

HONOLULU COMMUNITY COLLEGE

FOLLOW-UP REPORT

Submitted by

Honolulu Community College

874 Dillingham Boulevard
Honolulu, HI 96817

Submitted to

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

October 15, 2014

FOLLOW-UP REPORT – CEO CERTIFICATION PAGE

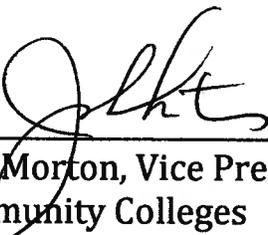
September 18, 2014

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Erika Lacro, Chancellor
Honolulu Community College
874 Dillingham Boulevard
Honolulu, HI 96817

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signature:  Date: 9-18-14
Erika Lacro, Chancellor

Signature:  Date: 9/30/2014
John Morton, Vice President for
Community Colleges

Signature:  Date: 9/30/2014
David Lassner, President
University of Hawai'i

FOLLOW-UP REPORT – GOVERNING BOARD CERTIFICATION PAGE

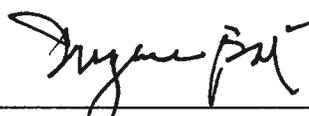
DATE: October 1, 2014

TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

FROM: Eriko Lacro, Chancellor
Honolulu Community College
874 Dillingham Boulevard
Honolulu, HI 96817

We certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signature:  Date: OCT - 1 2014
Randolph G. Moore, Chair
Board of Regents, University of Hawai'i

Signature:  Date: OCT - 1 2014
Eugene Bal, Chair
Board of Regents, Community Colleges Committee

HONOLULU COMMUNITY COLLEGE
FOLLOW-UP REPORT

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ACCREDITATION FOLLOW-UP REPORT
Summary of Report Preparation Process

The process of preparing this second Follow-Up Report in response to the further recommendations of the team, which visited the campus on November 12, 2013, began shortly after receiving the letter of February 7, 2014, from ACCJC. The College was extremely gratified to learn that it had been removed from Warning status, with a reaffirmation of accreditation. The College further understood the need to address the remaining concerns regarding complete compliance with Recommendations Nos. 2 and 6 from the visiting team’s initial report after its visit in Fall 2012.

Honolulu Community College’s 2014 Accreditation Follow-Up Report—the document presented here—was prepared by members of the Chancellor’s executive team, with multiple opportunities provided to members of the college community for broad-based campus review.

Members of the Chancellor’s team involved in report preparation include the following: Chancellor Erika Lacro; Interim Vice Chancellor for Administrative Services, Ken Kato; Vice Chancellor for Academic Affairs, Katy Ho; Dean, Tech I, Keala Chock; Dean, Tech II, Russell Uyeno; Dean, University College, Marcia Roberts-Deutsch; Dean of Academic Support, Wayne Sunahara; Director of Secondary Programs, Mike Barros; and Executive Assistant to the Chancellor and Director of Communications and External Affairs, Billie Takaki Lueder.

Individual team members took the lead for drafting specific sections, based on assignments made at the annual Executive Retreat on August 4-5, 2014. Working drafts were circulated to the full team as well as to members of the Campus Council on Institutional Effectiveness, the Assessment Task Force and the Accreditation Task Force for review and feedback. The team again decided to add an additional concluding section highlighting the various “closing the loop” actions that have been taken recently in response to assessment in various contexts. Comments on the draft responses to recommendations were incorporated, and the report was posted for full campus review. The final report includes the response to recommendations directed specifically to the College, as well as responses to UH Recommendations Nos. 4 and 5, directed to the UHCC and UH systems as a whole; the latter responses were prepared by the Office of the Vice President for Community Colleges.

**CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE
WITH ELIGIBILITY REQUIREMENTS**

1. Authority

The University of Hawai'i Board of regents, under the authority of State of Hawai'i Law, Chapter 305, Hawai'i Revised Statutes, is authorized to develop and administer a system of community colleges. In 1966, the Board authorized the College to operate and to award degrees.

2. Mission

The College's mission is clearly defined, adopted and published. The College's mission is consistent with the purposes set forth in State law for the UH community college system, and is in alignment with the University of Hawai'i Community College's Mission Statement (approved by the Board of Regents in 1997). The College's Mission Statement was reviewed and approved by the Board in 2012.

3. Governing Board

The University of Hawai'i Board of Regents is a fifteen-member body responsible for the quality, integrity and financial stability of all University of Hawaii campuses. The regents are nominated by the Regents Candidate Advisory Councils and are appointed by the governor and confirmed by the legislature. The board formulates policy and exercises control over the university through its executive officer, the university president. The Board has exclusive jurisdiction over the internal structure, management and operation of the university. The number of members and composition of the Board is sufficient for it to fulfill its responsibilities. This ability has been enhanced by the expanded number of members on the Board. Based on Hawaii law, the Board has the final responsibility for ensuring that the financial resources of the institution are used to provide sound educational programs.

In accordance with Hawai'i State law, a 2000 constitutional amendment granting greater autonomy to the University of Hawai'i, and as articulated under Board by-laws, the governing board is an independent policy-making body. Its primary duty is to serve the public interest and UH constituent needs, and this purpose directs its activities and decisions. An overview of the background and professional affiliations for the Board members verifies that a majority of the Board members do not have employment, family, ownership or personal financial interest in the institution. Board by-laws, Article X, articulate a clear conflict of interest policy, including disclosure requirements. Board members adhere to this policy. Board member interests do not interfere with the impartiality of governing body members and do not outweigh their primary duty to secure and ensure the academic and fiscal integrity of the institution.

4. Chief Executive Officer

The University of Hawai'i Board of Regents appoints the Chancellor, who is the chief executive officer of the College. The Chancellor's full-time responsibility is to the College; this officer has the requisite authority to administer Board policies. The Chancellor has the necessary authority to provide leadership to the College in areas of planning, establishing priorities, managing resources and ensuring the institution's implementation of statutes, regulations, and policies.

5. Administrative Capacity

Based on the findings of the Standard committees, the College has sufficient staff to provide administrative services necessary for the College to fulfill its mission and purpose. Personnel processes ensure that administrative officers are qualified by education, training, and experience to perform administrative responsibilities.

6. Operational Status

The College is fully operational, offering Fall, Spring, and Summer-session classes designed to meet the varied educational needs of degree-seeking students in CTE and Liberal Arts programs. These programs graduate students receiving certificates and degrees. The College offers classes at several sites and in alternative scheduling options, and it supports an active DE program.

7. Degrees

Programs leading to degrees make up the substantial portion of the College's educational offerings. The College attracts students to its degree programs due to the diversity of instructional programs offered, and the fact that the College is the only institution in the State to offer many of the unique programs located at Honolulu Community College.

8. Educational Programs

The linking of program missions to the College's mission and goals reflects the fact that all degree programs offered by the College are in alignment with the mission of the institution. The curriculum and requirements of these programs are based on recognized standards of higher education field(s) of study. Programs review and revise as necessary curriculum and program currency based on evaluation of student work, in consultation with advisory committees and in accordance with required program review and annual assessments. Programs are of sufficient content and length and students receive education at the level of quality and rigor appropriate to the degree offered. These fields of study culminate in identified program SLOs. Degree programs are at least two years in length.

9. Academic Credit

As documented in the College's Catalog, the College awards academic credits based on criteria that reflect generally accepted practices in degree-granting institutions of higher education. The awarding of credit is in compliance with clearly stated criteria and processes also published in the College Catalog.

