressed with a standardized configuration. Disaster recovery is addressed by the backing up of up to three months worth of systems images and user data and storing them in a separate location. ITC tries to use generic hardware, to facilitate restoring systems with available spare equipment.

Privacy is addressed at multiple levels. Policies dictate that there will be no cleartext transmission of sensitive information. Systems that utilize such information are placed in private, protected areas of the network. Clients that access this information usually do so through a specified gateway. Networks are segmented in order to localize potential traffic problems. Security is also addressed on multiple levels. Networking equipment such as routers utilizes access control lists to manage inbound and outbound traffic. The College’s network is segmented for functional purposes as well as for localizing network problems. In addition, network-based and host-based security measures are applied.

Users have options for backing up their data, and are encouraged to do so. Each authorized user of the College network is assigned a unique login and password. Users are expected to adhere to University Executive Policy “E2.210 -- Use and Management of Information Technology Resources,” which includes security and responsible use.

ITC follows a systematic planning process in securing and upgrading the network and technology infrastructure. ITC managers meet daily, and ITC faculty and staff members confer weekly, in order to synchronize ongoing efforts to develop and secure the College network. A formal process is followed to prioritize upgrade and replacement of networking equipment and computer hardware. A proactive stance is generally employed with respect to the state of the network infrastructure. ITC plans five to ten years in advance to anticipate growth patterns, address new technologies, and mitigate security risks.

The College is working toward a systematic plan for the upgrade and replacement of computers for individual employees and in computer labs. While the faculty-staff survey on technology indicates a relative satisfaction, with campus software needs fulfillment receiving a mean score of 3.09 (on a scale of 1 to 5) and campus hardware needs
fulfillment 2.83, the areas with the least satisfaction are the hardware replacement plan for the department (2.76) and the campus (2.45). At this writing, the Planning Council has issued a draft of the “IT Resource Replacement Policy”, addressing policies and priorities for replacing computer hardware. The Policy is partly in response to this self-study, as well as recommendations by TAC and ITC.  [IT Replacement]

III.C.1.c. Planning Agenda

The Planning Council must develop a campus-wide computer replacement policy and schedule. It must involve all personnel in developing the policy and schedule. CLT must ensure that the policy and schedule are communicated to all personnel.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

III.C.1.d. Descriptive Summary

Standards for hardware and software are published on the ITC’s Web site and are updated on a quarterly basis. ITC has begun publishing an annual report on the state of computing at Honolulu Community College. This document provides an overview of information technology issues at the College. In order to allow inputs from faculty and staff, this plan will become public. ITC will also assist with the College’s long-term budget planning.  [ITC Recommendations]  [State of Computing at HCC – Annual Report prepared by ITC]

In addition, ITC is pursuing and investigating emerging technology. ITC's policy is to update the network infrastructure ahead of need. Currently, the network infrastructure is updated at every fiscal opportunity. ITC maintains a list of priorities in case money becomes available.

Individual departments determine software needs for their computers. The software that is selected indirectly determines the computer hardware requirements, since the computers need to be capable of running the chosen software. Currently, there is no campus-wide formal system to determine priorities for distribution of hardware and software. However, the Planning Council has recently circulated its “IT Resource Replacement Policy” to the entire campus for review.  [IT Replacement]

The University of Hawai‘i, via the Business Office, mandates an annual inventory of equipment. The procedure is linked in the College’s Intranet, under Policies and Procedures, UH System-wide Administrative Procedures.  [Inventory]  Forms are specified for the inventory and transfer of state and federal property. The problem with keeping track of computers is that when departments obtain new computers, not all departments feel it is their responsibility to report where their old computers will be stored or transferred. Some of these so-called “old computers” could be recycled to somewhere else on campus. While there is a list called the “Annual Inventory
Verification Report,” it may not be complete due to departments not reporting the whereabouts of their old equipment. The Information Technology (IT) Resource Replacement Policy that is currently being prepared should address this issue for the whole campus, including “hand-me-down” computers. [IT Replacement]

III.C.1.d. Self Evaluation

The College partially meets the Standard. Individual departments identify their equipment purchases and support needs within their departmental budget limits. However, it is not clear how priorities of technology needs are determined College-wide. There is no substantive indication on how these decisions are made or what criteria are used to make decisions, especially where “end-of-the-year” monies are concerned. Some programs are satisfied with the technology support of their programs while are others are not. [Faculty/Staff Tech Survey]

At one time CLT members discussed how to best set up a replacement schedule for computers. An inventory was to be conducted by ITC to determine where computers were allocated and what needed to be replaced. Apparently this project was not completed. There was a list of who needed computers, both new machines and replacements, but CLT members are not aware of the current status of this list.

The mean score to question 34 of the technology survey, “The campus distance education courses are well supported by the college’s technology,” was 2.94 (on a scale of 1 to 5), indicating that support for distance education is adequate. However, respondents’ comments noted needs for a computer-replacement cycle, and connectivity difficulties when teaching at Pearl Harbor due to firewalls and security requirements of the naval base.

