

**STANDARD IIA:
STUDENT LEARNING PROGRAMS AND SERVICES:
INSTRUCTIONAL PROGRAMS**

Co-Chairs

Michael Jennings
Professor, Architecture, Engineering and CAD Technologies

Chris Ann Moore
Associate Professor, Philosophy

Committee Members

Jerry Cerny
Professor, Pacific Center for Advanced Technology Training

Ross Egloria
Junior Specialist, Distance Education Coordinator

Michael Ferguson
Instructor, Chemistry

Paul Sherard
Instructor, Physics

Judy Sokei
Lecturer, Philosophy

Russell Uyeno
Dean, Communications and Services (Tech II)

II.A: Instructional Programs

II.A. The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Descriptive Summary

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

College policy requires that each instructional program perform an Annual Assessment to ensure currency, improve teaching and learning strategies and achieve stated SLOs. The results of all assessment activities are to be published in the program's Annual Assessment Report. Since 2006, the process of assessing instructional programs has undergone and is still going through some procedural changes. However, all seven community colleges in the University of Hawaii system follow a common policy called UHCCP #5.202 – Review of Established Programs. The aim of this community college system policy was to standardize certain elements of program assessment in order to provide a way for comparison across the seven community colleges. It is also there to ensure that all programs, both instructional and non-instructional, annually look at their program data, assess their progress, and use that data to make informed decisions for program improvement.

To further assist the programs in their Annual Assessment, all will be provided newly approved research data that will allow them to better determine the currency, cost efficiency, market demand, and overall viability of the program. This quantitative research data is largely provided by research specialists from the CC system office and is supplemented with specific data (such as program costs, SLO assessment, etc.) from each individual campus. This quantitative research data is distributed by August 15th in the fall semester via a website to all seven community college campuses. Career and Technical Education (CTE) programs are also expected to meet with their Advisory Committees

during the assessment process to ensure the committee members' expert observations and analysis of the assessment results are taken into consideration as well as get their expert feedback on new or changing workplace skills that need to be incorporated into the program's instruction.

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

In addition to curriculum changes the program may find other deficiencies during the Annual Assessment such as outdated shop or laboratory equipment, or shortage of qualified instructors. If the assessment reveals curriculum, equipment, or personnel deficiencies that cannot be fixed internally with annual College funding, recommended changes will be included in the Budget Implementation Plan, the College's primary planning and budget document. Items in the Budget Implementation Plan are reviewed by the Planning Council, the Faculty Senate Executive Committee (FSEC), the Staff Senate Executive Committee (SSEC), the Kupa Ka Wai Council and the Associated Students of the University of Hawaii-HCC. [[ASUH-HCC](#)] The Planning Council is made up of major campus constituencies; the FSEC represents the entire faculty while the SSEC represents all of the staff. The Associated Students of the University of Hawaii – HCC represents the student body. The Kupa Ka Wai Council is a newly formed governing body whose focus is on Native Hawaiian issues. All five of these governing bodies provide input on the prioritization of budgeting priority items and make recommendations to the Chancellor.

In addition to the Annual Assessment, each program is required to administer a comprehensive analysis of their program every five years. Since 2006, the community college system has become very cognizant of how to perform program review, so much that every Annual Assessment now contains those same data elements that a pre-2006 comprehensive Program Review report would have. In effect, all programs are conducting a mini-comprehensive review of their program every year because all programs are required to look at both quantitative data (majors, fill rates, persistence rates, graduation rates, etc.) and qualitative data (SLO achievement, advisory council meeting notes, prior year action plans, etc.) that is compared to at least one prior year's worth of data. With the programs being able to compare one or two years' worth of prior data to current year data allows the programs to make better informed decisions for program improvement. The comprehensive report, covering five years' worth of data, simply allows the program to look at trends across a five year period and to determine if the program changes that have occurred in the last five years (student learning through SLO assessment, course mappings, program requirements, etc.) have been beneficial to

improving the program overall and allow for long term programmatic planning. The College is confident that the existing committee structure, along with the new policies and procedures, will lead to a higher quality of instruction and better meet the needs of a wider range of students. [[Review of Established Programs - UHCCP # 5.202](#); [UHCC Annual Report of Program Data \(ARPD\)](#)]

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

The College is confident that all of its instructional programs, regardless of location or means of delivery, meet the College's mission and maintains its integrity. [[Mission Statement](#)] As a learning-centered, open-door college, Honolulu Community College is committed to providing the academic and student support to assist students as they progress through their respective courses and programs, and to facilitate the important work of our faculty and staff. The college will acknowledge, promote, and maintain a multicultural environment where gender diversity and other aspects of personal identity are appreciated and respected.

Every program must reflect its commitment to the College's Mission through its own program mission statement. To ensure that the integrity of the College mission is upheld, the Annual Program Review reports are required to include both the College Mission Statement and each program's mission statement with a descriptive analysis of how each program's mission is compatible with the College's mission.

The integrity of a program's mission is also ensured by the Committee on Programs and Curricula (CPC), the final reviewing committee of all new and revised courses and programs. The CPC, guided by the [[Curriculum Reference Manual](#)], reviews each proposed course or program change to ensure that the change is within the program's mission. For example, if a Career Technical Education (CTE) program requires a special math course to support its curriculum, the CPC will not allow the program to create and teach its own math course. Instead, the CPC will ensure that the Mathematics Department creates and delivers a math course within the requirements requested by the CTE program. Although some programs are located off the main campus, and although some programs offer different means of delivery such as DE by Internet or cable TV, they all are required to be reviewed for mission integrity during the Annual Assessment or Program Review [[Program Review](#)] or by the CPC when changes occur within the curriculum.

The integrity of the College's mission is maintained because of the commitment made by all personnel to adhere to its Core Values. [[Core Values](#)] As a learning-centered institution, the College continually strives to reach the highest levels of quality in its academic, student, and administrative programs and services through ongoing analysis, assessment, and improvement. The College's institutional Core Values are at the heart of

everything the College does and help ensure mission integrity. The main themes of the College's Core Values are:

- Student-Centered Philosophy
- Respect
- Quality/Excellence
- Community

The themes of the Core Values are prominently displayed within the title banner of each of the College's Intranet Web pages, which link to a full description of each Core Value. Core Values related to integrity and accountability found under Quality/Excellence are:

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

[Mission Statement](#)

[Core Values](#)

[Program Review](#)

[Curriculum Reference Manual](#)

Self-Evaluation

The College meets the Standard.

Policy and procedures to ensure mission integrity are in place to meet the Standard. The mission of each program is reviewed during Annual Assessment and Program Review; the resulting reports include both the College's Mission Statement and the program's mission statement, which can be easily reviewed for compatibility. All Annual Assessments are completed during the fall semester.

Actionable Improvement Plans

No action is required.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

The College continually analyzes research data to identify the varied educational needs of the diverse ethnic, cultural, and economic population of our community. Special programs have been established to meet these needs.

Educational Preparation: The College makes every effort to meet the varied educational needs of its students through programs consistent with their educational preparation. The College has an open-door policy where anyone eighteen years of age or older can apply. New students who have not taken college English or math courses must take a placement test to determine their level of math and English competency. Because many applicants score below program entrance requirements, the College provides a structured sequence of English and math courses that gradually brings the student up to an acceptable level to enter the varied CTE and Liberal Arts (LBART) programs. From 1981 to 2010, the College Skills Center (CSC) provided the College with all its remedial and developmental English and math courses, as well as the tutoring associated with these courses. However, in 2009, the College created an Under-Prepared Student Task Force to assess the needs of students at the remedial and developmental English and math levels, and to determine whether the College could improve its services for the under-prepared population. In April 2010, the FSEC approved the recommendation of the task force, which involved the relocation of the remedial and developmental English and math faculty, as well as the tutoring services associated with their courses, from the CSC to the Language Arts and Mathematics Departments. The ACCESS program, which serves students with disabilities, was also relocated from the CSC and placed under Academic Affairs. A total of seven educational instructors, specialists, and lecturers were relocated as a result of this organizational change. The new sequence of Math courses was implemented in fall 2010 and a new sequence of English courses was implemented in Spring 2011, as shown in the College catalog. As of this date, assessments conducted would be premature to determine the efficacy of the new English and math programs, but annual assessments will be completed. [[Minutes, FSEC - April 23, 2010](#)]

As a result of its reorganization and a shift in its program outcomes, the CSC has worked to improve its existing programs and to develop new initiatives for educational support at all levels. While the College Skills Center continues to provide a special learning environment for students who need extra instruction with entry-level math and English, it has expanded its academic support for LBART and CTE students at upper-levels of math and English courses. In addition, the CSC now supports distance learning, COMPASS preparation courses, service learning, and tutoring in various disciplines such as chemistry, philosophy, and speech. Since 2008, the CSC has provided training for its tutors to receive certification by the College Readiness and Learning Association (CRLA). This practice helps to ensure the effectiveness of the tutoring services provided at the Center.

The CSC continues to provide a Learning Skills course (LSK 30) that covers essential college skills such as note-taking, time management, and test-taking. The CSC staff is acutely aware of the different learning styles of its students and attempts to accommodate them with different course materials including special self-learning computer software.

The on-going goal of the CSC is to develop the student's skills, confidence, and motivation so they become responsible, self-directed learners.

Cultural Demographics and Diversity of the Community: The College serves many immigrant students from Asia and the Pacific islands, whose English skills are not at the college-entrance level. A recent student survey revealed that over 25% of the College applicants are non-native speakers. To accommodate these students, the College has established a highly structured sequence of English as a Second Language (ESL) courses. Figure II.3 in the college catalog shows the sequence of credit and non-credit courses delivered in the ESL program. The College established the Honolulu English Language Academy (HELA) for international students who do not meet the minimum Test of English as a Foreign Language (TOEFL) for admissions. HELA provides non-credit ESL courses leading to certificates for each level the students complete.

Because of the unique cultural demographics of Hawai'i, the College established the Native Hawaiian Center in 2001. The Native Hawaiian Center is a Title III federally funded program designed to assist in the educational improvement of Native Hawaiian students. The program establishes three main goals for Native Hawaiian students: college-readiness skills, program retention, and graduation from the College or transition into higher education. The Native Hawaiian Center houses faculty, student tutors and peer mentors, academic, career, and financial aid counselors, a computer laboratory, and a cultural assembly area or *halau*. The Center expands the appreciation of the Hawaiian culture to students, the College, and the community.

The NHC initiated the First-Year Experience (FYE) Program, which is an institutional commitment by the College for the success of first-year and Native Hawaiian students.

In 2008, the FYE established the Learning Community (LC) Program. The LC aimed to fulfill the Native Hawaiian Center's objectives to: increase recruitment, retention and graduation of Native Hawaiian students; foster a Hawaiian "Sense of Place"; integrate the Hawaiian language, culture, values and history into curriculum and campus activities; provide faculty development to assist integrating a Hawaiian perspective into curriculum; innovate and implement new technologies for student success and retention; and provide opportunities for faculty and staff to research and develop successful student retention strategies. The FYE supported its LCs with a comprehensive package of services. LC students had access to: peer mentoring and tutoring, guidance counseling, career and academic advising, financial aid assistance, computer training, and cultural enrichment activities. To ensure its effectiveness, the LC program completed annual assessments based on knowledge surveys, student evaluations, instructor evaluations, and focus group discussions. These assessment tools were used to improve the next generation of LCs.