10. Student Learning Achievement

The College has identified—and has published in its Catalog and on the Web—expected SLOs for all instructional programs. The College has adopted processes and timelines to ensure that regular and systematic assessment of these outcomes takes place. Annual Assessment and periodic Program Review reports require programs to demonstrate that students who complete instructional programs achieve these outcomes, regardless of where or how they are delivered.

11. General Education

A review of degree-granting program requirements confirms that the College incorporates into all of its degree programs General Education requirements designed to cultivate a breadth of knowledge and encourage intellectual inquiry. The General Education component for all programs includes demonstrated competence in writing and computational skills, and an introduction to some of the major areas of knowledge. General Education courses, as reviewed and certified by the General Education Board, are required to have comprehensive learning outcomes as well as clearly identified assessment strategies. Degree credit in General Education is consistent with levels of quality and rigor appropriate to higher education.

12. Academic Freedom

The College is committed to creating and maintaining an atmosphere of inquiry and intellectual freedom. Faculty and students are guaranteed the right to examine and test all knowledge appropriate to their discipline or area of study. The College has made this commitment explicit in the form of an Academic Freedom statement included in the College Catalog's Policies and Procedures.

13. Faculty

The College has a substantial number of qualified faculty members whose full-time responsibility is to the institution. The faculty is sufficient in number and professional training and experience to ensure achievement of the College's mission and to support all of the institution's educational programs. The University of Hawai'i Board of Regents' Classification Plan of Faculty in the Community Colleges provides a statement of faculty responsibilities as well as the basis on which specific positions are advertised

and filled. Expectations of faculty include maintaining currency in their program, and continual professional development in their respective areas of effective instruction. These requirements ensure that faculty are actively involved in the development and review of curriculum, and in the assessment of student learning.

14. Student Services

The College has a strong and multi-faceted Student Services program, which provides appropriate and comprehensive student support services. In addition, the College's Academic Support units, as well as instruction in developmental English and Mathematics and English as a Second Language, provide necessary and effective support of student learning. The missions of all these instructional and service programs are in alignment with the College's Mission; their effectiveness is documented with various forms of assessment. The various forms of support for students meet students' needs and are consistent with the College's Mission. All of these programs are required to conduct Annual Assessments and complete Program Reviews to ensure continued program effectiveness.

15. Admissions

The College operates based on admission policies that are consistent with its open-door mission. A review of the College Catalog, the information posted on the Internet, and all program specific publications makes clear that admissions policies explicitly and clearly communicate the appropriate qualifications of students for specific programs.

16. Information and Learning Resources

The College has built a robust program of Information Technology services that provides long-term access to information and learning resources necessary to support the College Mission and the missions and SLOs of its programs. This applies to those courses offered in classrooms, as well as courses offered at other sites or via distance education.

17. Financial Resources

The College has the necessary funding base, financial resources, and financial development plans to effectively support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. The College relies primarily on public funding by the State general fund. The College receives additional financial resources through tuition, fees, grants, and contracts. The College adheres to the two-year State budget cycle and budget guidelines and controls of the UH system. In addition to State regulations, in the case of contracts and grants, the College also complies with the rules of the funding organization.

18. Financial Accountability

UH's consolidated financial statements are prepared in accordance with Government Standards Board principles, which establish standards for external financial reporting for public colleges and universities. The financial audit is part of the A-133 audit required by the federal government (US Department of Education.) Furthermore, the College's Financial Aid office is audited annually as part of the A-133 audit. The University also reports as a combined balance sheet and income statement for the community colleges as a whole. By virtue of State law, the College is prohibited from accruing, and does not operate under, a deficit.

19. Institutional Planning and Evaluation

The College has created the infrastructure and processes necessary to ensure systematic evaluation of all programs and College functions. Ongoing evaluation and improvement activities have as their focus assessment of SLO's fulfillment of service outcomes. The College has in place mechanisms for publicizing results of institutional research and assessment. The College has significantly improved methods of integrating assessment, planning and decision-making to increase the effectiveness of institutional structures and processes, promote enhanced student achievement of educational goals, and continually improve student learning. As a result of the integration of assessment activities and governance bodies and processes, the College has in place a system that ensures decisions on resources and strategic activities are based on how best to improve the institution. Evidence for these links are development of a new Strategic Plan, development of the integrated planning and budgeting policy, and minutes of major governance committees.

20. Public Information

The College Catalog is published in hardcopy and on the Web. Review of the College Catalog indicates that the College publishes accurate, current, and necessary information for its constituencies. Information provided includes the College's address and contact information, the mission and goals statement, and relevant and up-to-date information about course, program, and degree offerings (e.g. program SLOs, program requirements, program length, and other necessary information). The Catalog includes an academic calendar with all crucial deadlines indicated. Under the headings "General Information", "Student Services", "Academic Regulations", "Tuition and Fees", and "Degree and Certificates", the Catalog contains all the information outlined in these eligibility criteria. In the case of documents and policies too lengthy for inclusion, the Catalog indicates where this documentation is available.

21. Relations with the Accrediting Commission

The College affirms that the institution strictly and in good faith adheres to the eligibility requirements and accreditation standards and policies of the Commission. The College describes itself in consistent terms; however, at present it does not have any relations with other accrediting agencies for any of its degrees. A review of past correspondence and ACCJC/WASC actions confirms that the College communicates any changes in its accredited status, and readily and immediately discloses information required by the Commission in carrying out its accrediting responsibilities. The College complies with all Commission requests, directives, decisions, and policies, including complete accurate and honest disclosure.

**CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE
WITH COMMISSION POLICIES**

Honolulu Community College certifies that it is in compliance with the following specific policies of the accrediting commission, as follows:

Policy on Distance Education and Correspondence Education: HCC offers a substantial range of courses delivered online or as cable courses and submitted Substantive Change requests when the FIRE program and the AA degree began to include more than 50% of courses offered through distance education modalities. See Standard IIA, IIB, IIIC.

Policy on Institutional Compliance with Title IV: HCC's Financial Aid office is subject to annual audits as well as other forms of fiscal review that serve to minimize student loan defaults. See Standard IIB (Financial Aid), IIID.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status: HCC continues to monitor and update the information provided to both prospective and enrolled students and to the community about all aspects of its programs, including its accredited status. The College catalog is updated annually in print, and information is also kept current online. See Standard I, IIA, IV.

Policy on Award of Credit: HCC adheres to generally accepted norms in higher education in the awarding of credit, understanding that assessment of the meeting of clearly defined SLOs is the primary criterion for determining a student's eligibility to receive college credit. See Standard IIA.

Policy on Institutional Integrity and Ethics: HCC adheres to a high standard of expectations with regard to institutional integrity that governs both internal and external relations, and has policies in place to ensure academic honesty and integrity, as well as clear policies of remediation and resolution. See Standard I, IV.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations: HCC currently has no such relationships, but would abide by the stated policy, were it to enter into such agreements. Credit courses offered at remote sites (e.g., through the SOCAD program) are reviewed by the same criteria as are courses offered on-campus, and the same standards would apply to non-credit offerings. See Standard IIA.

Response to College Recommendation 2: Outcomes-based Assessment

As was recommended by the 2006 evaluation team, “in order to meet the standards’ focus on ensuring student success and the quality of programs and services, the team recommends the College...develop and refine its program review process and to identify student learning outcomes at the course, program, and institutional levels. The College should also systematically assess these student learning outcomes and use the results of these assessments for the improvement of institutional effectiveness.” In addition, the College should ensure that assessment of program quality occurs for all student support, academic, and administrative programs. (2006 Recommendation 2, Standard I.B.1, I.B.4, I.B.7, II.A, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.e, II.A.2.f, II.A.2.g, II.A.2.h, II.A.2.i, II.A.3, II.A.6, II.A.6.a, II.B.1, II.B.4, II.C.1.a, II.C.2; Standard II.A.1.b, II.A.1.c, III.A, III.A.6, IV.A.1, IV.A.2.b, IV.A.5, IV.B.1.b)

Honolulu Community College understood, based on the findings in the Follow-Up Visit Report of November 12, 2013, that it had substantially addressed, in the instructional context, several of the issues identified in this Recommendation, including

- refinement of the program review process,
- identification of student learning outcomes at the course, program and institutional levels, and
- use of assessment results to improve institutional effectiveness.