III.C.1.d. Planning Agenda

- The Planning Council must ensure that the IT Resource Replacement Policy clearly defines priorities and a schedule and that faculty and staff members are included in the planning process. Once developed, CLT must communicate the Policy to all College constituents on their role and responsibilities.
- Following the IT Resource Replacement Policy, CLT must devise a systematic procedure that requires all departments to report status of the existing computers before releasing the funds to purchase new computers. This could be done as part of the Annual Assessment or the five-year Program Review. The Business Office, whose responsibilities include maintaining Annual Inventory Verification Reports, and TAC should be involved in the procedure.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

III.C.2. Descriptive Summary
Although individual departments plan for their technology needs, it is unclear how the College assesses these needs with respect to the Strategic Plan and the College’s mission and goals.

The Planning Council has been tasked with ensuring that technology planning is integrated with institutional planning. Over the next year, it will become responsible for revising the Strategic Plan on an annual basis. Program Reviews and Annual Assessments have been initiated throughout the College. Programs will identify their technical needs and evaluate the sufficiency of their technology resources for meeting SLOs or service objectives through Program Reviews and Annual Assessments. As needs are identified, they will be included in the Strategic Plan.

III.C.2. Self Evaluation

The College does not meet the Standard. There is little evidence that the College assesses the effectiveness of the use of technology resources. That is, there has not been any formal assessment of whether or not technology purchases and support have been effective at enhancing institutional operations.

However, recent improvements have been noted. These include:

- The Student Computer Lab will begin to distribute evaluations to student users of the Lab.
- The need for technology resources is being identified in the Program Review Reports. Although Program Reviews are relatively new, some programs have already received additional resources listed as insufficient in their Program Reviews.
- The 2003-2010 Strategic Plan includes inputs from faculty and staff members as well as students. It is being used as a tool to identify technology needs for all members of the College.

III.C.2. Planning Agenda

- The Planning Council must ensure that evaluation of the College’s technology resources be its standing topic. It should regularly consult TAC on the issue.
- The Administration, with assistance from the Assessment Committee, must ensure that evaluation of technology resources is part of the Program Review process, including current needs and replacement plans.

III.C. Supporting Documents

Computer Services Knowledge Base [Computer Services]
Distance Education Web site [Distance Education]
E-mail message from Rose Sumajit, ITC System Administrator
Educational Media Center Customer Survey Results, Spring 2002
Faculty/Staff Technology Survey  [Faculty/Staff Tech Survey]
Five-year Plan: Campus Technology Needs
ITV in Hawai`i: the Hawai`i Interactive Television System (HITS)  [HITS]
Honolulu Community College Intranet  [Intranet]
Honolulu Community College Web site  [HCC]
Honolulu Community College Telephone Directory: Computer Assistance (pages 13-14)
Information Technology Center (ITC) Web site  [ITC]
Information Technology Center (ITC) Recommended Hardware and Software for Computer Purchases  [ITC Recommendations]
Interview with Bill Becker and Rose Sumajit, Information Technology Center
Interview with Jan Lubin, Director, Management Information & Research
Information Technology (IT) Replacement Policy  [IT Replacement]
myUH Portal  [MyUH portal]
Native Hawaiian Computer Lab
Pacific Center for Advanced Technology Training (PCATT) Web site  [PCATT]
Program Review Report for the College Skills Center  [CSC Review]
Program Review Report for the Library  [Library Review]
State of Computing at HCC, Annual Report prepared by ITC, May 2005
Teaching and Learning with Electronic Networked Technologies (TALENT)  [TALENT]
Technology Advisory Committee Description
Technology Advisory Committee Web site  [TAC]
Spreadsheet: Computer Labs in Classrooms and for Programs  [Computer Labs]
Student Computer Lab Web site
Summary of the Technology Focus Group Survey on Classroom Labs  [Tech Survey]
University of Hawaii Administrative Procedures  A8.505: State Personal Property
University of Hawaii Administrative Procedures  A8.515: Physical Inventory  [Inventory]
University Executive Policy E2.210 -- Use and Management of Information Technology Resources  [UH IT Policy]
University of Hawaii Information Technology Services (UH ITS)

Revised 4/20/06
III.D. Financial Resources

III.D. Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D. Descriptive Summary