Data collected from 2008 to 2010 showed that the LCs had a positive effect on the targeted population. The College decided to institutionalize the FYE program and the LC program in 2012. This data was shared at the Achieving the Dream (AtD) Conference held at Kapiolani Community College in Spring 2010.

The Title III funding for the FYE program, and the LCs, ended after its five-year cycle, in Fall 2011. The College, however, continues to offer, and expects to expand, its LC

program. In Spring 2012, the College created the Retention and Recruitment Coordinator position, through general funds, to replace the FYE Coordinator's position and to oversee the LCs. The Retention and Recruitment position, however, not only provides student support services for the LCs, but was created to expand the services, which were first piloted in the LCs, to the underprepared students throughout the College.

The Center's Title III grant also supports the Hawai'i Ocean Studies (HOS) program, which develops curriculum in traditional Polynesian vessels, seafaring, and navigation. This program will undergo review for institutionalization and will eventually be called the Kuhuloloa Center for Ocean Exploration.

An additional federal grant supports the Po'i Na Nalu program, which was established in 1994 to provide special support to Native Hawaiians who major in CTE programs. Po'i Na Nalu provides college and career development and advising, referral services, cooperative education, student stipends opportunities, peer assisted gateway courses, transfer connections to four year degree career paths, and cultural enrichment opportunities such as Malama 'Aina Days.

The TRIO-Student Support Service (TRIO-SSS) is another federally funded program at the College that was established to provide services and supports to students who meet one or more of the following criteria: first-generation in college, financial need, or documented disability. The program offers academic support, career guidance, transfer planning, and professional development opportunities to qualified students. In 2010, PRIDE underwent a program review by the Department of Education and was funded for another cycle until 2015.

Student Learning Needs Related to the Demographics and Economy of its Communities:

The College maintains awareness of changing community needs through the Bureau of Labor statistics and other Institutional Research (IR) data provided by the College's Management Information and Research (MIR) office and the UH System's IR Cadre. Some examples include the following:

The Computer, Electronics, and Networking Technology (CENT) program was developed in response to the explosive growth of the Internet and the subsequent need for an information technology workforce. In the development of the program, the College established partnership with Cisco Systems, Inc., Microsoft, and other companies, which provide instructor training, curriculum, and laboratory equipment. CENT students at Honolulu Community College now have options to continue their education for a bachelor's degree in programs related to CENT at Hawaii Pacific University (HPU) or at the University of Hawaii at West Oahu (UHWO).

The successes of the CENT program lead to the realization that there was a growing demand for established profession technicians to learn advancing technologies and gain the related certification. The College initiated the establishment of the Pacific Center for Advanced Technology Training (PCATT), which offers non-credit, continuing education informational technology courses. Headquartered at the College, PCATT is a University

of Hawai'i Community Colleges (UHCC) consortium with training offered at all the Community Colleges within the UH system. The technology courses offered are comprehensive and varied and many include new innovated technology.

PCATT has established industry partnerships with Cisco, Microsoft, Oracle, Red Hat, Sun Microsystems, and others. These partnerships ensure that PCATT's customers are trained in the latest industry technologies and use the most current training materials developed by the industry. The College is an authorized VUE Testing Center for certification examinations; therefore, students are able to take the training as well as the examination for certification at the College.

Another example of the College reacting to the needs of the community is its Fall 2005 response to the demands of the construction industry. When the State's Department of Labor (DOL) research data indicated that up to 8,000 construction workers would be needed within six years, the College reacted quickly to allow expansion to its existing Apprenticeship and Journey worker program. In addition, a United States DOL expansion grant was approved for the creation of a Construction Academy, which provides training for high school teachers and students. The College manages the program and provides quality control of the instruction, which is provided by the State Department of Education (DOE). In March of 2012, the University of Hawaii Board of Regents approved the College's Associate in Science (AS) degree in Construction Management (CM). Stimulus funding, rail, and the current interest rates affecting the State of Hawaii were factors in support of this program. HCC saw a need to prepare not only construction tradesperson but well-educated construction leaders with experience to meet the new challenges of Sustainable Construction. The program provides students a comprehensive academic background based on construction management principles and concepts that incorporates both traditional and sustainable construction methods. Currently, Federal contracts require a Construction Manager with a 4-year degree. With ongoing assessment of student needs and industry demand, the College hopes to expand the CM program, in partnership with West Oahu, to include the Bachelor of Applied Science (BAS) degree.

To meet the needs of the growing aviation industry, in 1998 the College formed a partnership with the University of Dakota (UND) Aerospace Center to institute the Commercial Aviation (AVIT) program. The program provides students with the opportunity to obtain training and certification leading to careers as professional pilots with commercial air carriers. The five-semester program offers an Associate of Science (AS) degree and prepares students to continue in aviation academic fields to obtain a baccalaureate degree. The partnership with University of North Dakota has been replaced and a new partnership with Galvin Flight Services Hawaii has been instituted to better serve the needs of the students. Additionally, the program secured funding for PC-based flight simulators. These have been integrated into the training program as a mid-point between academic learning and flight lessons in actual airplanes. Also, the FAA exams are given at the end of each (appropriate) semester in which the corresponding course of instruction was given in order to keep students better engaged in their studies.

The Marine Education and Training Center (METC) recently formed a partnership with the Polynesian Voyaging Society (PVS). This partnership will enable the College students to study traditional Polynesian canoe building and voyaging as the METC provides a home and repair facility for the Hokule'a, the Hawai'iloa and other canoes built and maintained by the PVS. The PVS will use the College's METC facilities for meetings, formal classroom and dockside study, crew training, youth programs, and a variety of other learning opportunities. Additionally, the METC will be the headquarters of the upcoming 4-year long World Wide Voyage by Hokule'a. This voyage will stress the importance of sustainability and education for future generations. At this time, the Hokule'a is undergoing a major refit, executed in part by students enrolled in the Small vessel fabrication and Repair program. The synergy developed by the two organizations demonstrates how community and college can positively work together. In the past year, the METC has been granted the title of Marine League School, through the American Boat and Yacht Council (ABYC), a nationally recognized standards organization for vessels.

When a major bank and the largest automotive dealership in Hawai'i were seeking to upgrade high school automotive training, the College demonstrated that it could provide National Automotive Technology Education Foundation (NATEF) training as well as offer NATEF certification exams. An agreement for a summer academy was established where high school students take introductory Automotive technology (AMT) program courses and work half time as dealership interns, all funded through the bank and the automobile dealerships. Though the funding source has changed, The Automotive Summer Academy is still offering high school students the opportunity to enroll in introductory automotive courses.

The LBART program has been a key force in support of the CTE programs by providing the needed General Education courses to ensure that the culturally diverse students achieve the reading, writing, speaking, cultural awareness, critical thinking and problem solving skills required in today's modern high tech world. In 2010, the College began to revisit the courses and categories that satisfy the General Education requirements for the CTE programs. Changes to the categories and courses were deemed necessary to adapt to the changing work force, which has become increasingly dependent on information technology. Currently, a General Education subcommittee formed under the CPC is working to augment the General Education requirement for all CTE programs in order to keep its students relevant and competitive in today's workforce. The LBART Department has the largest student population and endeavors to satisfy the demand of students that seek the Associate in Arts (AA) degree and continue on to a four-year institution. Articulation agreements allow the student to complete all General Education requirements and enter UH-Manoa at the junior level. The LBART Department also provides pre-professional courses to prepare students for specific majors including Business Administration, Education, Nursing, and Social Work. Additionally, Honolulu Community College's diverse Liberal Arts program offers courses to students within the technical trades programs in order to meet their 2-year degree requirements. [[College Catalog](#)] The LBART program at Honolulu Community College has been a key supporter of the CTE programs. The LBART program provides the needed General

Education courses to ensure that the diverse CTE students acquire the reading, writing, speaking, cultural awareness, critical thinking and problem solving skills that employers seek in new hires. In 2010, the College's Committee on Programs and Curricula (CPC) revisited the courses and five categories that satisfied the General Education requirements for the CTE programs. The CPC concluded that two additional categories (i.e., Computing and Information Literacy, and Oral Communication) were necessary to adapt to the changing work force, which has become increasingly dependent on information technology. A General Education subcommittee, created under the CPC and comprised of liberal arts and CTE instructors worked on the logistics of the changes. Currently, the committee is addressing concerns whether added categories would negatively affect the enrollment and graduation rate of CTE students wanting to complete the A.A.S. degree.

A finalized list of the General Education categories and their hallmarks for the CTE program is expected to be implemented by Fall 2012. Through annual reports, the College will assess whether the finalized categories keep its students relevant and competitive in today's workforce.

The interest for a music business program in the state of Hawaii led to the College's introduction of Music & Entertainment Learning Experience (MELE) courses through a federally funded grant under Title III in 2007. The success and growing popularity of the courses resulted in the institutionalization of the program and its Associate of Science degree in Music Business or Audio Engineering. MELE degrees have been approved by ACCJS-WASC, and were initially a part of the Liberal Arts program. In 2011, MELE, due to its workforce-related courses, was moved to the Tech II division.

Honolulu Community College has established itself as a premier career and technical training center in the state of Hawaii. The programs above represent the College's response to the needs of the state and community. Twenty-three CTE programs span the field of transportation, trades, communication, and services. Thirteen CTE programs are unique in the UH system. They include the following programs: Aeronautics Maintenance Technology, Applied Trades, Commercial Aviation, Communication Arts, CENT, Cosmetology, Industrial Education, MELE, Occupational & Environmental Safety Management, Refrigeration & Air Conditioning, Sheet Metal & Plastics Technology, Small Vessel Fabrication & Repair, and Welding Technology. Each program defines its mission, program description, student learning outcomes, and program course requirements in the College catalog. To ensure compliance with these guidelines and that students receive the best training possible, each program maintains strong ties with industry leaders who participate on advisory committees that regularly review curriculum.

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

The College's MIR office is part of the UH System organization known as the UH IR Cadre. This body creates a wide variety of Management and Planning Support reports. These reports include:

- Courses Registration Reports
- Degrees and Certificates Earned
- Fall, Spring, and Summer Enrollment Reports
- High-School Background of First-Time Students
- Professional-Clerical-Ratio Report (Fiscal Year)
- Transfer Patterns of Undergraduate Students

In the past, the College's MIR office collected data and produced an annual Program Health Indicators report for each of the College's programs. They included numeric measures to determine if the program was maintaining the necessary levels of demand, efficiency, and outcomes. Programs with poor health indicators were analyzed to determine how they could be adjusted to improve their health. The College receives a data set of common quantitative indicators from the UHCC system (aggregated by UHCC system IR personnel) that assists programs in their annual program review. This data set is then supplemented with additional required information from the College. In the Assessment Reports AY10-11, there were thirty-three common data sets for the CTE programs and twenty-six for the Liberal Arts program.