An update on the College’s continuing focus on assessment in the instructional context is provided in the “Closing the Loop” section of this report.

The College’s remaining task, then, was to ensure that comparable progress was made in the non-instructional areas of the campus—student services, academic support, administrative services.

STUDENT SERVICES

At the end of Spring 2014 all department/program areas of the Student Services Division completed a round of outcomes assessment. Each area had refined and honed Student Learning and/or Service Area Outcomes by the start of Fall 2013. Each area then selected all or certain outcomes to assess, and developed a range of assessment tools—rubrics, checklists, surveys—to assess appropriate outcomes. Assessments within individual departments took place in Spring 2014, during which time another Student Satisfaction Survey was deployed for the entire division. Each unit then submitted an end-of-year Assessment Report. The reports detail the assessment results, and outline proposed changes and action items. The Dean of Student Services met with the leads from each unit for a roundtable discussion about the reports and the implementation of any actionable items. In preparation for a new cycle, units will once again select outcomes to assess and will report again in Spring 2015. [[SAO Support Units - Student Survey](#); [Student Services Annual Assessment Reports](#)]

Each year, the Dean of Student Services coordinates and completes an Annual Review of Program Data (ARPD.) For the upcoming cycle, due late December 2014, student services will be able to combine assessment data from the Annual Reports with the system-generated data points. The addition of departmental level assessment and action items will add richness to the ARPD. In addition, the Assessment Reports will help to support any budget requests that are developed in the college's budget cycle. The Dean of Student Services will assist in leading these efforts.

Highlights from Student Services Assessment Reports:

As a result of completing assessments and doing a second year of a satisfaction survey, the departments within the Student Services Division have come up with several actionable items, which are documented in the Assessment Report. Many of the actionable items are now complete or underway. Some highlights include:

- *Website Changes:* In an effort to streamline information and provide better customer service, many areas (Financial Aid, Counseling, Admissions, Records, e.g.) made significant changes to website content. By adding additional or clearer information on websites, departments are hoping to decrease foot-traffic, and empower students to use online tools to answer questions or perform basic actions. [[Services for Students](#)]
- *Changes to New Student Registration:* Work is underway to keep improving the orientation process, which includes New Student Registration. Based on assessments, new video is being considered as well as modifying content at in-person sessions. The goal is to also tie it in better with the orientation process.
- *Customer Service:* The results from department assessments as well as the Student Satisfaction Survey once again showed customer services as an area that could be improved. The Admissions and Records Department will work in conjunction with other interested areas to offer workshops to address this issue.
- *Rubrics in Action:* The Health Office will be creating a Project Management Rubric to assist student leaders when planning and leading events and projects for the department. This action item came directly from assessment of outcomes and shows how rubrics can be used as a teaching tool.
- *Recruitment Plan:* The Outreach & Orientation Office is well underway in deploying the first stages of the college's comprehensive recruitment plan. Specific, measureable outcome are built into the plan, and assessment and refinement will be ongoing throughout the current academic year. [[Honolulu CC Recruitment Plan](#)]

ACADEMIC SUPPORT

As a Division, we have successfully developed and implemented a standardized approach in assessing the effectiveness of each program. The majority of Departments have participated consistently with annual reporting in a variety of ways. However, standardizing the process will help ensure that we are all assessing and utilizing the results consistently across our Division. Though there are only a few Departments/Programs in our Division that are required to comply to a UHCC system-wide ARPD at this time, we have instituted an annual report requirement for all Departments. We have collectively developed a template that is largely based on a model from the Council for the Advancement of Standards in Higher Education. The annual reports will allow each program to stay on track and effectively assess each of our programs and services, and to provide a road map for continuous improvement. These annual reports will also provide a framework for each program to clearly state, with supporting data, its individual program needs as they relate to both human and financial resources.

The following is a timeline of events as it relates to our Division assessment activities:

- Summer 2013: Finalized Service Area Outcomes in all Departments of Academic Support
- Spring 2014: Completion of comprehensive survey of all non-instructional units (employees and students)
- Spring 2014: Distributed all results to applicable units
- End of Spring 2014: Individual Departments running targeted surveys
- Summer 2014: Completion of Executive Summaries for all Academic Support Units (that were involved in the Campus-wide employee and or student survey – Library did not participate as they ran their own survey for their annual report separately)
- July 2014: Annual reports submitted to Deans Office for FY 2013-2014 for review.

Career Services (formerly the Career Employment Center) was moved organizationally to the Academic Support Division, under the umbrella of the Student Success Center, in Summer 2014. There are several success centers that include career- and job-oriented services within this initiative/structure. Some of the reasons for this organizational change include:

- enable the students to make a firm connection between college and the world of work (purpose to their educational journey),
- enable students to access student employment (to provide incentives and engage our students to our college),
- facilitate access for students (both new incoming and those who may need support services) to resources for direction/redirection to alternative/new careers and or programs (working hand in hand with our retention office and testing center--now located next to each other), and

- teach students life-long self-assessment tools and job-seeking skills.

Additionally, the Career Counselor will be tasked with coordinating the student success workshop series (iKEA workshops) and to develop a student success course (an experimental course to run during Spring 2015). Career Services will also be working more closely with our developmental education classes to engage the students to our campus quickly in making the connection between college and the world of work.

The Computer Lab has moved over to Academic Support from ITS. The primary concept of the lab is to provide another space for the students to engage with one another and with our campus. The vision was to create a space that purposefully fit between two existing resources, the library and the student lounge—a place where students can not only access computers, but also use their “inside voices” and hang out, study, collaborate, engage, and connect. In renovating the lab, staff made efforts to create a more collaborative environment for our students (a topic that was identified through our IKEA workshop assessments and focus groups). Though there continue to be areas that need improvement, this is a very positive first step in taking the Lab to the next level. As part of the transition of the Lab to Academic Support, the office of Distance Education Coordinator was relocated to the Lab. This allows the DE Coordinator to provide technical support for the Lab while also supporting the technology-dependent DE program. Moving to the Lab also provides him with a venue to offer DE training and workshops in support of our DE faculty. He will also be conducting regularly scheduled computer-related training and workshops for interested students. Through this transition, an assistant will be assigned from ITS to the Academic Support Division to provide basic technical support to the Lab and to our students while assisting our DE Coordinator in supporting the overall functions of the Lab. This transition will be completed by the end of Fall 2014.

To provide further support, a vacant civil service clerk position is being re-described to an Assessment Educational Specialist. This individual will work out of our Policy Planning and Institutional Research office, hand in hand with all of academic, non-instructional, and institutional support services in assisting in coordinating our assessment initiatives. This position will also work closely with our newly organized Campus Council on Institutional Effectiveness, Assessment Taskforce, and Accreditation Task force committee to help ensure the College’s commitment to assessment as an ongoing driver of institutional improvement.