The budget for the College comes from multiple sources including funding appropriated by the legislature, federal funds and grants, revenue derived from services provided, and tuition and fees. Additionally, the College can draw from prior year special fund reserves to supplement current receipts and has been able to exchange appropriated funds (General Funds) with other campuses to obtain additional Tuition and Fees Special Funds (TFSF) that can be used for operational needs. These funds are sufficient to meet normal contractual and operational financial requirements, and to support ongoing institutional and educational improvements with prudent financial management. Shortfalls created by unexpected emergencies can be met from the financial reserves maintained by the College and the financial resources of the University of Hawai‘i Community College System. During the past three years, the operating revenues from General Funds and TFSF have increased by about $1 million from $17,101,278 to $18,041,466. During this same period expenditures and encumbrances based on General Funds and TFSF have increased from $20,081,184 to 21,189,488. The differences between the income and expenditures reflect expenditure of funds carried over from prior years. Because the Community Colleges and the University of Hawai‘i function as a system, the financial records at the individual campus level also reflect redistribution of General Funds and TFSF among campuses as shown on the General Fund and Tuition and Fees Special Fund Allocation reports. Resource allocation decisions have traditionally been made collectively by the Deans and include establishing priorities among the needs represented. The College has established an institutional Planning Council to allow for more inclusive involvement and discussion of campus priorities among the faculty and staff. The College is also in the process of implementing an ongoing Program Review and Annual Assessment process that is expected to provide a more systematic, programmatic methodology for establishing priorities for funding institutional improvements.

III.D. Self Evaluation

The College meets the Standard. Honolulu Community College's financial resources obtained from state funding, special funds, and external sources are adequate to maintain existing programs and to provide for some expansion and some improvements using prudent financial management. Funds for Capital Improvement Projects (CIP) are appropriated to the University of Hawai‘i system and allocated among ten different campuses, and it may take several years before a CIP project is included in the budget
request and funds allocated. Once funded by the legislature, the average length of time until completion of a CIP project is about two years. Process improvements currently being implemented by the College, including the establishment of a Planning Council and implementation of ongoing Program Reviews and Annual Assessment, are intended to ensure that financial resources planning is an open and inclusive process that integrates financial planning with institutional planning and ensures distribution of resources to better support the development, maintenance, and enhancement of programs and services. The College plans and manages its financial affairs in accordance with the policies and regulations established by the University of Hawai`i System.

III.D. Planning Agenda

No action is required.

**III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.**

**III.D.1. Descriptive Summary**

The annual fiscal planning process is described by the Chancellor's memo on the Strategic Planning Cycle, Program Review, and Budgeting posted on the College Intranet Web site. This document shows that the three primary components of the year long fiscal planning process include a review of the Strategic Plan, including mission and goals, a review of program effectiveness, and ultimately finalizing the budget request for submission. The financial planning process is based on the institutional planning documents, including the Long Range Development Plan (LRDP), Educational Specifications, and Strategic Plans for the University of Hawai`i system, the University of Hawai`i Community Colleges, and Honolulu Community College. [Chancellor's Memo]

**III.D.1. Self Evaluation**

The College meets the Standard. The institutional mission and goals are used as the basis for all financial planning. The description of the overall strategic planning process clearly reflects reliance on strategic planning documents as the basis for planning. The Vice Chancellor for Administrative Services (VCAS) has been very supportive of the need to provide more documentation and transparency with regard to the strategic planning process. The transparency of this process has been improved by posting a description of the strategic planning process on the College Intranet Web site. The establishment of the Planning Council and the implementation of ongoing Program Reviews and Annual Assessment are also expected to provide increased campus dialog related to the financial planning process. [Planning and Budgeting]

**III.D.1. Planning Agenda**
No action is required.

**III.D.1.a. Financial planning is integrated with and supports all institutional planning.**

**III.D.1.a. Descriptive Summary**

The three primary components of the yearlong fiscal planning process include a review of the Strategic Plan, including mission and goals, a review of program effectiveness (formerly using Program Performance Health Indicators, or PHI), and ultimately finalizing the budget request for submission. The annual review of program effectiveness is currently being modified to change the indicators and assessments recorded during the review process. The new review process is identified as an Annual Assessment of program effectiveness. Honolulu Community College uses the Annual Assessment process to set goals for program improvement and identify changes necessary to accomplish those goals. The goals for achievement identified through the annual review processes are incorporated into the budget planning process.

Approximately 80% of the College budget request is for personnel costs. The remainder of the budget covers operating costs of the College. The College establishes budget priorities for new initiatives based on the strategic plans for the College, the University of Hawai`i Community College System, and the University of Hawai`i System; initiatives and priorities identified within the local community; and through the Program Review and Annual Assessment process. Additionally, the Faculty and Staff Senate Executive Committees and Planning Council are tasked to make recommendations regarding campus priorities for new initiatives. Based on the recommendations submitted by campus bodies, including the Faculty and Staff Senate Executive Committees and the Planning Council, the Chancellor and his Administrative Staff determine the final campus prioritization. After the local campus priorities have been determined, the budget is submitted to the University of Hawai`i Community College System. The Chancellors of the Community Colleges then determine relative priorities for all of the budget initiatives submitted from the seven Community Colleges.

The financial planning process is based on the institutional planning documents, including the LRDP, Educational Specifications, and Strategic Plans for the University of Hawai`i system, the University of Hawai`i Community Colleges, and Honolulu Community College. All CIP budget requests submitted to the University of Hawai`i Board of Regents must be supported by the LRDP, otherwise the request will not be approved by the Board. The financial planning process for existing programs also incorporates results of Annual Assessments of program effectiveness to adjust budget priorities.