EVIDENCE

[Minutes, FSEC - April 23, 2010](#)

[First Year Experience](#)

[Learning Communities](#)

[College Skills Center \(CSC\)](#)

[Faculty/Staff Tutoring](#)

[Honolulu English Language Academy \(HELA\)](#)

[Native Hawaiian Center](#)

[Po'i Na Nalu](#)

[TRIO-Student Support Service](#)

[Computing, Electronics & Networking Technologies \(CENT\)](#)

[Additional CENT Links](#)

[Pacific Center for Advanced Technology Training \(PCATT\)](#)

[Construction Academy](#)

[Construction Management](#)

[Commercial Aviation \(AVIT\)](#)

[Small Vessel Fabrication and Repair \(MARR\)](#)

[Automotive Technology \(AMT\)](#)

[Music & Entertainment Learning Experience \(MELE\)](#)

[2011-2012 College Catalog](#)

[Hawaii Workforce Infonet](#)

[Assessment](#)

Self-Evaluation

The College meets the Standard.

The recent UH System agreement to adopt a common IR data set of thirty-three and twenty-six items will help to analyze a program's successes and deficiencies. However, it is expected that the data set may have to be adjusted as the Annual Assessment and Program Review cycles mature. Program personnel will be the first to detect these deficiencies and will initiate the needed changes.

Although analysis of IR data has been important in the decision to make changes to a particular program's curriculum, many changes come from the faculty after consultation with industry leaders including those that were members of the program's Advisory Committees at least once each semester to discuss the changes in the industry that may necessitate changes in the curriculum. Thereafter, most program personnel maintain continual contact with these industry leaders. During the summer break some faculty members are employed or act as consultants in their specialty field. Consequently, program administrators are keenly aware of new changes affecting the industry.

Although research data remain important in identifying the need for the creation of new programs, creating new programs that are appropriate and effective in meeting industry needs is due primarily to the dynamic efforts of the faculty and administration. This requires that the faculty and administration keep well informed of cutting-edge educational methods to effectively and efficiently meet industry needs. The College has established key partnerships vital to the success of its new programs. As examples, please refer to the MELE and AVIT programs.

Actionable Improvement Plans

No action is required.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

The College utilizes delivery systems and modes of instruction compatible with the objectives of its curriculum and appropriate to the current and future needs of its students. The College is particularly concerned about accommodating the diversity of its student population. College has adjusted classroom delivery and modes of instruction to accommodate students with physical or learning disabilities and to comply with the Americans with Disabilities Act (ADA), Title II, and the Rehabilitation Act, Section 504. The College offers sign language interpreters, note takers, readers, lab assistants, scribes, cassette recorders, talking calculators, amplification devices, audio recorded text, enlarged printed materials, and tables that will accommodate wheel chairs. Computer laboratories provide large screen monitors, ball track mice, special keyboards, and special software that will expand the screen image, or translate text into an audio format. The Faculty Development Committee has offered workshops on producing ADA compliant Web sites for on-line DE courses. [[Committee on Disability Access - Honolulu](#); [College Catalog](#)].

Faculty have implemented a new concept of teaching called Universal Design for Instruction (UDI) developed by the University of Connecticut. UDI is an approach to teaching that consists of the proactive design and use of inclusive instructional strategies that benefit a broad range of learners including students with disabilities. These courses are designed to also accommodate a student population that is diverse in educational background, age, gender, culture, ability, disability, and primary language [[Committee on Disability Access - Honolulu](#); [College Catalog](#)].

Cultural diversity is reflected in the ethnic diversity of the students. 25% of the College's student population speaks English as their second language. The Faculty Development Committee has provided the faculty with "Teaching Tips" that include tips on how to best deliver a course to accommodate the diverse student population. [[Faculty Development Committee](#)]

High Tech Classrooms: The College uses a variety of high tech, state-of-the-art delivery systems to meet the needs of the students. 128 of the classrooms at HCC are now multimedia classrooms [[Educational Media Center](#)] that are permanently equipped with overhead projectors linked to a computer and digital versatile disc/videocassette recorder (DVD/VCR) that allow the instructor to present material in a variety of formats. There are 86 systems with video projector/screens and 19 systems with large array (52" +) LCD Monitors [[Educational Media Center](#)]. 21 classrooms also implement SMART technology (8 SMART Boards and 13 SMART *Symposiums*). SP and Calypso Control

digital control systems of media devices with video projector equipped classrooms are available in approximately 28 classrooms. The EMC also has a video studio where cable television (TV) DE courses are taped. [[Educational Media Center](#)]

Most instructors prefer to use Power Point presentations to visually enhance their delivery. With today's larger memory capacity, presentations can easily include an array of video and audio clips. Some instructors have created instructional Web sites that they access during the classroom presentation. The introduction of Lualima has given instructors easy access to created Web sites for their classes. Lualima is the University of Hawaii's online Collaboration and Learning Environment. It provides students with accessibility to course content and communication tools for interaction with the instructor and other students within the course. A course offered through Lualima can be accessed 24 hours a day, 7 days a week via the Internet. Some courses will use Lualima as a supplement to their traditional face-to-face course. Other courses will deliver all of the course material, testing, and communication within Lualima as a totally online course. This type of delivery essentially expands classroom interaction and allows student to access course materials online.

Computer Laboratories: The College has many classroom or program computer laboratories. There are 49 separate computer laboratories and over 700 computers for a student population of over 4000. Some laboratories are open for student use; others are specifically designed for instructional purposes. Instructional laboratories are equipped with overhead projectors, scanners, and printers. Most computer laboratories are equipped with 10 to 25 computers with software tailored for the unique requirements of the program. All of the College's computers are linked to a local area network with access to the Internet.

Three new laptop systems have been created where laptop computers stored on carts can be wheeled to the desired classroom (AJ, Ocean, and ESL programs). The computers link to the Internet via wireless connections. There is also another similar system using iPads instead of laptops (Humanities). [[Educational Media Center](#)]

Instructors can log on to a local HCC network that allows them to access their computer files anywhere on campus. The campus is now set up for Wi-Fi throughout the entire campus. Students can access the internet through personal laptops anywhere on campus.

Technical Facilities: Most of the CTE programs have state-of-the-art technical facilities that provide the needed hands-on training necessary for the students to achieve industry certification. These facilities constitute specialized delivery systems where instructors must be certified in the use of the equipment as well as utilize specialized modes of instruction which is much different than the traditional laboratory. For example, the Commercial Aviation (AVIT) program has four aircraft, three single-engine and one twin-engine aircraft. Each is equipped with the latest navigation equipment, including global positioning systems (GPS) avionics. The program also has an advanced flight simulator that provides the needed simulated flight instrument training.

The Aeronautics Maintenance Technology (AERO) program facility has a variety of fixed wing and helicopter aircraft, including a complete DC-9 passenger aircraft donated by American Airlines. These aircraft provide the needed hands-on experience of repairing modern aircraft, including repair of avionics, airframe, and engine systems. Students have the option to receive an Aviation Maintenance Technician Certificate, an AS Degree in Aeronautics Maintenance Technology, or transfer to a 4-year program to obtain a Aviation Systems Management Degree

The Automotive Technology (AMT) program facility has a modern state-of-the-art repair shop. The program has maintained its National Automotive Technology Education Foundation (NATEF) certification since 1993, undergoing a review every five years. The program has equipment to repair any mechanical or electrical component of an automobile.

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

The Small Vessel Fabrication and Repair (VESL) program holds its classes in the METC located on Sand Island, Oahu. The METC is located on Keehi Lagoon and is a state-of-the-art training facility. It features four large work bays to allow work on vessels up to 45 feet, a concrete pier equipped with two cranes to allow work on vessels in the water, finger piers for removing vessels from the water employing a marine straddle-lift, as well as classroom, laboratory, and office space.

Distance Education: Through the campus reorganization process, the College has developed a unit called Educational Technology. This group is made up of five positions that support distance education and other technology resources for instruction. Two full-time faculty members provide guidance, brownbag workshops and one-on-one assistance to faculty and students in DE courses. Three support personnel provide assistance in terms of website design and other instructional support

The College offers over 70 approved DE courses [[Distance Education](#)]. They are delivered in three different ways: on-line over the Internet, cable TV, or a combination of cable and online. The College's cable TV courses also provide DVD disks through the Library for missed broadcasts to allow students more flexibility in their schedule.

The Faculty Development Committee has facilitated courses in Web design including interactive Web methods that allow on-line interaction between students and instructor. For some DE courses at HCC the UH System ITS provides video on demand that allows the instructors to video stream their lecture over the Internet.

Presently, there is no program at HCC that offers a degree solely delivered through DE. However, because of existing General Education articulation agreements, a student seeking an AA degree can take a majority of their courses via DE from any of the colleges within the UH System.

All DE courses must go through a rigorous review before they are approved for delivery. DE courses must first be reviewed and approved by the DE Review Board before the courses are forwarded to the CPC. The DE Review Board ensures that the policies outlined in the ACCJC Distance Education Manual and as outlined in the College's Curriculum Handbook are followed. Review procedures are similar to the review of any other course, but emphasis is placed on maintaining content integrity, assessment integrity, and support service access. (See Standard II.2 below for more on the Curriculum review process to maintain the quality of DE courses.) The College has achieved the ACCJC substantive change approval for DE delivery for the Associate of Science in FIRE and the Associate of Arts degree.

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

Students in some CTE programs apply the knowledge gained in lectures and the hands on skills from the lab to actual projects on the College campus. For example, SMP students work on live campus projects from writing the bid, to fabrication, to installation, to cost analysis.

Students in a Family Resources class are able to take their exams in modules. With such a large amount of information, the instructor allows students to take the exam in separate chunks. For example, student can review the first set of topics, take the exam for those topics, turn in the exam, and then move on to the exam for the next set of topics.

Students in an online logic course are able to learn the complicated concepts in the course through clear, well thought out web presentations. Students appreciate the opportunity to do the work at their convenience anytime of the day or night. Other students across the state, out of state, and across the globe appreciate the opportunity to take Logic as a DE course.

Students in an ESL class are out in the community performing service learning and practicing their English skills.

Students in a cosmetology course learn through Mindful Teaching Techniques developed by Pivot Point. The focus is on concrete ways of teaching the learner by determining readiness, engaging in thinking, supporting performance and promoting responsibility.

Self Evaluation

The College meets the Standard.