Each Department in the Academic Support Division has successfully assessed their programs and services through the campus-wide survey (student and employee surveys) conducted in April 2014, and/or via a targeted survey conducted within the Department (surveying primary customers, who could be students, employees, or a combination of both.) Many of our Departments, including Educational Technology, Career Services, Library, College Achievement and Retention Experience (CARE), Student ACCESS, and Testing and Tutoring, have utilized both HCC campus-wide surveys and individual Department surveys to secure a broad range of information

to help develop their annual reports, and to guide the development and improvement of programs and services. The following is a snapshot of Department initiatives and improvements now underway, many of which are driven in part by program assessments and annual reports.

Education Technology

- Improve overall visibility of program and services by detailing what services are available to support our employees—currently we are working on a comprehensive menu of services and recreating the Ed Tech website to highlight points learned through the comprehensive survey of our campus.
- In the process of merging Distance Education into the Education Technology Department—currently working on a unified mission, objectives, service area outcomes, and assessments that reflect the entire Department.

Career Services

- Improve outreach efforts to reach a range of students, including our most vulnerable students (developmental education, early alert students, new students) and to our faculty. Survey information suggested improvement was needed in reaching out to the campus. Additionally, Career Services was moved to the Student Success Center to foster a connection to the students (in the same location as the entrance testing center, C.A.R.E. [early alert], and tutoring services).
- Coordinate and run iKEA student success workshops.
- Launch Fall job fair aimed at supporting our large part time student population. Fair will be targeting employers around our campus to enable students to both work and come to school.
- Improve integrating provision of services for our DE students.

Policy Planning and Institutional Research

- In the past, a data request form was discussed internally within PPIR, but it was decided that it or some other formal mechanism would have an adverse impact on timeliness in responding to inquiries. To address survey concerns about accessibility, a set of guidelines is being developed to assist those requesting information on how to focus and explain their inquiries. This should help direct requests to the proper party, and help improve response time and appropriateness of information received.
- To increase awareness of what PPIR can do support programs, periodic announcements will be made through email and other avenues of communication (committee meetings, administrative meetings) to the campus to direct people to the PPIR web site for College data, available services, and contact information on PPIR office and employees.

Design Center

- By the end of Fall 2014, the Design Center will move from the Academic

Support Division to the Office of the Executive Assistant to the Chancellor. The Design Center will work under the direction of the Executive Assistant Director in executing its program goals and objectives while meeting system/campus design protocols and standards. The Campus-wide survey indicated that this particular service should be more easily accessible and less constrained by bureaucracy; this move will help in meeting this goal. Additionally, a menu of services, including service charges, will be created to increase the transparency of this program.

College Achievement and Retention Experience (CARE)

- Reassess the student survey questions to properly reflect the program's Service Area Outcomes (SAOs.)
- Work closely with faculty in supporting and connecting students to resources on campus through the MySuccess academic alert referral system.
- Disseminate and collect academic alert student and faculty evaluations to determine the effectiveness of the referral process and identify areas for improvement.
- Create a follow-up system for students (case management system) who were referred to the CARE program from the MySuccess Academic Alerts.
- Develop a Peer Coaching program for students who participated in the College Experience Workshops.
- Continue to expand the academic alert referral system through MySuccess. This will include training faculty on the new system.

Testing and Tutoring

- With Student Success Center staff, plan and improve space utilization of assigned facilities to increase student engagement.
- Secure an Educational Specialist designation on the College's organizational chart to reflect a second position in testing.
- Implement and evaluate study groups and a scheduled tutoring program. This will allow the College to offset the significant cost of running a drop-in tutoring program.
- Promote and improve utilization of Brainfuse, the online tutor system. Interface with DE Coordinator to help promote to our DE classes.

Student ACCESS

- Continuing education and training for Student ACCESS staff: Student ACCESS staff will continue to improve their knowledge and skills through on-line and live workshops, presentations and training, including, but not limited to: continuing education credits through the Commission for Certified Counselor Certification, the Pacific Rim Conference on Disabilities, and other organizations.
- Professional development for campus faculty, staff and students: Student

ACCESS will develop and provide educational and training opportunities for campus faculty, staff and students on various disabilities, disability rights and academic accommodations. If feasible, Student ACCESS will collaborate with other departments (e.g., Mental Health Counseling and Student Health) to provide information holistically and from a diversity—rather than a disability—framework.

- Signage: Student ACCESS will work with the Design Center on creating new signage that provides enough information for those who are seeking services while also being discreet, so that students will not feel their disability status is disclosed upon entering the office.
- Access to buildings during ongoing renovation: Student ACCESS will continue to address access needs for buildings, structures, and pathways as campus renovation continues. Interdepartmental collaboration will include, but is not limited to: Campus Security, Student Health, and Operations and Maintenance.
- Communication access (videophone for Deaf): Student ACCESS is exploring having one or two video-relay phones on campus for deaf students. This will enable the Deaf to communicate directly using American Sign language (similar to Skype or Facetime). The relay service also allows a deaf person to communicate with a hearing person by signing to a relay interpreter, who will speak to the hearing person.
- Reworking of the Student ACCESS website: Student ACCESS will collaborate with the campus ADA/504 Coordinator on updating the language and relevant disability rights legislation and law. Student ACCESS will also revise the website for ease of use while still maintaining a format that is accessible to all users.
- Test proctoring for distance education: Student ACCESS is working with the Distance Education Advisory Committee and the Testing Center on feasible and appropriate methods of proctoring students who are enrolled in distance-education courses. One of the major issues to be explored is finding accommodation for students who are physically unable to come to an approved testing center (e.g., a homebound student).

Library

Based on the library survey, daily interactions and observations with students and faculty, staff self-assessments, and in order to create a better environment for our students, the library's plans include:

- Research and secure grant opportunities to fund library materials and equipment,
- Improve campus awareness of library services, and
- Purchase new computers for students and staff.

Intermediate and Long-Term Goals include:

- Redesign the first floor space to be flexible and multipurpose i.e. for collaboration, hosting events, study space, laptop bar,

- Plan /Design a separate library instruction area,
- Evaluate collection (discard worn books, purchase replacements, update collection),
- Work with campus to have security cameras installed in the library,
- Work with campus on installing a permanent PA system, and
- Acquire art work from the State Foundation on Culture and the Arts

ADMINISTRATIVE SERVICES

In Spring 2014, Administrative Services units worked in conjunction with the divisions of Academic Support and Student Services to create and deploy a campus-wide survey. The survey results were shared with the individual units and also compiled into an executive summary. Themes were identified and if needed, action items were created. Many of the action items are either complete or underway. The Administrative Services Executive Summary document was recently updated to reflect status of current action items. [[Administrative Services Executive Summary 2014](#)]

Through the process of the assessment, the unit leads in Administrative Services (Human Resources, Business Office, Security, Operations & Maintenance) also discovered that their original Service Area Outcomes (SAOs) statements needed some refinement in order to make them more applicable and measurable. In preparation for the next cycle of assessment, which will take place over Academic Year 2014 – 2015, the units tightened and modified their outcomes language. As an example, Human Resources originally had this outcome: *Attract, recruit, hire and retain exceptional qualified employees to meet the educational needs of students and provide a successful learning experience.* After looking at survey results and reflecting upon the original intent of this outcome, the unit has updated the outcome with this language: *As a result of being on a hiring committee, faculty, staff, and/or students will be able to describe the hiring process and use basic principles of employment policies and laws to fairly recommend qualified candidates.*

After tightening up outcomes language, unit leads then reviewed the original goals attached to outcomes and if needed, modified those goals. Both of these things were done in preparation for the next cycle of assessment. Looking ahead to the coming year, each unit has selected outcomes to assess, and will be taking the approach of individual unit assessments based on their own outcomes. The units came together to develop an Administrative Service Assessment Plan for 2014–2015. This plan outlines another cycle of assessment that will conclude at the end of the current academic year. [[Administrative Service Assessment Plan 2014-2015](#)]