As a community college, the College is also responsible to meet emerging needs for the community, which may not have previously been reflected in the institutional planning documents. In these instances the College works to secure external partnerships to ensure funding for the required programs, but these short notice requirements may affect annual
budget priorities. The College leadership consistently receives up-to-date information about fiscal planning and is directly involved in both institutional planning and fiscal planning and is well aware of the links between fiscal planning and institutional planning.

As an example of the budget prioritization process, last year the Faculty Senate Executive Committee (FSEC) recommended that the highest campus priority for new initiatives was to support the development of a four-year academic program in the Computing, Electronics, and Networking Technology (CENT) program, and this recommendation was adopted for the College's budget submission. This item received partial funding from the legislature, and the funds will be applied toward the CENT program within the scope of the substantive change request already approved by the accrediting commission. Other examples of current fiscal allocations that support the achievement of institutional plans include funding for the Construction Academy initiative, funding for the disabilities program, and funding for the Apprenticeship program.

III.D.1.a. Self Evaluation

The College meets the Standard. There is a well-defined process that is consistently used for financial planning and budget development, and this process is clearly tied to existing institutional plans. Documentation posted on the College Intranet Web site regarding the strategic planning process and interviews with administrators have improved accessibility and transparency regarding the processes used for fiscal planning. The 2005 Faculty and Staff Survey indicates that the financial planning and budgeting processes are not clear to a substantial portion (48%) of the College community, indicating a need to continue to improve the transparency of these critical processes. The recent establishment of the Planning Council is intended to provide more inclusive dialog within the College on an ongoing basis regarding institutional and financial planning goals. Implementation of a more comprehensive Program Review process, including Annual Assessments of program effectiveness, is also expected to provide a more systematic process for identifying financial priorities and goals. The LRDP is clearly out of date and needs to be updated. Funding to accomplish this has been requested.

III.D.1.a. Planning Agenda

- The College must continue to seek funding for updating the LRDP.
- The College should focus on improving communication through leadership and supervisory chains to all employee categories regarding financial planning and budget processes, to increase employee awareness and understanding of these processes. Re-evaluate employee awareness and knowledge of financial processes during Academic Year 2007-2008.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.1.b. Descriptive Summary
The VCAS provides up-to-date information about funding and budgets to the Deans, who work together to determine the priorities and allocations for budget resources. Additionally, the University of Hawai`i Financial Management Information System (FMIS) provides electronic access to up-to-date information about available funds which is readily available to the Deans. Funding requests are submitted by programs to the respective Division Chair. The Chair submits these requests to the respective Dean. The Deans collectively review the priorities and make funding allocations based on the budget amounts provided by the VCAS and the relative needs submitted by the programs. All priorities for funding are established based on impact on student learning. Funding priorities are described by the LRDP, the Educational Specifications, Strategic Plans, and Annual Assessments of program effectiveness.

III.D.1.b. Self Evaluation

The College meets the Standard. There is a defined process for establishing funding priorities. The establishment of the Planning Council provides more opportunity for input from faculty and staff and more dialog regarding priorities. The implementation of ongoing Program Reviews and Annual Assessment is expected to provide a more consistent, systematic method for determining funding needs and priorities. The Campus Leadership Team (CLT) was formed to provide more consistent coordination and leadership in campus functions and to represent the needs of units to the Deans. The CLT makes decisions regarding operational issues for the College. The responses provided by members of the CLT to questions regarding resource management at the College reflect that the role of the CLT in financial processes has not previously been clear. The VCAS has begun to consistently provide information regarding budgets to the CLT and to request information and input for financial decision-making processes. As the role of the CLT evolves, it is becoming more clear that the CLT has an important role to ensure two-way communication between the departments or programs and the Deans.

III.D.1.b. Planning Agenda

- The College should provide orientation to new members of the CLT and the Planning Council to familiarize them with their roles and responsibilities, including communication regarding financial and budget processes.

**III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

III.D.1.c. Descriptive Summary

Biennial budget requests and annual supplemental requests clearly reflect the priorities established by strategic planning documents including the LRDP, Educational Specifications, and the Strategic Plans for the University of Hawai`i System, the University of Hawai`i Community Colleges, and Honolulu Community College. Annual
budget requests and the Capital Improvement Plan consistently reflect the continuation of fiscal priorities. By law, the College is prohibited from incurring long term debt. Costs are paid as they are incurred, or must be allocated from existing budget funds. All obligations for long-term debt are incurred at the University system level, rather than by individual community colleges. Obligations for employee benefits, such as health benefits, are funded through the State Department of Human Resources. The University of Hawai`i Community Colleges System is self-insured and is in the process of establishing local reserves of 3% at the individual campuses, and an additional reserve in the Operating Repair and Maintenance budget at the Community Colleges System level to meet emergency requirements. The local reserve at Honolulu Community College already exceeds the 3% amount established for the local campuses to maintain. In the event that College funds and Community Colleges System funds are not sufficient to meet emergency requirements, additional funding would be provided from the University of Hawai`i System financial resources.