The classrooms, computer laboratories, and other technical facilities adequately support

the delivery of the diverse technical curriculum the College offers. The results of a recent ITC Survey confirm this. Over 61% of those that have used the College's laboratory computers say that the computer facilities are good to excellent and 77% said they were fair to excellent [[Spring 2011 ITC/TDS Labs Survey](#)]. A recent DE survey revealed that of the students who took a Web DE course, less than 3% thought the course was poor while 86% thought the course was good to excellent. [Fall 2011 DE Survey] Less than 9% of those in CTE felt the shop tools and shop equipment were poor. All instructional programs are scheduled to conduct an Annual Assessment or Program Review during the Fall 2012 semester. Strengths and deficiencies in delivery methods, equipment, and technical facilities will be revealed in these reports.

EVIDENCE

[Laulima at Leeward EMC](#)

[Distance Education](#)

[Courses Approved By Distance Education Review Board Honolulu Community College](#)

[DE Fall 2011 Survey Summary](#)

[Spring 2011 ITC/TDS Labs Survey](#)

[Fall 2009 ITC/TDS/Labs Survey](#)

[Guide to Evaluating Distance Education and Correspondence Education](#)

[Curriculum Reference Manual](#)

Actionable Improvement Plans

No action is required.

II.A.1.c. The institution identifies student learning outcomes for course, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

The College has identified SLOs for all of its courses and programs. These SLOs can be found on the college's website at and the Assessment Web page. Campus policy requires that the program SLOs are assessed each year during the Annual Assessment in addition to the Program Review conducted every five years. The assessment results are analyzed to identify weaknesses in the program, and a list of corrective actions is published in the reports. These annual reports have been performed for the past six years and the vast majority of programs include an assessment of their SLOs.

The campus hired an assessment specialist after the last self-study in 2006 to assist with helping the college conduct annual reviews of instructional programs including the assessment of student achievement and the use of this data to make program improvements. It became apparent in 2010 that having one person in charge of assessment was not the best model. Instead, the assessment specialist was reassigned to support DE as one of the campus priorities and the responsibility of assessment was placed on the Deans and Directors at the program level. If there are weaknesses in the curriculum, the curriculum will be adjusted and a curriculum change proposal will be forwarded to the CPC. If weaknesses in the program cannot be corrected internally because of funding shortfalls, a funding request will be included as a budget request that will go through the budget priority process and eventually be reviewed by the Planning Council. The Planning Council recommends priorities to all funding requests and forwards them to the Chancellor. Budget priorities that require new money and cannot be handled at the campus level by reallocation are then forwarded to the UH system Vice President for Community Colleges, the Board of Regents (Board), and the State legislators in the form of Program Change Requests (PCRs). (See Assessment/Program Review Flow Diagram in Standard II.A.2 below.)

EVIDENCE

[Course Descriptions](#)

[Annual Assessment Template](#)

[Program Review Template](#)

[Assessment](#)

[Program Review](#)

Self Evaluation

The College meets the Standard.

Program SLOs and the assessment procedures are in place, and it appears that they will meet the College needs. The annual review process is functioning as intended to meet the Standard. From AY 05-06 to AY 09-10, all of the program review reports for all instructional programs are posted on the Intranet (See Program Reviews link above). The comprehensive reports are listed together with the annual reports.

Instructional programs have completed six cycles of their Annual Reviews. Nearly all have stated that they have achieved their programs' learning outcomes. (See Standard II.A.2 below for a further description of the completed Program Review results.)

Actionable Improvement Plans

No Action is required.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and precollegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

Since the last accreditation cycle, the College has made major strides to assure the quality and improvement of all credit and non-credit courses and programs it offers. The College has formed an Assessment Committee, established SLOs for its courses and programs, and established Annual Assessment and Program Review policies that require each program to assess its SLOs and make corrections to improve the curriculum based on the results of the assessment. A Planning Council has been formed to review the Strategic Plan and budgeting priorities based on what assessment reveals. The assessment process encompasses all programs, including developmental, continuing education, and short-term-training, regardless of the delivery mode or location. [[Planning Council](#)]

Assessment Committee and the Establishment of SLOs: The Assessment Committee, established in 2003, and the previous Assessment Specialist, hired in 2006, assisted faculty members in the development of SLOs for their courses and programs as well as to provide guidance in formulating assessment methods and tools to measure the success of the SLOs. [[Assessment Committee](#)] The results of these efforts have been very successful. Courses and programs, both credit and non-credit, are now described by their SLOs. Assessment methods are in place and all credit programs undergo Annual Assessment and Program Review processes. [[Program Review](#)]

Annual Assessment of SLOs: Major policies and procedures have been established to implement program assessment. The College policy requires that each instructional program undergo an Annual Assessment and report the findings by describing the results of the assessment activities that have occurred during the academic year. In addition to the review, many sets of data crucial to the report confirm that students are achieving the program's SLOs. If the students are not achieving the SLOs, the report must identify the suspected area of weaknesses in the program, followed by the proposed curriculum change or other actions that will address the weaknesses. Proposed curriculum changes will be forwarded to the CPC for approval and then to the Planning Council if the changes require additional costs. The Annual Assessment and Program Review Flowchart shows the responsible committees and their required actions in the assessment process.

Annual Assessment Template: To ensure that the programs conduct the proper analyses and provide adequate information, the Assessment Committee and the previous Assessment Specialist created a report template to guide the programs in their assessment activities. The template was presented to the other community colleges in the UH System, and they have adopted it along with an agreement to have the IR Cadre provide specific sets of research data to be used in the assessment process. The types of research data sets that program administrators will receive are included in the template. [[Annual Assessment Template](#)]

To further assist the College's programs, the Assessment Committee and the previous Assessment Specialist added guidance questions to ensure that specific criteria were developed:

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

Other Quality Indicators: A program's Annual Assessment may reveal potential weaknesses leading to deterioration in the quality of the program, even though SLOs are being achieved. Some examples of these weaknesses are new technology advancements not being included in the curriculum, a shop or laboratory lacking adequate equipment to meet advancing industry standards, the number of qualified instructors in the lecture pool decreasing, or the number of applicants to the program decreasing. The CTE programs rely on the members of their Advisory Committees to keep them current on technology and equipment changes within the industry. If weaknesses are observed, the report must include recommended actions to overcome these potential weaknesses along with the estimated costs of these actions. These costs will be included in the program's budget request and, if necessary, inclusion in the Strategic Plan to be approved by the Planning Council.

Research Data: Accurate and timely research data is provided to the program personnel in order for them to properly evaluate the health and future status of their programs. A common set of research data has been identified that is provided to each program. The data set is quite extensive (twenty-seven separate data sets) and provides the programs with enough information to determine the job-market demand and the cost efficiency of running the program.

Program Review: Both instructional and non-instructional programs conduct a Program Review every five years. Although the Program Review requires gathering more

information, the Program Review is similar to the Annual Assessment and requires similar responses in the report. Instructional programs will therefore use the data collected during the Annual Assessment cycles for inclusion in the Program Review. Flow of the Program Review process is the same as the Annual Assessment process. [[Program Review Template](#)]

Courses and programs have established SLOs. All of the credit and non-credit programs began their Annual Assessments in the spring of 2006. These include:

Collegiate Programs: Including CTE and the LBART program, twenty-five programs offer degrees. All collegiate programs are assessed annually.

Pre-collegiate and Developmental Courses: As described in Standard II.A.1, the College offers a series of entry-level math and English courses designed to bring the student up to program level. These courses are taught by the Math and English program faculty. The Math courses include: Math 9: Fundamental of Mathematics, Math 24: Elementary Algebra I and Math 25: Elementary Algebra II. Based on data and national best practices, the Underprepared Student Task Force developed an Essentials Curriculum that has overhauled the way English is taught to provide college students fundamental skills to fulfill their degree programs while also being competitive in today's workforce. The English curriculum includes: ENG 8 Reading Essentials I, ENG 9: Writing Essentials I, ENG 18: Reading Essentials II, ENG 19 Writing Essentials II, ENG 21 Developmental Reading and ENG 22: Intro to Expository Writing. The Essentials English Curriculum is taught in the Essentials English Complex, a three building complex that was renovated over the 2011 winter break and includes a student lounge, computer lab and classrooms equipped with flat screen TVs and student laptops. [[Essential English - April 21, 2011](#)] Instruction combines lecture and online computer programs, such as My Writing Lab and Reading Plus. The ESL Department offers six non-credit Introduction to College English (ICE) classes designed to teach recent immigrants written and oral communication skills to prepare for college or work. [[Introduction to College English \(ICE\)](#)]

Continuing and Community Education: The College is undergoing a reorganization of the Continuing and Community Education programs. Currently the Pacific Center for Advanced Technology Training (PCATT) is a division of the College and provides leadership and training in advanced technologies to enhance economic and workforce development programs and initiatives in the State of Hawaii of the Pacific Rim. The College has an Emeritus College, which responds to the special educational needs and requirements of senior citizens and of persons near retirement. The Emeritus College offers a continuing series of non-credit workshops and serves as a center of support and assistance for senior students wishing to enroll in any of the HCC's programs, either credit or non-credit.

[Pacific Center for Advanced Technology Training \(PCATT\)](#)

[Continuing Education and Training](#)

Short-Term Training Courses: The College offers a wide range of non-credit skill upgrading courses for in-service automotive technicians, collision-repair specialists, and diesel technicians throughout the year. These short courses prepare the student for the National Institute for Automotive Service Excellence (ASE) certification exams. In addition, the College offers non-credit skill upgrading and professional licensure training in welding, electrical installation and maintenance, plumbing and Occupational Safety and Health Administration. Short-term, non-credit training in Music and Entertainment and Learning Experience (MELE) is being developed and will be offered to the community during the Spring 2012 semester. The Early Childhood Education (ECE) program offers Professional and Career Education (PACE) for Early Childhood, a series of short-term courses that deliver formal training for the National Child Development Associate (CDA) credential. These courses have the same content as the ECE program's credit courses and therefore are covered in the program's Annual Assessment and Program Review.

[Music & Entertainment Learning Experience \(MELE\)](#)

[Professional and Career Education for Early Childhood \(PACE\)](#)

Off-Campus Programs: The College is a member of the Service Members Opportunity Colleges Associate Degrees Program (SOCAD) and provides delivery of courses Hickam Air Force Base, Pearl Harbor Naval Station and Moanalua High School. The College's Off-Campus Program help military members and dependents achieve their academic and educational goals. The program assists with the Servicemember's Opportunity College (SOC) Agreement that allows members to transfer equivalent courses back to HCC upon moving to their next duty station. All courses offered are from the College's approved curriculum.

[Off Campus Education Program](#)

Contractual Programs: The College coordinates the related instruction training for most of the State-registered construction and technology apprenticeship programs. Each apprenticeship program develops its own related instruction curriculum. These curricula are reviewed by the College's Apprenticeship office and approved by the State DLIR. Each apprenticeship training program has at least one training coordinator and most have training committees. The responsibility of regularly reviewing and updating curricula rests primarily with these coordinators and/or committees. The College's Apprenticeship staff assists the programs in an advisory capacity. The Apprenticeship office of the College also provides instructor training and professional development opportunities for apprenticeship instructors. Although the College provides guidance, the curriculum is controlled outside of the College and therefore does not fall under the assessment policies. The College also provides the delivery of the Associate of Science in Applied Trades to those students who have gained entry into the Pearl Harbor Naval Shipyard Apprenticeship program. This unique contract requires the College to deliver general education courses on the Naval Base while employees train on the specific skill set they will need through the co-operative education component of the program.

