Portfolio
Honolulu Community College
Hawaiian, Asian and Pacific (HAP)
Multi-campus Articulation Agreement

Support

I. Statements from the Chief Academic Officer and Faculty Senate President on the adequacy of campus support for the HAP program:

   A. From the CAO, Attachment 02_HON-VCAA_Memo.doc
   B. From the H-Focus Board, Attachment 03_H-Focus Minutes101807.doc
   C. From the Faculty Senate, Attachment 04_KCC_FSEC110207.pdf

II. Documentation of the official establishment of a campus HAP Faculty Board that will approve HAP designs:

   A. From the HCC H-Focus Board Charter, Attachment 05_HCCHfocuscharter.pdf

       The H-Focus board is authorized by the Honolulu Community College Faculty Senate Executive Committee, in its decision at the Sept. 2004 meeting in which the General Education board and its related structure were authorized.

III. Brief description of:

   A. the extent to which faculty show a willingness to serve on a HAP Faculty Board and to teach HAP classes:

       The three role-designated positions on the HAP Board are filled by faculty who have a vested interest in and are committed to the promotion of courses teaching students about Hawaiian, Asian, and Pacific Islands content. The other two positions are filled by faculty who are committed to broadening the perspectives of their students.

       There are currently 3 instructors at Honolulu CC who are teaching HAP-designated courses approved by UH-Manoa. If the campus is approved to join the HAP multi-campus agreement, these instructors will resubmit their applications to receive HAP approval from the Honolulu CC H-Focus Board.

       In addition, Honolulu CC currently has 5 instructors who are teaching HCC-H-designated courses approved as fulfilling the H-Focus graduation requirement for the Associate of Arts degree at Honolulu CC, but not applicable for transfer as fulfilling the a(H) requirement at UH-Manoa.
The HCC-H designation is approved for deletion after the approval for Honolulu CC to join the HAP multi-campus agreement. (see Attachment 03_H-Focus Minutes101807.doc)

B. the campus’ ability to meet student demand for HAP classes, and:

Honolulu CC is committed to offering as many sections of HAP courses as is needed to meet the demands of students requiring a HAP course to fulfill the H-focus graduation requirement for the Associate of Arts degree at HCC and those students who plan to transfer to colleges in the UH System that have a HAP course as a focus requirement for graduation. In Spring 2008, 2 classes were designated as HAP (both HWST 107), and 10 classes were designated as HCC-H classes. If Honolulu CC is approved to join the HAP multi-campus agreement, the number of HAP sections will be maintained at the level of current HAP and HCC-H classes combined.

C. the staff who will record HAP classes correctly in the student registration system (Banner):

Once an HCC faculty member’s course has received HAP designation (currently this is done by UHM’s HAP Board), then approved application is filed with the General Education Board at the college, and the division secretaries have the capabilities to input the HAP designation in Banner. Once in Banner, the HAP code is displayed on the “Check Class Availability” website for students to see.

Course Designation and Approval

I. Description of the HAP course proposal review and designation procedures:

Each semester the H-Focus Chair posts an announcement on the HCC online campus bulletin stating that HAP proposals are being accepted for the upcoming semester. The proposals are submitted in hard copy to the HAP Coordinator, who disseminates them to the whole H-Focus Board. The Committee meets to discuss the proposals. If an instructor’s proposal falls short of the Hallmarks or does not include the necessary elements (e.g., annotated syllabus), a Board member contacts the instructor. Negotiations with the instructor result in a revised proposal or a withdrawal from consideration. If the revised proposal does not meet the Hallmarks, the Board denies the instructor’s request for HAP designation.

II. Draft copy of the campus’ proposed HAP proposal form used to designate courses (or a draft of an HAP proposal form): Attachment 06_HON_HAP_proposal_form.doc

III. Statements regarding:

A. what the HAP designation will be attached to (i.e. section, course, instructor, or some combination thereof): The HAP designation will continue to be attached to a course + instructor combination. Each instructor completes and submits the
proposal form for his/her section(s). No blanket designations to all sections of a course are given.

B. the duration of the HAP designation: The initial approval will be for three years. Subsequent renewals of approval will be for five years.

C. number of members on the campus’ H-Focus Board Board, length of their service, and board composition:

The committee membership will be chosen by the outgoing FSEC chair each spring, subject to the requirement that all terms are two years in length and staggered in order to maintain continuity. The committee membership can include any member of the Honolulu Community College faculty, though an effort should be made to have at least one faculty member with expertise and/or involvement related to each of the disciplines of Hawaiian, Pacific, or Asian studies. The committee shall consist of 5 members in total.

D. the voting process to grant HAP approval (i.e. majority rule, consensus): Decision-making will be via majority rule.

Assessment

I. Statement that the campus will agree to accept the HAP system-wide committee’s set of HAP student learning outcomes and participate in any revisions:

Honolulu Community College is committed to participating in the collaborative development of HAP student learning outcomes.

II. Campuses whose WASC [ACCJC] guidelines mandate that they assess the HAP requirement should include a statement of intent to create an assessment plan:

Honolulu CC remains committed to the development and implementation of HAP assessment activities on campus and at system level. Honolulu CC currently conducts a questionnaire for students in Hawaiian, Asian, and Pacific Issues (H) Focus classes. The online tool is administered to all sections of H-focus courses and assesses the student achievement of the hallmarks of the H-focus requirement. Analyses of results and recommendations for the improvement of the questionnaire itself are ongoing.