As an example, an incident on August 2, 2005, in Building 8802 (Building 2) resulted in a fire in the electrical room and the complete loss of electrical power to the building. The President of the University made a firm commitment to restore power to the building before classes started a few weeks later. The College's request for emergency procurement was immediately approved and temporary power was restored to the building by August 22, 2005. The cost for the temporary restoration of power was $99,000 and the cost for permanent restoration of power is $58,204 plus applicable taxes. The repair to provide permanent restoration of power is scheduled for May 2006.

III.D.1.c. Self Evaluation

The College meets the Standard. Honolulu Community College does not incur long-term debt, by State law, and pays all obligations as incurred. Authorized salaries and wages are provided by legislative appropriated budgets. Obligations for general-funded employee benefits are funded through the State Department of Human Resources. The legislature approves funding for positions, and positions cannot be filled if there is insufficient funding. The University of Hawai`i System is self-insured and maintains an adequate reserve to meet emergency requirements. As an example, the Workers Compensation employment fund is self-funded at the University of Hawai`i System level and has been reviewed by actuaries and increased to meet actuarial standards.

III.D.1.c. Planning Agenda

No action is required.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget.

III.D.1.d. Descriptive Summary
The processes for financial planning and budget have been recorded and posted on the Honolulu Community College Intranet Web site. The VCAS has put budget documents on reserve in the library where any interested member of the faculty or staff can review them. The College has made a clear commitment to describing its processes openly and transparently. There is substantial narrative and ad hoc evidence, including email from the Vice Chancellor for Academic Affairs (VCAA) regarding implementation of Annual Assessments, interview notes with the VCAS, interview responses from the Deans, and interview responses and notes from the Chancellor that indicate the guidelines and procedures for financial planning and budget are being implemented.

III.D.1.d. Self Evaluation

The College meets the Standard, but needs to improve in this area. The results of the 2005 Faculty and Staff Survey indicate that a substantial portion, 48%, of the faculty and staff feel that they do not clearly understand the procedures for budget and financial planning. Processes for financial planning and budget have been discussed by the Chancellor and documented and posted on the College Intranet Web site. The establishment of the Planning Council will set criteria for the financial planning process. This should help to clarify the financial planning processes among the full-time members of the faculty and staff, although it is less likely to significantly improve the perception of part-time faculty such as lecturers.

The Resources Self-Study Committee submitted questions to the CLT during Spring 2005 regarding various aspects of resource management. The written responses provided by some members of the CLT reflect different perceptions and understanding regarding the role the CLT does or should play in financial planning and day-to-day operational finances. It appears that the role of the CLT in financial processes has not previously been clearly defined. The VCAS has begun to ask the CLT more specifically for input related to financial issues and to disseminate budget information to the CLT. It is becoming apparent that one role the CLT should have is to ensure effective two-way communication between the Deans and the departments and programs represented by the CLT members. The CLT has a vital role to ensure that departments and programs receive relevant information about budget decisions and to collect input from the departments and programs and submit that information to the Deans and other planning bodies for consideration.

III.D.1.d. Planning Agenda

- The College should delineate responsibilities and authorities over fiscal decisions.
- The College should provide orientation to new members of the CLT and the Planning Council to familiarize them with their roles and responsibilities, including communication regarding financial and budget processes.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound
III.D.2. Descriptive Summary

The College conforms to the financial management control systems established by the University of Hawai‘i System, which assure the financial integrity of the College procurements and the responsible use of financial resources. The College receives monthly financial statements prepared by the Business Office. The VCAS disseminates this information to the Deans when it is received. Additionally, FMIS provides up-to-date electronic access to financial information for designated representatives, which provides wider access to financial information for those who most need the up-to-date information.

III.D.2. Self Evaluation

The College meets the Standard. The University of Hawai‘i financial management control procedures govern the College's financial management processes and information is widely disseminated via electronic and hard copy reporting.

III.D.2. Planning Agenda

No action is required.

III.D.2.a. Financial documents, including the budget and independent audits, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

III.D.2.a. Descriptive Summary

The budget shows that funds are allocated in a manner intended to realistically achieve the institution’s stated goals for student learning. Audits of financial statements within the University of Hawai‘i System have traditionally been done on a system-wide basis. Consequently, there have previously been no audits of the financial statements for the individual campuses. As of July 21, 2005, ACCJC/WASC has agreed to accept, for a period of two years, a modified audit method that will append financial statements for individual campuses to the system-wide consolidated financial statements in the annual audits as a means of documenting and auditing the financial status of individual campuses. The A133 Financial and Compliance audits of Federal funds, also performed on a system-wide basis, include findings for individual campuses. The College has received findings in these audits and has responded to all audit findings.