[Apprenticeship Resources](#)

Self Evaluation

The College meets the Standard.

The College has established procedures to ensure the quality of instruction is met. SLOs have been identified for credit and non-credit courses and programs. Assessment tools have been identified, and an Annual Assessment is scheduled for each program each year. The results of the Annual Assessments process are used to verify and improve each program. A Program Reviews schedule has been established for each instructional and non-instructional program. Each program has been through at least one Program Review.

Actionable Improvement Plans

No action is required.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

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

To ensure that the highest quality of instruction is maintained, all new or revised credit courses and programs must follow established procedures and be reviewed by two curriculum committees, the Division Curriculum Committee (DCC) and the Committee on Programs and Curricula (CPC). These established procedures are outlined in the College's Curriculum Reference Manual. [[Curriculum Reference Manual](#)] This Manual was last revised during the summer of 2010, and updated in summer 2012. The Honolulu Community College curriculum is an integrated body of principles, knowledge, values, and skills. Its mission is to provide learning experiences that enable individuals to function effectively in school, workplace, home, and community. This Manual describes in detail the step-by-step process for curricular actions, including the make-up of the two curriculum committees and procedures for voting for each committee. In addition the CPC Charter specifies the membership and voting status of the Committee, and was revised in Spring 2012 to accommodate the inclusion of the Chairs of new Divisions created as a result of reorganization. [[CPC Charter](#)]

[Division Curriculum Committee](#)

[Committee on Programs and Curricula](#)

[Curriculum Reference Manual](#)

[CPC Charter](#)

A course-change proposal must be submitted whenever there is a change in a course's title, description, prerequisites, or SLOs. The manual requires that specific forms be completed to ensure that the proposal is submitted with sufficient information so that committee members can make an informed decision. The proposal must include a statement on the impact the change will have on other courses and the program as a whole. A change to more than one course in a program is considered a change to the program curriculum and will be reviewed to determine the impact on the program's SLOs.

On-line Curriculum Proposal Forms have been developed and are used for curriculum action. They are accessed on the HCC Intranet. The forms are created in Microsoft Word and allow those involved with the curriculum action to save and modify the contents. There are basic forms available to add a new course; modify, deactivate or delete an existing course, and make changes to a program.

Proposers are encouraged to work closely with their division chair when proposing curricular actions. Completed forms must be forwarded to the Division Chair in accordance with the Curriculum Reference Manual. Following approval by the Division Chair, curricular change proposals are reviewed by the DCC and then by the campus-wide CPC. Both committees ensure that SLOs meet the stated goals and fall within the program's mission. The committees also review the SLOs and course content to ensure that the depth, breadth, and rigor are maintained at appropriate college-level standards. When several courses are changed to modify a program, the committees review the sequencing of courses to ensure that adequate prerequisite preparation is achieved. Most programs expect their students to complete a degree within two years or a certificate within one year. Most programs require 60 credit hours for a degree, which averages to fifteen credit hours each semester. These credit-hour requirements are within the norms of higher education. In addition, the College is in compliance with a credit hour definition that is consistent with the Carnegie Unit, "one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time." [[U.S. Department Of Education Final Regulations on Program Integrity and Student Aid](#)]

The three flow diagrams in the Curriculum Proposal Flow Charts show the curriculum approval process. Selecting which flow process to follow depends on whether the

proposal is a minor change, a change to a program, a major change, or a change to a General Education course. All flow diagrams show that the DE board first reviews all DE courses before they are reviewed by the DCC and CPC. [[Distance Education Review Board](#)] How the DE board functions to maintain the quality of DE courses is outlined in Standard II.A.2.d. The middle flow diagram shows that changes to a General Education course or curriculum must first be reviewed by the General Education board via the Articulation board(s). (See Standard II.A.3. below to learn how the General Education board functions and how articulation agreements are maintained.) (Flow diagrams are located on page 17 of the Curriculum Reference Manual.)

Major changes to a program must be forwarded through the UH System for final Board of Regents (BOR) approval before they are presented to ACCJC/WASC for accreditation approval. General Education courses are forwarded through the UH System to ensure articulation agreements are followed.

Various campuses throughout the UH system are at different stages of implementing Curriculum Central. The campus liaisons meet via conference call each Wednesday to receive updates from the lead programmer regarding the latest developments in the software. Honolulu CC is preparing for implementation by doing the following: (1) existing curriculum hard copy files are being scanned and inputted into the Curriculum Central system, to serve as a repository for current and archival information, and also as the information base to enter data into the Curriculum Central database; (2) the Curriculum Central database is being developed by the programmer using existing Honolulu CC curriculum forms as templates. If work proceeds as planned, Honolulu CC should be ready for implementation (testing phase) in Spring 2013, with actual adoption of the system in Fall 2014.

The BOR recognizes the central role of its faculty for establishing quality and improving instructional courses and programs and the need for the faculty to control the curriculum: “. . . the faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research. On these matters the power of review and concurrence or final decision lodged in the Board of Regents or delegated to administrative officers should be exercised adversely only in exceptional circumstances and for reasons communicated to the faculty.” [[Board of Regents Policies and Bylaws - Chapter 1 General Provisions](#)]

The faculty members have primary responsibility and oversight of all credit curricula at the College. The DCC and the CPC are subcommittees of the FSEC. DCC members are elected by their respective divisions, and except for the Division Chairs, the CPC members are appointed by the FSEC Chair in consultation with the Vice Chancellor for Academic Affairs (VCAA). Faculty members of these committees are the only voting members. Most courses are created by the same instructor that teaches the course. As long as course SLOs are met, academic freedom allows the instructor to deliver the course in the manner that best fits the instructor’s teaching style.

Self Evaluation

The College meets the Standard.

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

Actionable Improvement Plans

No action is required.

II.A.2.b. The institution relies on faculty expertise and the assistance of Advisory Committees when appropriate to identify competence levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Descriptive Summary

The College relies on faculty expertise and the assistance of Advisory Committees when appropriate to identify competence levels and measurable SLOs for courses and programs. The strong role of the faculty in curriculum development was addressed in Standards II.A.2 and II.A.2.a. Advisory Committees also play a major role in the development and assessment of the College's programs. Each CTE program has an Advisory Committee, where members are prominent, successful citizens, who are genuinely interested in the quality of education in the program. The names and organizations of the Advisory Committee members are listed in the catalog under each program description. Members are often practitioners in the applicable field, and many are successful business owners that often hire the programs' graduates. Most Advisory Committees meet every semester, others yearly. Completed Program Reviews contain statements regarding the important role the Advisory Committees had played in curriculum development. Advisory committees also assisted in the development of the programs' SLOs and suggested possible assessment methods. Each program will regularly assess student progress toward achieving SLOs and report their findings in the Annual Assessment and Program Review reports. The guidelines require that the report include the contributions that the Advisory Committees have made in the development of the program, including the creation and assessment of program SLOs.

Self Evaluation

The College meets the Standard.

The role of the faculty members and Advisory Committees in curriculum development including the identification of competency levels and learning outcomes has been essential. Advisory committees have been essential in keeping the programs informed of new industry developments. Their active role in curriculum development has been essential in maintaining the quality of the College's programs. Completed Annual Assessments and Program Reviews comment on the strong role their Advisory Committees play in the development of their curricula, including the establishment of SLOs.

Actionable Improvement Plans

No action is required.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

High-Quality Instruction: The College has taken major steps to assess the quality of its courses and ensure SLOs are achieved. Annual Assessments and Program Reviews measure quality of instruction. The Career and Technical Education (CTE) and Liberal Arts programs at the College use several assessment methods to evaluate student achievement of SLOs. They include:

- Portfolios/Final Projects
- Industry Certifications
- Performance Exams
- Tracking Student Employment
- Student Surveys
- Knowledge Surveys
- Performance Exams
- Exit Exams
- Embedded Assessments

[Survey Instruments/Results](#)

However, the true quality of education depends on the quality of the instructors and their capability to engage the student and deliver ideas in a clear and logical fashion. Ideally, each instructor is someone who is highly educated, loves teaching, and is willing to spend a significant number of hours in course preparation. To this end, the College and the UH System follow strict guidelines for the steps necessary for a faculty member to be hired, promoted, and awarded tenure. These steps are part of the University of Hawai'i Professional Assembly/Board of Regents agreement. [[UHPA Faculty Contract](#)]

All new applicants are first interviewed by a personnel screening committee of experienced faculty and staff members. Applicants hired for a tenure-track position are placed on probationary status for five years before they can apply for tenure. During that time, they must apply to renew their contract every two years. The contract renewal application must include a self-evaluation report of the teaching performance for the previous years. Included in the evaluation are student evaluations of each course taught. Also included are peer evaluations of class observations. The instructor is expected to comment on each criticism in the evaluations and state the action to be taken to improve the area of criticism. The instructor's application is reviewed by the Division Personnel Committee, the Dean, and the VCAA before it is forwarded to the Chancellor for final approval. Each review step requires comments on the instructor's strengths and weaknesses along with a recommendation to either terminate or renew the contract.

New instructors normally have a mentor assigned to them to provide guidance throughout the probation period. For those in tenure-track positions, at the end of five years the instructor must apply for tenure or request an extension of the probationary period. This tenure application requires more information than the previous contract renewal applications and must include campus involvement such as committee participation as well as off-campus community service. The tenure application is first reviewed by a panel of the unit's faculty and then by the Tenure and Promotion Review Committee composed of faculty members from the College as well as faculty members from other units in the UH System. If awarded tenure and promoted to Assistant Professor, the instructor must serve three years before applying for the next promotion. The promotion application must again include a self-evaluation, student evaluations, and instructor evaluations as well as descriptions of campus and community service. Tenured full Professors are subject to a review every five years at the discretion of the Chancellor. [\[Faculty Development Reappointment/Tenure\]](#)

Faculty Development: Professional scholars realize that continuing education and self-improvement are lifelong pursuits. To assist in these pursuits, the College's Faculty Development Committee, with members representing each division of the College, is dedicated to aggressively supporting the ongoing personal and professional growth of all faculty members. By providing information, training, forums, connections, and other support services and activities, the Faculty Development program vitalizes the faculty, strengthens the College, improves the quality of instruction, and helps the College to better serve the community. The College also employs a full-time faculty member who is responsible for Faculty Development coordination at the campus and represents the College in system-wide professional development activities. Each year, the committee offers between 50 and 60 training and educational activities. The committee also facilitates a Web site that offers an array of professional development and teaching assistance resources and links to other education-related Web sites. [\[Faculty Development Committee\]](#)

The committee members assess the professional development needs of the faculty each semester and then plan and deliver activities in response to these assessments. Activities

are often coordinated with other College committees and offices to broaden the scope of delivering professional development activities to all of the College's faculty and staff members. An evaluation form that has been developed is collected from attendees at activities. Improvements are made, and future activities are offered in response to these evaluations. The committee members establish the application criteria and distribution procedures for the yearly \$10,000 to \$20,000 provided by the College for faculty professional development, which generally includes attendance at local and Mainland workshops, seminars, conferences, and membership in professional organizations.