Administration

Administration worked alongside all other divisions of the college in 2013 to establish or re-evaluate the department's service area outcomes (SAOs.) At that time the department create six service area outcomes. An assessment of the outcomes was

included in the campus-wide survey that was conducted in academic year 2013-2014. [[SAO Support Units-Faculty/Staff Survey](#)] The assessment of the campus feedback indicated that one of the service area outcomes was rated low; SAO 3 (“Evaluate and analyze personnel and financial resources to responsibly manage programs and service”) was identified as needing improvement. In an effort to be more transparent and allow everyone to understand the budget, several campus presentations were conducted. Over the course of the Spring 2014 semester and into the Fall 2014 semester, these presentations were developed to discuss the financial standing of the college. At the general college meeting at the beginning of the Fall 2014 semester, a section of the presentation was dedicated to discussing the campus budget. In addition, the College’s Planning Council was also focused on a discussion of the campus budget. (ken’s ppt from planning council) More work will continue over the next academic year to improve this outcome, as well as strengthening the other five service area outcomes. [[Fall 2014 General College Meeting](#)]

EVIDENCE FOR RECOMMENDATION 2:

- [1.1 SAO Support Units – Student Survey](#)
- [1.2a Annual Assessment Admissions and Records](#)
- [1.2b Annual Assessment Counseling](#)
- [1.2c Annual Assessment Financial Aid](#)
- [1.2d Annual Assessment Health Office](#)
- [1.2e Annual Assessment Outreach](#)
- [1.2f Annual Assessment SLD](#)
- [1.2g Annual Assessment Wellness Office](#)
- [1.3 Services for Students Website](#)
- [1.4 Honolulu Community College Recruitment Plan](#)
- [1.5 Administrative Services Executive Summary 2014](#)
- [1.6 Administrative Services Assessment Plan 2014-2015](#)
- [1.7 SAO Support Units – Faculty/Staff Survey](#)
- [1.8 General College Meeting Fall 2014](#)

Response to College Recommendation 6: Personnel Evaluation

To fully meet the standard, the team recommends that the College review its evaluation process for all positions and ensure that all staff and faculty (including post-tenure faculty) are evaluated in all operational units on a regular basis (Standard III.A.1.b.)

and

Response to Commission Requirement

The Commission also requires Honolulu Community College to demonstrate that it has adopted, implemented, and is adhering to the UH Policy on faculty (full- and part-time) evaluations to include, as a component, effectiveness in producing learning outcomes (Standard III.A.1.c).

As noted in the 2013 response to the College's required Follow-Up Report, the college put into place several key policies related to required employee evaluations for all employees on a regular cycle. Several UH Community College System as well as Honolulu Community College Policies address the evaluation process for performance evaluations of civil service, APT, faculty, and executive/management evaluations. For clarification, the College has prepared a summary of employment categories and the documents that govern their evaluation. [[Evaluation of Personnel](#)]

These new policies outline the process for employee evaluations and identify the responsibility of supervisors for completing employee evaluations in a timely manner, consistent with timelines outlined in the respective negotiated agreements or administrative procedures. These policies were put in place during the 2013-2014 academic year, and will re-occur on an established cycle.

An evaluation of the impact of those policies on employee and supervisor performance review processes has truly changed the importance given to the overall personnel evaluation process on campus. One hundred percent of probationary faculty completed the performance evaluation process. The five-year post-tenure review process was put into policy in AY2013-2014. In only one case out of ten, the College discovered that the five-year post-tenure review requirement had not been completed. The college is working to address the one outlier. One hundred percent of all executives completed the performance evaluation process. One hundred percent of all eligible APT employees completed the evaluation process. Those ineligible employees in this category included those that separated from the college in the AY2013-2014 academic year, or separated from their assigned duties during that year. In the civil service category, annual performance reviews of employees rose from 57% in the previous year to 100% in AY 2013-2014.

The tracking and notification to the supervisors to ensure that the evaluations are done within the proper timeframe is currently somewhat tedious. However, the change in culture at the campus is already having a positive impact on the management of the assessment of personnel in all employment categories.

EVIDENCE FOR RECOMMENDATION 6:

[2.1 Evaluation of Personnel Chart](#)

UH Recommendation #4: Resources

In order to meet the Standards, it is recommended that a comprehensive UH system-wide technology plan that includes and supports distance education be developed and implemented and is integrated with institutional planning (Standards II.A.1.b, II.a.1.c, II.a.2.c, III.C.1, III.C.1.c, III.C.2).

The development of University of Hawai'i system technology planning has involved three separate but related activities.

1. The development of a comprehensive, systemwide web site that captures current and planned technology infrastructure, enterprise applications, and systemwide academic applications. The site will provide all community college campuses with a ready reference to system technology efforts that can inform local technology planning and decision-making.

The technology plan site development is under the leadership of Steve Smith, Interim UH Vice President for Information Technology. The site will be continually updated to reflect changes in the technology environment, application development, and timeline of any projects in active development.

The site is available at <http://www.hawaii.edu/technology/strategicplan/>

2. Modification to the UH System Strategic Directions

The UH system strategic plan which covers the period 2008 – 2015 is undergoing revision to address the period 2015 – 2021. The broad strategic directions include a goal of becoming a high performing system of higher education and includes the following action items related to distance education.

University of Hawai'i Strategic Directions Report
Action Strategy 2:

UH increases opportunity and success for students through leveraging system resources and capabilities. Integrated academic planning across disciplines, levels and campuses, and collaborative/shared student services prevent unnecessary duplication and efficiently provide students throughout the State with access to educational opportunity and the support they need to succeed

Tactics

- Employ best practices in student-centered distance and online learning using technology and by leveraging University Centers

- Develop degrees and certificates as part of integrated pathways for students enrolled throughout the UH system
 - Ensure that transfer and articulation policies are student-centered, transparent, and well communicated in order to support student mobility and success throughout the System.
 - Review academic offerings for unnecessary duplication and opportunities for improved collaboration
 - Standardize and collaborate to increase consistency for students and improve operating efficiency in student support areas such as (but not limited to) transcript evaluation, financial aid processing, admissions, and monitoring of student progress, early alerts and intervention strategies
 - Reduce cost of textbooks and ancillary needs
 - Modify financial aid policies and practices to maximize access and success of underserved and underrepresented populations in cost-effective ways.
-

b. The current draft of the UH strategic directions can be viewed at http://www.hawaii.edu/offices/app/StrategicDirections_V15_062614.pdf

3. The UH Community College System is also updating its strategic directions for the period 2015 – 2021. One of the major components of that update is the identification of and creation of a strategic use of distance education.

Distance Education has been a significant component of community college delivery of instruction with 1,626 completely on line classes offered in AY 2013-2014 with 28,015 registrations. An additional 481 Distance Education mixed media classes with 4,974 registrations were offered in the same time period. However, the planning group has recognized that much of the current distance education is driven by individual faculty initiative and not as a strategic component of addressing student access to programs and degrees across the state. Given the geography of Hawai'i which does not permit easy access to campuses other than on the home island of students, the use of distance technology is essential to ensuring student access.

As part of the planning effort, the community colleges are

- a. Identifying which degree or certificate programs should be offered, in whole or in part, through distance education and what resources, training, and support systems would be necessary to ensure student access and success to those programs;

- b. Identifying which courses that are part of a transfer degree sequence should be offered through distance education. This effort has been informed by examining each of the baccalaureate degree pathways to determine major requirements intended to be taken in the student's first two years but which may not be available in-person at one or more community colleges. As with the degree programs, the intent is to establish the resources, training, and support to assure the student that the pathway is available to the student on a consistent basis.
- c. Designing and implementing a plan to move to open educational resources (OER) for as many courses as possible in an effort to reduce textbook costs for students. Textbook costs are a significant part of the student cost of attendance and eliminating this expenditure could significantly lower the out-of-pocket expenses for students and avoid the negative consequences of students opting to not purchase textbooks because of their cost.