III.D.2.a. Self Evaluation

The College does not meet the Standard. However, Honolulu Community College is making significant progress. The financial audits conducted within the University of
Hawai`i System have traditionally reviewed a consolidated financial statement for the entire system, rather than reviewing financial statements for individual campuses. A modified audit method will be used for a period of two years to provide audit reviews of financial statements for the individual campuses.

III.D.2.a. Planning Agenda

- The College must implement college level financial statements to be included with the University of Hawai`i consolidated financial statements to meet the criteria of the recently approved modification to the financial audit procedures.

**III.D.2.b. Appropriate financial information is provided throughout the institution.**

III.D.2.b. Descriptive Summary

Documents relevant to long-range planning, budgets and audit reports have been placed on reserve in the campus library to be accessible to the College constituency. Additionally, the Vice President for Academic Affairs (VPAA) for the University of Hawai`i has started to post finalized budget documents on the VPAA Web site. [VPAA]

Documents relevant to the strategic planning process are posted on the College’s Intranet Web site. Budget information is disseminated promptly, by the VCAS and the Business Office, when it is received to the Deans, who need to make short-notice decisions based on the information provided. Up-to-date budget statuses are also readily available to the designated representatives for the Deans, academic divisions, and administrative programs.

III.D.2.b. Self Evaluation

The College meets the Standard. Budget information is provided and disseminated when it is received. Budget documents are on reserve in the library for access by any members of the campus constituency who wish to review them. Additionally, finalized budget documents are now being posted on the Web site of the VPAA for the University.

III.D.2.b. Planning Agenda

No action is required.

**III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

III.D.2.c. Descriptive Summary

The University of Hawai`i Community Colleges Unrestricted Fund Policy document includes a Reserve Status Report of Unrestricted Funds showing the adjusted unrestricted funds balances for each campus for the Fiscal Years 2002-2005. For this College, the
unrestricted funds for each of the prior fiscal years is reported as follows: FY2002 $745,776; FY2003 $499,443; FY2004 $653,000; FY 2005 $963,726.

Based on agreement among the Community Colleges, each local campus will establish and maintain a local reserve of 3% and the Community Colleges will maintain an additional system-wide reserve to meet the requirement for 5% reserve. Honolulu Community College already has reserves in excess of the 3% requirement established by the Community Colleges agreement. The College can obtain additional funds from the Community Colleges System and from the University of Hawai`i System financial resources if the need arises.

The College receives revenues from a variety of sources including state appropriations, Tuition and Fees Special Funds (TFSF), Community Colleges Special Funds (CCSF), federal funds including grants and College work-study funds, and payments for services rendered. Some examples of services from which the College receives revenues include child care, automotive repairs, and cosmetology. Funds received from services provided are maintained in revolving fund accounts which can be carried over from year to year.

The receipt of revenues does not create a cash flow problem for the College. Individual revolving fund accounts can have a negative balance as long as the total balance for all special and revolving funds remains positive. Since tuition and fees are received at the beginning of each semester, this provides a large positive balance in the special funds category that offsets occasional or periodic negative balances in individual revolving accounts.

The University of Hawai`i Community Colleges System is self-insured and maintains reserve funds to cover system-wide needs for the Community Colleges. An agreement has been established among the Community Colleges such that the individual campuses will maintain a 3% reserve balance from TFSF and Revolving Funds carried over between fiscal years and the Community Colleges System will maintain additional reserves in Repair and Maintenance (R and M) funds to meet the 5% reserve standard. The University of Hawai`i System is self-insured for Workers Compensation, and the reserves maintained for Workers Compensation have been increased to meet actuarial standards. The University of Hawai`i System maintains sufficient reserves to handle financial emergencies. In the event that a catastrophic emergency occurs, such as the flooding at the Hamilton Library at the University of Hawai`i at Manoa campus, external funding from the State or Federal levels would be sought to supplement the emergency reserves within the University of Hawai`i System, and to avoid completely depleting the emergency reserves within the University system.

III.D.2.c. Self Evaluation

The College meets the Standard. Honolulu Community College is not allowed by law to incur debt obligations, and all obligations must be paid as they become due. The College maintains a minimum of a 3% reserve in TFSF and Revolving Funds to meet normal emergency needs and the University of Hawai`i Community Colleges System maintains
additional funds to meet the 5% requirement. Additional funds can be obtained from the University of Hawai`i System financial resources should the need arise.

III.D.2.c. Planning Agenda

No action is required. The College already maintains a reserve meeting the 3% amount established for the individual campuses.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

III.D.2.d. Descriptive Summary

The University of Hawai`i System fiscal management procedures govern fiscal management and review procedures at Honolulu Community College. All fiscal transactions are reviewed as they occur to ensure that they conform to the University’s requirements and procedures. All contracts are executed through the University of Hawai`i Procurement Office, which ensures they conform to the contracting requirements and procedures. Audits of financial statements have previously reviewed only the system-wide consolidated financial statement, instead of reviewing financial statements for individual community colleges. Other audits, such as the Financial and Compliance A133 audit of Federal funds, have included findings relevant to specific campuses including Honolulu Community College. Financial program reviews within the University of Hawai`i System are performed on an ongoing, continuous basis as procurements are made. The College has received some audit findings on the A133 Financial and Compliance Audits for FY 2003 and FY 2004. All findings have been responded to and corrective actions have been implemented.