Professional Development has emerged as a College Strategic Initiative. Funding for the current fiscal years for Professional Development is set at \$45,000. This will fund Professional Development activities, including sabbaticals, for faculty and staff.

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

In addition, the College has written a policy on General Education. The purpose of this policy is to establish a philosophy and rationale for General Education as a part of Board of Regents' approved credentials offered by Honolulu Community College, and establish a framework for General Education for Associate Degrees offered by Honolulu Community College.

The policy was approved by the Committee on Programs and Curricula and the Faculty Senate Executive Committee in Spring 2012. The College's General Education curriculum has comprehensive learning outcomes and ensures that students are able to meet these outcomes. These outcomes include the development of:

- Understanding the basic content and methodology of major areas of knowledge, including humanities and fine arts, natural sciences, and social sciences;
- Skills necessary to be a productive individual and lifelong learner, which include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the acquisition of knowledge through a variety of means; and
- Qualities necessary to be an ethical human being and effective citizen. These include an appreciation of ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity, and the willingness to assume civic, political and social responsibilities locally, nationally and globally.

The goal of relevant general education is to prepare students to adapt to changes in their environment and to instill a desire for life-long learning. The acceptance of the inevitability of change and the development of coping skills and attitudes to meet the growing demands of the family, the workplace, and society as a whole will contribute to the individual's well-being. The specific HCC degree requirements for all Career and Technical Education (CTE) associate degrees are detailed in in the appendix of the policy.

Given the comprehensive nature of Honolulu Community College's General Education curriculum for all programs, the need to be in full compliance with the expectations of our accreditors, and the varying needs of individual programs, the college will implement new options for ways in which the General Education component of CTE programs can be met. These options include an updated set of designated courses, as well as alternative means of meeting the requirements of each of those requirements detailed in the appendix of the policy. These new requirements will be implemented effective Fall 2012.

Self Evaluation

The College meets the Standard.

Instructors must undergo an intense peer review process before being hired, promoted, and selected for tenure. This process ensures a high quality instructor, who is capable of designing courses and curriculum that provides sufficient breadth, depth, and rigor at the appropriate level. The breadth, depth, and rigor of the programs are reflected in student responses gathered in the 2008 Community College Survey of Student Engagement (CCSSE). [[2008 CCSSE Institutional Report](#)] Through the responses of all students surveyed, the College was above the mean in the following student engagement activities:

- Relationships with instructors
- Acquiring job or work-related knowledge and skills
- Developing clearer career goals
- Gaining information about career opportunities
- Job placement assistance

Actionable Improvement Plans

No action is required.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. This Standard was addressed in section II.A.1.b,

which described how the diverse ethnicity, culture, language skills, learning disabilities, and physical disabilities of the College's student population require adjustments in teaching methodologies. It was also stressed that CTE programs that teach hands-on skills using the latest high tech equipment in state-of-the-art facilities require a different type of delivery and a different teaching methodology from the traditional lecture-lab delivery. Instructors in these high tech facilities must be highly skilled and well prepared to correctly, clearly, and safely demonstrate technical procedures.

There are substantial system-wide resources available that support faculty and students in distance education. Both Honolulu Community College and The University of Hawaii have extensive websites that provide those resources for faculty and students. There are testing facilities set up on all islands to ensure that proctoring is done properly. There is also a web server (Laulima) that can be used in support of all courses.

In addition, distance education students (and all students) have access to various student services. There are links on the main page of the college's website to these services, which include such things as links to counselor's email addresses, the records office, and financial aid.

The University of Hawaii's Distance education website has specific links for DE students. Those links include: My UH Portal a web site designed to provide secure, personalized access to UH Services and Information such as registration and enrollment and encompasses a new suite of services including calendaring, email, and new course tools. DE students also have access to computer labs with Internet access. The ITS Help Desk may also help DE students by providing the UH community with a single, efficient resource for information regarding ITS Email information, connecting to the Internet, computer software and hardware recommendations and network status. The University of Hawaii system libraries offers additional support to the distance learner by encouraging the use of new technologies to deliver library services between Islands. Exam proctoring information is also provided because instructors require students to take exams at an on-campus proctoring office.

Academic Technologies also provides the Laulima (our web server) distance learning student with an orientation site to the Laulima Learning & Collaboration Server. The site offers textual, as well as, graphical information which answers frequently asked questions concerning Laulima. Information presented ranges from accessing Laulima to working with some of the most common Laulima tools that may be presented in a course. This service is very important because Laulima is used very frequently for all courses, but especially for distance education. Laulima is the learning and collaborative server used for enhancing face-to-face courses, conducting fully online courses, and facilitating collaborative groups.

For students registered for a cable course, general information on UH cable access programming is available on the University's UHTV webpage. UH programs a full channel of higher education cable programming for broadcast on Hawai'i's educational access cable channels (Olelo, Hoiike, Na Leo O Hawaii, and MCCTV). The UH

programming service, or channel, is called UHTV. UHTV includes original programming from within the UH system (e.g., cable courses and UH produced informational programs) as well as programming selected by UH from other educational programming resources. UHTV is programmed by UH to meet the higher education needs of the people of Hawai'i.

Distance education students also have access to two-way video services. Two-way video is facilitated through the Hawaii Interactive Television Service (HITS), a digital interactive video service using H.323 videoconferencing protocol to deliver High-Definition (HD) Telepresence. HITS2 was designed and optimized for delivering ITV courses within the UH System.

Although DE courses are derivations of successful courses delivered in the traditional classroom, the College is concerned that the quality of a DE course is maintained. A curriculum review process is in place to ensure that DE course proposals are specifically reviewed. The Distance Education Review Board (DERB) ensures that the policies outlined in the ACCJC Distance Education Manual [[Guide to Evaluating Distance Education and Correspondence Education](#)] and outlined in the College's Curriculum Reference Manual are followed. Review procedures are similar to the review of any other course, but emphasis is placed on overcoming the weaknesses that are inherent in DE. The guidelines provided by DERB for proposers of DE courses ensure that all required elements of course design are included (e.g., a statement of SLOs, assessment methods clearly stated and based on work that can be authenticated, nature of student-student and student-instructor interactions, access to course materials) as well as statements of campus and system policy (e.g., access to support services, student conduct code.) The DE Review Board also ensures that the delivery mode is appropriate to the content of the course and that other resources are available to help students successfully complete DE courses. Students must be provided with information on equipment, skill requirements, and other resources needed to successfully complete a DE course. A self-assessment tool on the UH DE Web site helps students determine if DE learning meets their needs. [e-learn]

EVIDENCE

[Laulima](#)

[Student Conduct Code](#)

[University of Hawaii Distance Learning](#)

[Services for Students](#)

[Two Way Video](#)

[HITS Frequently Asked Questions](#)

[Distance Learning Self Assessment](#)

[UH TV Programming](#)

[HITS2 Locations and Staff Sites](#)

[Public Computer Labs](#)

[Information Technology Services \(ITS\)](#)

[About the ITS Help Desk](#)

[UH Libraries](#)

[UH DL Proctoring Office Information](#)

[Laulima Orientation](#)

Self Evaluation

The College meets the Standard.

Delivery modes and teaching methodologies to meet the needs of the curriculum and the diverse student population were addressed in Standard II.A.1.b. Quality of all courses, and in particular DE courses, is maintained through the structured review process as shown in the Curriculum Proposal Flow Chart as well as the review process of the Annual Assessment and Program Review. Interviews with instructors that teach DE courses indicate they are confident that quality is maintained, and integrity issues can be controlled as they are in a traditionally delivered class. Faculty is expected to carry out assessment of the course at the end of the term. On the downside, instructors report that they must spend two to three times the amount of time on DE courses as compared to time spent on traditional courses in preparation, delivery, and student interactions (e.g., e-mail or chat rooms). [[Spring 2008 Distance Education Survey Summary Report](#)] The College is confident that the quality of DE courses is high. This has been verified by the recent survey (2008) that revealed 85% of the students responded by agreeing or strongly agreeing to the question, "I would RECOMMEND or consider taking another course using the same delivery vehicle." Only 5.9% disagreed or strongly disagreed to that question.

Actionable Improvement Plans

No action is required.

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

This Standard was addressed in Standard II.A.2 and II.A.2.a. The College evaluates all courses and programs through an ongoing systematic review process. For instructional programs, there are two reviews: the Annual Assessment and the Program Review. The Program Review, which is conducted every five years, requires a more in-depth analysis than the Annual Assessment, but both review their relevance, appropriateness, achievement of SLOs, currency, future needs, and plans. If weaknesses are found, and curriculum changes are proposed, the proposals must go through the curriculum review process as shown in the Curriculum Proposal Flow Chart. Funding for the approved change will be reviewed and recommended by the Planning Council.

Self Evaluation

The College meets the Standard.

Annual Assessment and Program Reviews for all instructional programs are in place. Program personnel, in consultation with the Assessment Committee, have determined and implemented the assessment tools that best fit their programs.

Actionable Improvement Plans

No action is required.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

This Standard was addressed in Standard II.A.2 and II.A.2.a. The Annual Assessment and Program Review are systematic evaluation procedures that assess the achievement of each program's SLOs. These assessment activities include both credit and non-credit programs. Reports from these assessment activities are distributed to all pertinent constituencies as shown in the Annual Assessment and Program Review Flowchart. If these reports recommend changes to the curriculum, they are forwarded from the program personnel to the CPC via the DCC. If these reports recommend changes that require additional funding for items such as new equipment or additional personnel, they are forwarded to the Planning Council. All reports will be reviewed by the Assessment Committee, which will validate the assessment methods and recommend future adjustments.

Self Evaluation

The College meets the Standard.

Systematic evaluations through the Annual Assessments and Program Reviews are in place. The Assessment Committee, the previous Assessment Specialist and other experts work with program administrators and program personnel to determine the optimum assessment methods for each program and these methods have been incorporated in the assessment evaluations of the programs.

Actionable Improvement Plans

No action is required.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Assessment methods, including direct examinations to measure course and program SLOs, are in place. Various assessment tools utilized in General Education course are described in detail in IIA3. The report template guidelines for Annual Assessment and Program Review recommend methods of assessment, including methods of eliminating test bias. The Faculty Development Web site is also a primary source for reviewing various assessment methods, including tips on how to make exams valid, reliable, and balanced and avoid the biases of gender, age, ethnicity, cultural differences, educational background, and physical or mental disabilities. [[Faculty Development Guidebook](#)]

Self Evaluation

The College meets the Standard.