The revised plan setting the community college strategic directions, goals, and metrics for 2015-2021 is still in development and will be shared with the UHCC Strategic Planning Council in October 2014 and with the broader campus community in a series of meetings in November 2014. The intention is to adopt the plan in spring 2015.

UH Recommendation 5: Board and Administrative Organization

In order to meet the Standards, it is recommended the UH Board of Regents (BOR) adopt a regular evaluation schedule of its policies and practices and revise them as necessary. In addition, the UH BOR must conduct its self-evaluation as defined in its policy and as required by ACCJC Standards (Standards IV.B.1.e, IV.B.1.g).

1. Board Revision of Policies

The Board of Regents (BOR), as a follow-up to recommendations of the Advisory Task Group report to the BOR, continues to review and update its policies. Within the past year, BOR action has been taken to review and update the following policies or procedures:

August 22, 2013 – Interim Modification of Personnel Committee Procedures

New interim procedure requires that the BOR personnel committee approve all salaries in excess of \$150,000.

Reference: <http://www.hawaii.edu/offices/bor/regular/minute/20130822.regular.pdf>

September 19, 2013 – Chapter 9 – Amendment to Allow Internal Recruitment for Managerial Positions

Modifies the recruitment policy for academic managerial appointments to allow internal recruitment as an alternative to national recruitment.

Reference: <http://www.hawaii.edu/offices/bor/regular/minute/20130919.regular.pdf>

October 17, 2013 – Modification to BOR By-Laws on Committee Quorum Requirements

Clarifies that all BOR members may attend any committee meeting as a non-voting member but that quorum remains based on the committee membership only.

Reference: <http://www.hawaii.edu/offices/bor/regular/minute/20131017.regular.pdf>

November 21, 2013 – Chapter 10 – Amendment Clarifying the Role of the BOR in Land and Real Property Transactions

Establishes the broad policy purposes for land and real property transactions and the role of the BOR in approving such transactions. Directs the creation of a related executive policy.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201311210000.regular.pdf>

November 21, 2013 – Chapter 8 – Amendment to establish an University reserve policy

Establishes a University-wide targeted reserve policy for all funds with regular reporting to the BOR on campus reserve levels.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201311210000.regular.pdf>

November 21, 2013 – Amendment to BOR By-Laws – Hiring of Outside Counsel

Clarifies that in the event of any legal matter involving a conflict between the UH executive and the BOR that the BOR shall be empowered to hire outside counsel.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201311210000.regular.pdf>

January 23, 2014 – Amendment to the UH Mission and Chapter 4-1 related to Sustainability.

Modifies the UH mission to reflect the commitment to sustainability and incorporates related language into Chapter 4, Planning.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201401230000.regular.pdf>

January 23, 2014 – Modification to the By-Laws of the BOR related to Community Colleges

Establishes a clearer responsibility for the oversight of the community colleges through the community colleges committee with an emphasis on strategic directions and outcomes.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201401230000.regular.pdf>

February 20, 2014 – Modification to Chapter 8 on Investments

Allows the use of non-traditional instruments as a part of the portfolio for UH endowment and other investments.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201402200000.regular.pdf>

February 20, 2014 – Modification to Chapter 6 on Student Fees

Clarifies that all student fees must have an approved expenditure plan prior to the time the fee is first assessed.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201402200000.regular.pdf>

March 20, 2014 – Modification to Chapter 10 – Land and Physical Facilities

Clarifies language on the purpose and intent of land development and the overall goals of the University and the campus responsible as caretakers of the land asset.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201403200000.regular.pdf>

April 17, 2014 – Modification to Chapter 9 on Faculty Housing

Changes the name of the program to the University Housing Assistance program, modifies the purposes and priorities for housing assistance, and clarifies the enforcement procedures for the program.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201404170000.regular.pdf>

April 17, 2014 – Modification to Chapter 9 – Executive and Managerial Compensation

Updates the guidelines for establishing executive and managerial compensation and terms of employment

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201404170000.regular.pdf>

April 17, 2014 – Modification to Chapter 9 – Faculty Tenure

Establishes the conditions under which tenure upon hire is granted for new executive/managerial personnel and establishes that the faculty fallback salary should be established at the time of initial hire.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201404170000.regular.pdf>

May 15, 2014 – Modification to Chapter 9 – Emeritus/Emerita Title

Clarifies the guidelines for the granting of emeriti titles to retiring faculty and other personnel.

Reference:

<http://www.hawaii.edu/offices/bor/regular/minute/201405150000.regular.pdf>

2. Modification of BOR Policies and Update of Related University Executive Policies

The University President established a systemwide committee of twelve members to undertake a systematic review of the overall University policy environment, including:

- a. Common format for all policies;
- b. Future review dates for each policy,
- c. Date of last review/update,
- d. Archive of updates for each policy,
- e. Designation of the owner/responsible office for the maintenance, and interpretation of each policy.

Among the accomplishments of the task force to date are:

- New policy templates have been adopted for Board of Regents Policies, Executive Policies and Administrative Procedures. The templates contain elements recommended by the Advisory Task Group. These elements include:
 - a. 3-year scheduled review dates with automatic review alert notices to be issued and tracking of completed periodic reviews,
 - b. Citation of prior policy amendment dates,
 - c. Hot-links to related policies,
 - d. Definition sections that will be aggregated into a master dictionary,
 - e. Delegations of authority that will be aggregated into a master listing,
and
 - f. Hot-links to references and abolished policies.
- Policies have been reorganized into parallel 12 Chapters (current Chapter titles) of BOR Policies, 12 Chapters of Executive Policies and 12 Chapters of Administrative Procedures

- a. To date, 17 obsolete Executive Policies have been abolished.
- b. To date, 59 Executive Policies (61% of non-abolished Executive Policies) have been converted and posted for review by the task group with additional converted policies being received daily.
- c. All 12 Chapters of Board of Regents policies have been redrafted and are pending technical review.
- d. A new Policies and Procedures Information System web page has been created and is being tested.
- e. An automated system-wide staff notification system is being tested to provide notices whenever new policies are created or existing policies are amended or abolished.

The revised policy environment is expected to be completed by September 2014, and when completed can be found at <http://www.hawaii.edu/policy/>.

3. BOR Self Evaluation

The Board of Regents had originally planned a tentative retreat in spring 2014 that included a self-evaluation. This retreat was postponed because of the heavy workload of the BOR in conducting and managing the Presidential search and in implementing its new committee structure. This presidential search was completed in June 2014 and new BOR leadership was elected at the July 2014 meeting. The BOR retreat/evaluation session is now scheduled for November 2014.