III.D.2.d. Self Evaluation

The College meets the Standard. Honolulu Community College complies with the University of Hawai`i fiscal management procedures and is subject to University of Hawai`i System audit procedures. Corrective action has been taken and responses submitted for all audit findings relative to Honolulu Community College.

III.D.2.d. Planning Agenda

No action is required.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

III.D.2.e. Descriptive Summary
All transactions are reviewed on an ongoing basis to ensure that all expenditures conform to the educational mission and goals of the College. The College is subject to the University of Hawai‘i audit policies, which ensure that all funds including federal funds including Financial Aid, grant funds, fund-raising efforts, and such are reviewed or audited regularly. Grant funds are administered through the Office of Research Services and are audited and reviewed regularly. The University of Hawai‘i Foundation conducts all fund-raising efforts within the University System, and its activities and funds are audited separately from the University of Hawai‘i System annual audits. Some audit findings have reflected delays in meeting required reporting dates. The College has responded to all audit findings and implemented corrective actions to improve performance in the areas noted.

III.D.2.e. Self Evaluation

The College meets the Standard. All expenditures are reviewed to ensure they conform to and are consistent with the mission and goals of the College. All sources of funding are audited or reviewed regularly by the funding agency. Audits demonstrate the integrity of financial management practices.

III.D.2.e. Planning Agenda

No action is required.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

III.D.2.f. Descriptive Summary

Information on current contracts and obligations is available for review in the Business Office. All contractual agreements are made in accordance with University of Hawai‘i System policies and are required to conform to the institutional mission and goals. Policies and controls for contractual obligations are established by the University of Hawai‘i System. All contracts in excess of $25,000 are executed through the University of Hawai‘i Procurement Office. All contracts specify the quality requirements applicable to the contract. If a contract vendor does not meet the specified quality requirements, corrective action is coordinated through the University of Hawai‘i Procurement Office. Policies governing contracting processes include Section A8.200 of the University Systemwide Administrative Procedures available as part of the Administrative Procedures Information System, Chapter 8 of the Board of Regents Policies and Bylaws, and Community College Chancellor’s Memos (CCCMs) relevant to Community College Special Funds, Revolving Funds, and Service Contracts.

III.D.2.f. Self Evaluation
The College meets the Standard. All contracts are awarded and controlled in compliance with University of Hawai`i policies, which ensures that contracts are properly established, monitored, and controlled.

III.D.2.f. Planning Agenda

No action is required.

**III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

III.D.2.g. Descriptive Summary

The University of Hawai`i System performs annual external audits on a system-wide basis. Previously the financial audits have reviewed only consolidated financial statements for the University of Hawai`i System, but by a recent agreement, audits for the next two years will include reviews of financial statements for the individual community college campuses. At that time a determination will be made whether this provides sufficient information for the needs of the ACCJC/WASC determination for accreditation. [Vice President for Community Colleges Memorandum regarding Financial Audit of University of Hawai`i Community Colleges, dated August 9, 2005]

The College performs Annual Assessments of programs, previously based on a review of Program Health Indicators. Annual Assessments are used to provide systematic process for reviewing the effectiveness of previous fiscal planning.

III.D.2.g. Self Evaluation

The College does not meet the Standard. Honolulu Community College is implementing changes to meet the Standard. Annual audits of financial processes are conducted on a system-wide level and future audits will include reviews of financial statements for individual community college campuses, instead of reviewing only consolidated financial statements for the University of Hawai`i System. The College has made improvements to the Annual Assessments of program effectiveness that will provide a better methodology for reviewing the effectiveness of fiscal planning.

III.D.2.g. Planning Agenda

- The College must implement College financial statements to be included with the University of Hawai`i consolidated financial statements in accordance with the recently approved modification to the financial audit procedures.
- The College must develop College financial statements to meet the financial audit requirements as specified by ACCJC/WASC criteria.