The Annual Assessment and Program Review guidelines include testing methods and verification to eliminate test bias. The Assessment Committee and Assessment Specialist have helped each program choose the best methods of assessment to be used in their Annual Assessment and Program Review. Several course clusters, including English 22 and English 100, collect aggregate data through Knowledge Surveys and other assessment methods, to standardize course delivery.

Actionable Improvement Plans

No action is required.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

SLOs have been established for all Credit courses. SLOs are described for every active credit course in the current online catalog and the course outlines given to each student at the beginning of the semester. Instructors are expected to teach and then assess all students to determine if they have met the SLOs. The degree that students meet these SLOs is the basis of grading each course.

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

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

Self Evaluation

The College meets the Standard.

All active credit courses have established SLOs as the basis for earning credit. SLOs can be reviewed in the current online catalog. It should be noted that many assessment actions that measure course SLOs are intended to measure the quality of instruction and are not used to determine a student’s grade. For example, “knowledge surveys” have been created for several high enrollment courses such as English 100 and ICS 100. Because these courses are General Education courses for many of the programs, uniformity of instruction is essential, and the survey determine if all SLOs are being met across all sections. If SLOs are not met, then adjustments are required. The units of credit awarded are within the accepted norms of higher education.

Actionable Improvement Plans

No action is required.

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

Descriptive Summary

Successfully achieving each course's SLOs in a program's curriculum ensure that the students also achieve the program SLOs. Thus, degrees and certificates are awarded indirectly for the completion of the program's SLOs. When a program decides to administer a required exit exam that specifically measures the achievement of the program's SLOs, then there is a direct relationship between SLO achievement and the degree or certificate awarded.

Some programs may choose to administer exit exams. The AMT program requires an exam on the repair and maintenance of each major automobile component. The exam measures the SLOs for the proper repair and maintenance of that component, and the students are awarded a certificate if they pass the exam. Currently, most program assessments are intended to measure the quality of the program and to determine positive or negative trends. If weaknesses are found, then corrective action to adjust the curriculum or method of instruction follows.

Self Evaluation

The College meets the Standard.

Degrees and certificates are awarded on the successful achievement of all course and program requirements. Annual Assessment and Program Review activities are intended to measure the quality of the course and curriculum and not intended as a method to award grades or degrees. In the future, programs may use defined SLOs to award degrees and certificates.

Actionable Improvement Plans

No action is required.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

The College requires of all academic and vocational programs a component of general education based on a carefully considered philosophy that is clearly stated in the catalogue. The College, the UH system and the Board of Regents are deeply committed to providing all our students with a broad based general education that will aid them in achieving both personal and professional success.

The Board Policy and Bylaws state: “It is the Board of Regents' policy that all University of Hawaii campuses offer a recognizable core of General Education based on a philosophy and rationale that are clearly stated... At a minimum, General Education introduces the content and methodology of the major areas of knowledge--the humanities, the fine arts, the natural sciences, and the social sciences.” The Board policy goes on to include competency in communication and quantitative skills, critical analysis of data and argument, and appreciation of cultural diversity. [[Board of Regents Policies and Bylaws - Chapter 5 Academic Affairs](#)]

The College is dedicated to a carefully considered general education philosophy. As stated in the catalog:

“Honolulu Community College believes in unlimited human potential. General Education is a process whereby lifelong learners grow and fulfill that potential. General Education supports individuals in the quest to become whole, complete persons by encouraging development in areas such as thought, communication, ethical deliberation, creativity, feeling, empathy, adaptability, and awareness. General Education provides foundation skills necessary for successful living in the ever-changing, global environment.

In addition to encouraging uniqueness and personal development, General Education provides the commonalities which enable us to collaborate and achieve community. Indeed, as we face the challenges inherent in human existence, General Education is a key to solving the problems of survival for individuals, communities, nations, and the species.”

In Spring 2012, after college-wide review and discussion, the Faculty Senate Executive Committee passed an expanded General Education Policy that states:

“The Honolulu Community College General Education curriculum has comprehensive learning outcomes and ensures that students are able to meet these outcomes. These outcomes include the development of:

- a) Understanding the basic content and methodology of major areas of knowledge, including humanities and fine arts, natural sciences, and social science.*
- b) Skills necessary to be a productive individual and lifelong learner, which include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the acquisition of knowledge through a variety of means.*

- c) *Qualities necessary to be an ethical human being and effective citizen. These include an appreciation of ethical principles, civility and interpersonal skills, respect for cultural diversity, historical and aesthetic sensitivity, and the willingness to assume civic, political and social responsibilities locally, nationally and globally. “*

LIBERAL ARTS General Education: In 2002, a UHCC Liberal Arts task force met and developed general education competencies, referred to as hallmarks, for written communication, mathematical/logical reasoning, global/multicultural perspectives, humanities and arts, social sciences, natural sciences, ethical deliberation and oral communication. These hallmarks are the basis of the current Liberal Arts course SLOs and Program Outcomes. [[Associate in Arts Task Force Report - Fall 2002](#)]

General Education requirements for the Liberal Arts AA degree at HCC are grouped into four main areas: **Foundation, Diversification, Focus requirements** and an **Oral Communication requirement**.

The **Foundation** requirement is intended to give students skills and perspectives that are fundamental to undertaking higher education. Foundations courses teach written communication skills, symbolic reasoning or global and multi-cultural awareness. The **Diversification** requirement is intended to assure that every student has a broad exposure to different domains of academic knowledge in order to aid students in realizing self-sufficiency, personal and professional fulfillment, and to be positive contributors to their community and world. Courses are grouped under The Arts, Humanities, Literature and Languages, Natural Sciences (which includes the Biological and Physical Sciences), and Social Sciences. The **Focus** requirements identify three skills and discourses essential to General Education: writing; ethical analysis and deliberation; and Hawaiian, Asian, and Pacific issues. Any course in the curriculum may be identified as a Focus course if it meets the criteria and is approved by the General Education Board. **Writing Intensive Focus (W)** courses are designed to increase a student’s writing proficiency. **Hawaiian, Asian, and Pacific Issues Focus (H)** courses are designed to increase a student’s understanding of Hawaiian, Asian, and Pacific issues and to foster multicultural understanding and respect. **Contemporary Ethical Issues Focus (E)** courses are designed to give students tools for the development of responsible deliberation and ethical judgment. The **Oral Communication** requirement is designed to improve a student’s proficiency in oral communication. [[College Catalog](#)]

CAREER and TECHNICAL EDUCATION (CTE) General Education: The College Policy states that two components comprise the minimum General Education requirements for all AS, AAS, and ATS degrees:

- General Skills (6 credits minimum), include basic competencies in written communication and computational skills. Students would need to master these skills on a level higher than that of the Learning Foundations competencies. Students placing in college level English (ENG 100) or Math (MATH 100) would have other options, including oral communication, or logical reasoning.

- General Education (9 credits minimum), including competencies in Natural Sciences, Social Sciences and Humanities and Fine Arts.

The policy further states that the college will implement new options for ways in which the General Education component of CTE programs can be met. These options include an updated set of categories and hallmarks, as well as alternative means of meeting the requirements of each of those categories. [[General Education](#)]

The General Education Review Working Group met in October and December 2010 to review and revise the General Education requirements for CTE programs, address areas where the College did not meet Accreditation Standard criteria, and address findings of the Underprepared Student Task Force.

General Education Review Working Group Summary Notes 10/1/2010, 10/22/2010, 12/3/2010.

[Taskforce for Underprepared Students: Fact-Finding Visits](#)

[Recommendations Approved by FSEC - April 23, 2010](#)

Three Town Hall meetings were held in January 2011 to discuss the draft documents circulated by the General Education Working Group. Formation of a CTE General Education Subcommittee, consisting of Liberal Arts and CTE faculty and incorporated under the existing General Education Board, was recommended; categories, hallmarks and courses were drafted; the working group was reconstituted as a Committee on Programs and Curricula (CPC) subcommittee.

This CTE Gen Ed subcommittee met in April 2011 to discuss changes to the existing draft before circulating to University College and the CTE programs for input. The draft of General Education Hallmarks for CTE degrees was presented at the September 2011 CPC meeting. A report from the ad hoc subcommittee on General Education for CTE was presented at the October 2011 CPC meeting. A vote was taken at the November 2011 CPC meeting to approve seven General Education for CTE categories. Due to opposition from CTE program faculty, a subsequent vote was taken at the March 2012 CPC meeting to rescind the November 2011 vote. [[CPC Minutes](#)]

Dialog to update the CTE Gen Ed requirements is going forward. The CPC ad hoc subcommittee on General Education for CTE will continue to meet to address guidelines for assigning new courses to categories through the summer of 2012.

EVIDENCE:

[General Education for CTE: Notes from the First "Town Hall" - January 11, 2011](#)

[General Education for CTE: Notes from the First "Town Hall" - January 18, 2011](#)

[General Education for CTE: Notes from the First "Town Hall" - January 21, 2011](#)

[Minutes, CTE General Education Subcommittee Meeting - April 8, 2011](#)

[General Education SLOs \(Hallmarks\) for CTE Degrees \(Draft\) - April 25, 2011](#)

Report from the ad hoc subcommittee on General Education for CTE 10/28/2011

[Minutes, CPC - March 16, 2012](#)

General Education and Articulation Board: The General Education and Articulation Board [[General Education](#)] is composed of the main board with sub-boards for Foundation, Diversification, Oral Communications, each Focus area and a newly added sub-board, which monitors general education for the career and technical programs. The main board is composed of chairs from each of the sub-boards. Membership of the sub-boards is composed of LBART and CTE faculty members who teach courses and are considered experts in the respective sub-board areas.

Courses are approved as meeting specified general education core requirements by the appropriate General Education sub-board before being forwarded to the appropriate DCC and then the CPC for further approval. Each new course offered and each course applying for a Foundation, Diversification, Focus or Oral Communications designation or as meeting a specific CTE General Education requirement must adhere to a strict set of guidelines to ensure the content meets the learning outcomes and hallmarks set for the requirement.

For the LBART General Education Requirement, the syllabus must include SLOs that specifically address the agreed-upon hallmarks. The certification application must present specific strategies for achievement of these SLO's as well as a plan for assessing this achievement. Sub-boards work with individual faculty members applying for designation in helping them to understand, address and meet these criteria.

Courses are cyclically recertified based upon demonstration of the achievement of hallmarks/ SLO's and continuous improvement based upon assessment data. Currently all certified Foundations, Focus, and Oral Communications courses meet these criteria. There are 199 courses that currently have a Diversification designation. For a majority of existing courses, the certification occurred in 2001, and was approved en masse by the system-wide University Council on Articulation. In Fall 2010, HCC's Diversification Board established a process for working with faculty to re-certify courses in phases and established a 5-year re-certification cycle. The Board chair sends periodic reminders with re-certification updates and deadlines to the HCC instructional faculty. Lists of diversification-approved courses and courses needing re-certification are posted on the Intranet, under the General Education section. As of February 2012, of a total of 201 courses, 68 courses have been recertified. The board is working diligently with the faculty to achieve recertification of the remaining 133 courses by the end of the current year.