Honolulu Community College Continues to Close the Loop

Closing the Loop—improvement-oriented planning and action in response to careful assessment—continues to frame the College’s efforts to embody its vision of being a student-centered, student-focused institution of post-secondary education. The College understands this process as a dynamic one—not a closed circle, but a spiral of meaningful growth and continuing improvement of the quality of student learning. The following updates serve to illustrate the College’s continuing commitment to assessment and responsive action as essential to the effective functioning of the institution. [[Assessment Chronology](#)]

Closing the Loop: Managing Assessment

In connection with its self-evaluation report and site visit in Fall 2012, the College engaged in an extended review of the way it managed all aspects of the processes of assessment. It became evident that a more comprehensive, coordinated, and coherent approach to the multiple tasks related to assessment of all aspects of institutional function would be of benefit to the College. A draft of a Comprehensive Assessment Planning Calendar was initially developed in Spring 2013 as a means of identifying the various strands of assessment activity and the frequencies with which they occurred. The Calendar was also able to allow the campus to focus on any given academic year in order to set its priorities for action. With input from various constituencies, a final iteration of the Calendar was shared more broadly with the campus, with the understanding that this was a dynamic tool that could be refined with implementation and use. [[HCC Planning Calendar](#)]

Linked to the creation of the Calendar was the assessment of existing committees charged with managing the activities centered on Assessment and Accreditation, understood to be closely linked and in some cases overlapping areas of concern. A proposal to create a new committee structure was developed and circulated to the campus and in particular the faculty and staff governance committees with supervision of the existing committees for Assessment and Accreditation. The new structure included the creation of the Campus Council on Institutional Effectiveness (CCIE), which would serve as a coordinating body. The campus took the Academic Year 2013-2014 to review this structure and approve the Charters of the CCIE as well as those of the newly reformulated Task Forces on Assessment and Accreditation. [[Assessment and Accreditation](#); [CCIE Structure](#); [CCIE FAQs](#); [CCIE and Subcommittee Charters](#)]

A third significant addition to the College’s focus on Assessment was the creation of activities that would serve to frame assessment activities as an ongoing, essential part of College function, beginning with an event at the start of the academic year that would allow for discussion and planning of activities to come, and ending with an event that would allow for a sharing of assessment-related accomplishments. Thus the first Assessment Showcase took place in May 2014, and the first Assessment Town

Hall took place in August 2014; these will each become annual events that continue to revalidate the College's commitment to assessment as a continual process that contributes to its overall effectiveness as an institution of higher learning. [[Showcase Overview](#); [Assessment Showcase Agenda](#); [Showcase Presentation – Outcomes and Assessment 101](#); [Showcase Survey Results](#); [Assessment Town Hall Meeting - August 22, 2014](#)]

Closing the Loop: Assessment of Instruction

As noted above, the College previously provided evidence of its substantial engagement in various forms of assessment in the context of instruction, with identification and evaluation of learning outcomes at course, program and institutional levels, the last being finalized in Academic year 2013-2014, following an extended period of research, dialogue and discussion in a process managed by a subcommittee of the College's Planning Council. Programs had completed work on aligning course to program SLOs; they are currently working on the alignment between program and institutional learning outcomes. The updates that follow document the continuing work that faculty are doing related to SLO assessment at multiple levels and utilizing various tools and methods of assessment as appropriate in order to focus on the continuing improvement of student learning.

Tech I: Transportation & Trades

Tech I, The Transportation and Trades division, has continued to support and strengthen overall program and course assessment efforts. These collective initiatives have established a supportive foundation embracing appropriate evaluation and action-oriented improvements. Some programs have currently focused areas of improvement at the course level, while others have been more active at the program level.

Annual Report on Program Data (ARPD)

During the 2013-2014 academic year, all programs completed the University of Hawai'i Community College System wide Annual Report on Program Data (ARPD.) One major highlight relating to the ARPD process has been the strengthening of dialogue among program faculty, division chair and dean, with the sole purpose of reviewing changes and improvements indicated by the results of the program review. Program faculty members have continued to refine assessment strategies and develop action plans addressing areas of improvement.

Programs such as Welding Technology identified both major equipment deficiencies and opportunities to expand curriculum to meet emerging workforce needs. Through the newly established communication loops within the Division, the program participated in a series of discussions at the division and college level. These discussions resulted in the program developing a grant proposal, which was successfully funded through the Carl D. Perkins Career and Technical Education Act. Perkins funding enabled the

program to work on acquiring specific tools, which will also be complemented by the introduction of new curricular units and modules for both credit and non-credit instruction. Additionally, through previously established industry advisory groups, the program worked directly with the Ship Repair Association of Hawai'i (SRAH), and State of Hawai'i Department of Labor; through this partnership, Welding Technology successfully implemented a non-credit workforce stabilization program in Marine Ship Repair welding. Program faculty members continue to work with SRAH to develop relevant workforce training modules.

During the Spring 2014 semester, the College administration met with the Commercial Aviation program to discuss a number of concerns related to the program's overall effectiveness and efficiency. Historically, the program has struggled to maintain sufficient student demand due to a number of reasons related to costs associated with flight training. Overall costs for the program to the students—who pay upwards of \$60,000 per year—are not sustainable. Since 1998, there have been fewer than twenty-five degrees awarded. The low number of program completers prompted a comprehensive evaluation and review of the overall program, and in Spring 2014, the College initiated a stop-out for the program. The College and program will continue to work with current students to assist them with completing any remaining requirements by Spring 2016.

Course Student Learning Outcome Inventory

Program faculty members have continued to refine their use of the Course Student Learning Outcome Inventory forms to better understand assessment efforts related to student learning outcomes and to formulate changes to improve student learning as a direct result of assessment. Faculty are currently in the process of completing assessment activity for Spring 2014, which will be incorporated into the upcoming Annual Report on Program Data (ARPD) for the 2013 -2014 academic year. Further analysis will be forthcoming.

Program Accreditations, Spring 2014

The Transportation and Trades division has two programs accredited by an external governing body—the National Automotive Technicians Education Foundation (NATEF). The Automotive Technology (AMT) program participated in a full program recertification, and the Auto Body Repair and Painting (ABRP) program completed a mid-cycle compliance review. Both programs developed an extensive self-evaluation performed by faculty members and local industry advisory committee members. Each standard was thoroughly reviewed and actionable improvement items were identified.

The College's AMT program successful met all major recommendations, in an evaluation conducted by an on-site NATEF Evaluation Team Leader, and is currently working towards integrating academic skills in English, Mathematics and Science.

The optional skills recognition by NATEF further demonstrates the program's strong commitment towards creating a culture of continuous improvement through action-oriented activity. The ABRP program is currently working to organize and address recommendations from the mid-cycle compliance review, and will have an actionable improvement plan developed by the completion of the Fall 2014 semester.

General Education Requirements

The establishment of the General Education sub-board for CTE programs has allowed faculty an opportunity to identify and contextualize specific general education course requirements for a number of CTE programs. These courses were introduced during the 2013-2014 academic year as part of the new general education requirements that were established to meet previous accreditation recommendations. In some instances, newly introduced courses like the accelerated ENG 60/100, have further integrated CTE content into the course while introducing more rigor in composition and reading. The course condenses a traditional two-semester sequence to one semester, and has been well received by students. Demand for the course continues to remain high with a total of six sections being offered during the Fall 2014 semester. CTE and English faculty continue to collaborate in an effort to better understand student and program feedback.

Similar strides have been made in the areas of Science and Math, but additional work is needed to better identify appropriate strategies to support CTE students' general education needs. Moving forward, the Tech I division chair will continue to actively work with program faculty and industry advisory councils to better understand specific workforce needs associated with each trade. These ongoing discussions will assist the College by better understanding and preparing for the ways in which Tech I programs and general education requirements are aligning with and supporting current and emerging industry requirements.

Alignment of Learning Outcomes

As the College works towards refining Institution Learning Outcomes (ILO), program faculty will focus efforts to align these outcomes to current program learning outcomes. During the Spring 2014 semester, the Division participated in the College's inaugural Assessment Showcase. Program faculty participated in an alignment exercise focused on understanding how the College's ILOs currently align with existing program learning outcomes. Results of this exercise will be reviewed moving forward and will serve as a basis for related discussions. Additional assessment training opportunities are planned for the current year and will be available to all division faculty members. Program and course student learning outcomes will remain a vibrant aspect for each program. The Division will continue to work with the newly established Assessment Task Force, Division Chair and Dean to better organize and manage related assessment activity.