III.D. Supporting Documents
2003-2009 Agreement between the University of Hawai`i Professional Assembly and the Board of Regents and of the State of Hawai`i
2005 Faculty/Staff Survey Results (pages 14, 15 of 27)
Academic Development Plan 2000-2005
Academic Development Plan 2002-2009
Annual Report of Program Performance Health Indicators (PHI) for Academic Academic Year 2002-2003
Annual Report of Program Performance Health Indicators (PHI) for Academic Academic Year 2003-2004
Annual Report of Program Performance Health Indicators (PHI) for Academic Year 2004-2005
Board of Regents FY 2006-2007 Supplemental Budget Request and related documentation
Board of Regent’s Minutes Archives
Campus Leadership Team (CLT) Purpose and Functions
Capital Improvements Plan (CIP) Supplemental Budget Request for FY 2005
Chancellor, email regarding establishment of a Planning Council and draft document describing role and functions of Planning Council
Chancellor, email regarding first meeting of the Planning Council
Chancellor for Community Colleges Memos (CCCMs) Index  [CCCM]
Chancellor's Memo on Strategic Planning, Program Review and Budgeting  [Chancellor's Memo]
Chancellor's Responses to Questions submitted for Interview
Copies of Financial Aid reports.
Copy of Budget Document for Alu Like Grant award for Native Hawaiian Program
Copy of Budget Documents for Grants Awarded to Dr. Kakkala Gopalakrishnan
Copy of Construction Academy Budget and Documents
Draft FY 2003 A-133 Audit Corrective Action Response
Educational Specifications, Final Draft, June 1995
Expenditures for Supplemental Funds for 2003-2004
Facilities Repairs and Maintenance – Final Plans for FY2006
Faculty Senate Executive Committee (FSEC) Purpose and Function
FB 2001-2003 Operating and CIP Budget Requests
FB 2003-2005 Operating and CIP Budget
FB 2005-2007 BOR Operating and CIP Budget Requests
FB 2005-2007 Capital Improvements Program Budget Update
FB 2005-2007 Operating and CIP Budget
Financial Obligations Binder
FY 2003 A-133 Financial and Compliance Audit and Immaterial Findings and Internal Control Comments
FY 2003 Audit of University of Hawai`i Bond System
FY 2004 A-133 Audit Report
FY 2004, Operating and Student Assistants Budgets
FY 2005, Supplemental Budget Requests
General Funds and Tuition and Fees Special Fund Allocations for FY 2002, FY2003, FY2004, and FY2005 Reports
Grant Management Procedures
Honolulu Community College Mission Statement [Mission Statement]
Incident Report: Building 8802 Electrical Incident
Interview with Vice Chancellor of Administrative Services, 11/05/04
Interview with Director for PCATT Director, 04/22/05
Interview with Ramsey Pedersen, Chancellor, 04/2/05
Listing of Grant Awards for Honolulu Community College
Listing of Revenue Sources for Honolulu Community College, dated Sep 6, 2005
Long Range Development Plan (DLRP) - May 1996
Meeting the Mission: the Strategic Plan of Honolulu Community College, 2003-2010 [Strategic Plan]
Responses from Financial Resources Questions Submitted for Interview with Deans, conducted 04/10/05
Questions for Members of Campus Leadership Team (CLT) for Standard III: Resources
Staff Senate Executive Committee (SSEC) Bylaws [SSEC Bylaws]
Strategic Planning and Budgeting Process Flowchart [Planning and Budgeting]
Study on Student Fees, 2005-2006: Purchasing Checklist for Student Life and Development areas
Study on Student Fees, 2005-2006: Purchasing Procedures for Student Life and Development areas
Study on Student Fees: Associated Students of the University of Hawai`i at Honolulu Community College Constitution, March 30, 2005
Study on Student Fees, interview responses from Ken Kato, Vice Chancellor for Administrative Services and Emily Kukulies, Director for Student Life and Development.

Summary of General Funds, Collective Bargaining, and Tuition and Fees Special Funds Revenue for Honolulu Community College for Fiscal Year 1990-91 through Fiscal Year 2003-2004

_Tech 2 Division Chair, email announcing Operating Budgets for 2nd, 3rd, and 4th quarters for FY 2006_

Timeline for Annual Review of Strategic Plan [Strategic Plan Review]

University of Hawai`i Community Colleges Accreditation Program Review - Administrative Services

University of Hawai`i Community Colleges FY 2004 Cash Projection Summary by Campus and Fund (June 30, 2004)

University of Hawai`i Community Colleges Strategic Plan 2002-2010

University of Hawai`i Community Colleges Unrestricted Reserve Fund Policy

University of Hawai`i Consolidated Financial Statements by PriceWaterhouseCoopers, dated June 30, 2004 and 2003

_University of Hawai`i Executive Policy E8.204: University Audit Plan_

University of Hawai`i Strategic Plan 2002-2010

University of Hawai`i System Policies – Board of Regents Policies and Bylaws [BOR Policies]

_University of Hawai`i Systemwide Administrative Procedures Manuals_

University of Hawai`i University Bond System Report on Controls and Procedures

University of Hawai`i Vice President for Academic Affairs Web site [VPAA]

Vice Chancellor for Academic Affairs, email memo regarding Annual Assessment Reports and Document Template

_Vice Chancellor for Academic Affairs, email regarding Operating Budgets for 2nd, 3rd, and 4th quarters for FY 2006. Forwarded by Tech 2 Division Chair_

Vice President for Community Colleges Memorandum regarding Financial Audit of University of Hawai`i Community Colleges, dated August 9, 2005, including Memo from Barbara Beno, date-stamped July 21, 2005

Revised 04/20/06