Tech II: Communication and Services

Like the other divisions, all course-level SLOs for programs in this division have been completed and inventoried. In keeping with the general College timeline for curriculum modifications, appropriate course modifications, linked to SLO assessment, are developed during the Fall semester, for implementation in the following Fall semester. Early each Fall (generally, late August-early September), data from the previous academic year's performance are released to the College (the ARPD results.) These data sets then serve as the basis for each program's annual self-assessment, a crucial part of which includes consideration of SLOs. SLO modifications, if any, are included in the narrative for each program review: what prompted them, and how they are expected to improve the program. SLO review will be important in Fall 2014, as the division will be looking at expanding its certificate offerings for students. SLOs will therefore be central to the development of PLOs that are appropriate for the proposed certificates. The division chair works closely with each program to ensure that the campus repository of course SLOs is accurate and up-to-date, and that their assessment provides an appropriate basis on which to base program improvement efforts, including budget requests that are incorporated into the College's annual budget and planning cycle, in which the Planning Council and the four major governance bodies participate.

University College

University College, the Liberal Arts unit of the College, includes four divisions, each of which has completed and continues to use the SLO inventories and engage in different forms of assessment selected by faculty as particularly appropriate to their specific disciplines.

Humanities and Social Sciences

The division of Humanities and Social Sciences continues to update SLO inventories, which are completed and collated each semester. The division has effectively met some specific challenges, including assessment of courses that are offered in multiple modalities (e.g., face-to-face, hybrid, online) in order to ensure parity of student experience and performance. Disciplines in which multiple sections are taught by multiple instructors, including part-time faculty members (lecturers), have also worked to ensure that SLOs are consistent across sections, and that common embedded means of assessment (e.g., questions in common on all iterations of exams) provide a basis for appropriate aggregation of data.

Language Arts

The division of Language Arts includes instruction in multiple levels of English (from developmental reading and writing to advance literature courses.) Courses up through college-level composition are also offered in multiple sections taught by multiple instructors. The division has thus also utilized the direct assessment method of embedded items to focus on SLOs, a process that allows faculty members to track student performance on both individual section and aggregate course levels.

This division has also implemented some assessment-based changes in curriculum, developing accelerated sequences that allow students to move more quickly and effectively to college-level writing, and also provides CTE students with content perceived as more pertinent to their respective programs of study.

Math and Natural Sciences

In the Math department, faculty members have been individually assigned to create embedded questions for all Math courses, a process that will be completed in October 2014 for implementation in Spring 2015. As a means of closing the loop, the department collectively analyzes data on student performance, determines whether changes are needed in how material is presented, and subsequently studies whether changes, when implemented, result in improvement. Faculty are currently engaged in discussing the updating of SLOs with their colleagues on other campuses, so that there is consistency among courses offered through the UH system. In the sciences, the use of embedded questions is also an effective means of assessing student performance, and faculty are attuned to the need to continually monitor fluctuations, so that modifications in content, modes of presentation, and tools of assessment can be made at any point.

Hawaiian Programs

The division of Hawaiian Programs offers instruction in both Hawaiian language and Hawaiian Studies with courses that support the Associate of Arts degree in Hawaiian Studies. Faculty members in this division, like their colleagues in other divisions of University College, have also completed SLO Inventories for Fall 2013 and Spring 2014.

Closing the Loop: Campus Communication of Data Analysis

There are several online sources of descriptive data for the College; the primary ones are the UHCC's Annual Report of Program Data (ARPD), the UHCC Office of the Vice President for Academic Affairs, and the UH System Institutional Research and Analysis Office (IRAO). Together, the data and tables available on these sites provide the campus with a comprehensive source of raw data, ratios, and indicators on a range of different measures.

In an effort to use the wealth of data available to the College (from both internal and external sources) and provide the campus with a greater understanding of what the data may be indicating with respect to important issues like student completion and success, retention, etc., the Chancellor has initiated a "White Paper" series beginning Fall 2014. This series will consist of concise analyses of these issues, based on data specific to the College. The purpose of this series will be to engage the campus community in a user-friendly, ongoing dialog about the usefulness of data in understanding and addressing campus issues and, thus, its role in ongoing campus assessment and improvement. The goal is to have the campus understand data and analysis as driven by what it does, how it does it, and how it moves towards its goals, rather than as a retrospective tool/weapon to identify shortcomings and weaknesses. In short, the campus should develop an active and constructive perspective on data and analysis.

The tools and methods of predictive analytics will be the topic of the first set of white papers. Predictive analytics has begun to make significant inroads into educational assessment and improvement, and a broader campus understanding of what it is and how it can (and cannot) be helpful will be an important step in changing the campus attitude towards data. The topic of the first such paper will focus on the predictors of Fall-to-Fall retention for Honolulu CC students, focusing on certain demographic characteristics.

The groundwork for this initiative was laid in AY 2013-14, during which the Chancellor directed the College's institutional research office to introduce analytics to the administrative team at its weekly meetings. This effort generated two formal presentations: 1) *Predictive Analytics* provided a broader look at predictive analytics, and included two applications focused on retention and based on UH data. This presentation was delivered at the annual Hawaii Strategy Institute statewide conference for the UH Community Colleges on March 7, 2014. 2) *PPIR Executive Talks* was presented to the College's administration team on March 25, 2014, and was more closely focused on key findings from retention analyses of Honolulu Community College students. [[Predictive Analytics](#); [PPIR Executive Talks](#)]

Closing the Loop: Recruitment

Over the 2013-2014 academic year Honolulu Community College created a comprehensive recruitment plan that integrates marketing, branding, and specific outreach strategies. The plan has specific and measureable outcomes that aim to improve the going rate of high school students and Native Hawaiians. Communication about the plan began in late Spring 2014. At the start of the 2014-15 academic year, the plan was presented to all instructional divisions of the college. Recruitment will be approached in a holistic manner under the coordination of the Outreach & Orientation Office. This office will also have the responsibility to gather assessment data and share back with the campus.

Closing the Loop: Reverse Transfer and Automatic Conferral of Certificates

In Fall 2013 the college began in earnest efforts around Reverse Transfer and Automatic Conferral of Certificates. After reviewing system procedures and developing campus policies and internal procedures, a total of 49 additional Associate of Arts degrees were awarded as part of the Reverse Transfer Process at the end of Fall 2013. In Spring 2014, the college also automatically conferred 236 certificates. The Spring 2014 Reverse Transfer process also produced another 48 Associate of Arts degrees. The Records and Academic Counseling Departments continue to refine and improve these processes. The results of these degree and certificate awards helped the college meet and exceed its system completion goals.

EVIDENCE FOR CLOSING THE LOOP

- [3.1 Assessment Chronology](#)
- [3.2 Comprehensive Assessment Planning Calendar](#)
- [3.3 Accreditation and Assessment Website](#)
- [3.4a Campus Council on Institutional Effectiveness \(CCIE\) Structure](#)
- [3.4b CCIE FAQs](#)
- [3.5 Charters of CCIE, Accreditation Task Force, Assessment Task Force](#)
- [3.6a Assessment Showcase Overview](#)
- [3.6b Assessment Showcase Agenda](#)
- [3.6c Assessment Showcase Presentation](#)
- [3.6d Assessment Showcase Survey Results](#)
- [3.7 Assessment Town Hall 8-22-14](#)
- [3.8 Predictive Analytics](#)
- [3.9 PPIR Executive Talks](#)