EVIDENCE

[General Education](#)

[Minutes, CPC – November 18, 2011](#)

Articulation of LBART General Education Core: The General Education Board has been given authority by the FSEC to negotiate and draft articulation agreements with other UH System institutions regarding any General Education course. System-wide articulation agreements have been reached and successfully implemented for all common general education courses. Subsequent to UH-Manoa's decision to move their Ethics and Oral communication requirements to the 300 level, these courses are no longer articulated. We remain committed to these requirements and are hopeful that this may change in the future. In the meantime, these courses can be accepted as electives if transferred and most often meet diversification requirements at both HCC and transfer institutions.

Specific articulation issues, including those involving course to course articulations or courses fulfilling major requirements, are handled by the system-wide University Committee on Articulation. Further, as noted below (II.A.6.a), the Vice Chancellor of Academic Affairs works closely with the Articulation / Matriculation Officer (counselor) on the development of new articulation agreements and pathways, works to resolve articulation errors across the system and to monitor and renew these agreements prior to the expiration date.

Assessment of LBART General Education:

The Written Communication Foundation Requirement: This requirement is currently satisfied by English 100. For several semesters, Language Arts faculty teaching the required English 100 (Composition) classes were asked to have students complete pre- and post-tests using the Knowledge Survey designed by the Language Arts faculty. This Knowledge Survey contains the essential expected learning outcomes (as developed by the UH System and the Language Arts Department) associated with the basic English Composition course. The faculty has used these results to identify ways to improve student learning including analyzing their own class results and sharing written summaries of their conclusions with each other. Initial findings and discussions led the department to identify the need for an English 100 exit exam. In Spring 2008, English 100 faculty again met to analyze and discuss cumulative results for three semesters. Resulting analysis led to the establishment of several goals, including a mutual commitment to increase emphasis on writing and research techniques for research essays. Another departmental goal established in response to assessment of student learning was to increase the amount of instructional time on use of word processing as well as increased use of computer lab time. The language of the English 100 SLOs was refined to ensure students understood their intent. In Spring 2011 ten sections of English 100 used MyWritingLab.com by Pearson Publishing as part of a grant to help further standardize the specific grammar taught across sections of English 100. Faculty participating in this grant were pleased enough with the results that all sections of English 100 are using

MyWritingLab.com as part of our standardization of grammar content and for further English 100 assessment efforts as well.

EVIDENCE

[English 100 Knowledge Survey - Spring 2009](#)

[ENG 100 Knowledge Survey Cumulative Report - Spring 2009](#)

Cross-Discipline Discussions: In Spring 2009, an embedded assessment project was carried out as English department faculty read and analyzed a sampling of writing assignments of students in English 22, English 100, and ESL courses. This initial embedded assessment effort was very successful, leading to greater awareness and energized and productive discussions among faculty regarding different writing tools and assignments, and enabling them to share and learn more about the variety of ways colleagues assess student writing. They have also discussed the use of the standardized “exit exams” for English 22 and English 100 to assist with grammar, information literacy skills, and critical thinking skills.

English courses that are partnered with other courses as part of the Learning Communities initiative undergo an additional level of assessment and analysis. In Spring 2009, the University College Dean asked the Assessment consultant carrying out many of these knowledge surveys to prepare a brief report on the overall ‘value added’ indicated by student perceptions in the pre- to post-test surveys for English 100. The results strongly indicated that students gained significantly in their confidence in understanding SLO measures—an impressive indication of success in teaching students fundamental, foundational writing skills.

EVIDENCE

[Sample of Value Added Learning Outcome Gains – Calculated From Knowledge Survey Pre and Post-Tests](#)

Symbolic Reasoning Foundation Requirement: Students fulfill their symbolic reasoning requirement through taking one of a number of math courses, or logic (offered by the Philosophy faculty.) For all courses questions on surveys and exams are aligned with hallmarks and designed to measure achievement of course SLOs. Departments meet every 3 to 5 years to evaluate survey results and scores on SLO questions. Groups discuss strategies for how to cover SLOs and possible modifications of SLOs.

In all sections of Philosophy 110 (Introduction to Logic), assessment through use of pre- and post-course knowledge surveys effectively measures student confidence in learning of course SLOs. In addition, instructors have carried out collective analysis of student performance on final exam questions, and the instructors in this discipline routinely discuss curriculum in the lights of the SLOs and knowledge surveys. The instructors in this discipline have also participated in knowledge survey comparisons between on-

campus courses and distance education offerings.

The Math department faculty is using embedded questions on exams for assessment of the achievement of SLO's, which were previously mapped to the Foundations hallmarks. They are tracking the points earned for each embedded question to determine whether or not students are meeting the established minimum of 70%. The hallmark applications for Math100 and Math115 are finished and those for Math135 are close to completion. Instructional faculty are now working to implement the same assessment strategy into all Math courses by providing example questions and articulating their correspondence to hallmarks and SLOs. It is planned that every 3 to 5 years appointed liaisons will summarize all collected tabulations and discuss the summary at a meeting of the mathematics department. Strategies in the ways that SLOs can be covered, or whether or not an SLO should be modified, will be discussed.

Global / Multicultural Perspective Foundation Requirement: For several years, instructors teaching the World Civilizations courses (HIST 151, HIST 152) have carried out individual course assessment, including instructor-specific knowledge surveys carried out periodically, as well as use of embedded analysis of student results on exam questions. Since spring 2009, there has been a common Knowledge Survey instrument evaluating student confidence in learning common course SLOs, as well as specific content and thematic topics. This survey is used by all History instructors, allowing for longitudinal comparison across different semesters and years, as well as enabling cumulative results for the entire department. Instructors teaching online History 151 and History 152 classes can also evaluate student learning outcome results in their face-to-face classes compared to online versions of the class, and use those results to improve in both formats.

A 'value added' review was conducted in 2009 by the College's Assessment consultant, reviewing results from the cumulative World Civilizations I (HIST 151) results. In terms of student confidence in knowledge of core SLOs, the difference from the pre- to post-tests was impressive, indicating significant gains in student understanding of core concepts and historical themes.

The History Department met in fall 2012 to further discuss assessment of the World Civilization courses. To supplement what was learned from Knowledge Surveys, they decided to carry out an embedded assessment. Everyone included a question in our his or her exam or final projects related to an SLO for History 151 and History 152. They will be meeting after Spring Break to assess the results of student responses to these embedded questions, and to utilize this as the basis for departmental discussion about the pedagogies and topics covered by individual instructors.

EVIDENCE

[History 151 Knowledge Survey - Spring 2009](#)

[History 151 Knowledge Survey Cumulative Report - Spring 2009](#)

[Sample of Value Added Learning Outcome Gains – Calculated From Knowledge Survey Pre and Post-Tests](#)

Results of 2011 Embedded Assessment: Will be posted later in Spring 2012

Diversification Courses: The A.A. Diversification requirement requires students to take an array of courses across all the Liberal Arts disciplines, so assessment of this part of degree learning requires classroom- and department-based assessment. Such assessment and explicit identification of student learning outcomes and assessment methods are part of current certification/recertification process described above. Faculty has developed a variety of activities to measure achievement of course SLOs. These include quizzes, exams testing fact-based and conceptual knowledge, completion of class or studio or laboratory projects, essays, and knowledge surveys. Faculty use results from these activities to modify and improve delivery of courses.

The general College student evaluation form assessing instructor pedagogy and effectiveness is increasingly being administered online, which increases the number of students participating and invites much more extensive and useful comments. In Fall 2010, 237 classes conducted end of the semester student evaluations. Results from these evaluations are provided to individual faculty.

Writing Intensive (WI or W-focus) Focus Requirement: Faculty teaching Writing Intensive courses have been carrying out different forms of assessment, and carrying out analysis of and response to these assessment findings for several years.

Surveying Students: Every semester, all instructors teaching WI courses are required to conduct a student survey. For several semesters, the primary focus of this survey was to monitor the rigor of the class, to ensure that the instructor was meeting the hallmarks in terms of things such as amount of formal writing required and degree of interaction between instructor and students. Individual instructors receive these reports and used them to determine whether and how they can strengthen their course. The WI Coordinator also receives these reports, and if necessary follows up with individual instructors to ensure skills hallmarks are being met in the class.

In Spring 2009, it was decided to use this regularly conducted survey to also gauge student confidence in key writing skills. Thus in addition to ensuring the integrity of the course structure, the surveys directly assessed the learning that students felt they received in key areas of writing mastery. Individual instructor reports as well as the cumulative report for the WI Coordinator were generated. This gauging of student confidence was useful in identifying general strengths and weaknesses in learning of writing skills. For example, based on the 2009 results, ability to utilize appropriate citation skills and confidence in mastery of grammar were areas where WI faculty felt they needed to work to further improve skill development.

EVIDENCE

[WI Student Evaluation Data and Summary Report, Spring 2008](#)

[WI Student Evaluation Data and Summary Report, Spring 2009](#)

For several years, the WI faculty have carried out a periodic embedded assessment. The latest round of embedded assessment was completed in Fall 2011 and the WI faculty met in February of 2012 to discuss the results. The process of carrying out embedded assessment has been refined several times over the years to make the process more effective and revealing. This assessment is done of writing samples of students near to graduation, so is intended as an assessment of success in producing graduates who have gained requisite writing skills, as intended by requiring the completion of at least two Writing Intensive courses. A rubric was established and the numerical results of all reviews are input, generating an overall report of student performance. The rubric evaluations are then analyzed, shared with the WI faculty, broken down by discipline, and discussed at WI faculty meetings. The results of embedded analysis of student writing skills are discussed at a meeting of all WI teaching faculty. These meetings have been markedly productive, providing a forum in which instructors discuss common concerns in student writing, and identify agendas for improving individual instruction as well as the WI program as a whole. Out of these WI analysis meetings, initiatives and action steps have been identified and implemented. For example, faculty have developed plans to create a common style sheet of marking symbols to help with consistency of feedback to students; identified the most common writing problems to create a basis for ongoing discussion and sharing of solutions; addressed weaknesses in student preparation and skills in writing research papers; and proposed the creation of a WI instructor handbook. Pedagogical interchange has included fruitful discussion of topics such as the degree to which WI classes (as a whole) are addressing the hallmarks, the degree to which instructors should do copy-editing for students as part of instruction and learning, how to better communicate with students the utility and value of writing well as an overall learning goal, and how to respond to the continuing concern over plagiarism.

The WI coordinator also prepares an annual report to be shared with counterparts at the system level, in accordance with articulation agreements and as a basis for system-wide discussion, assessment and improvement.

EVIDENCE

[Imbedded Assessment Rubric Results and Report](#)

Certification: At the Spring 2009 meeting of the WI faculty, it was agreed that new courses would be certified for a three-year period, and that subsequent re-certification would be good for a five-year period. A staggered cycle was established to ensure that all WI courses offered will carry current up-to-date certification. The process of certifying and recertifying courses as meeting the WI requirement explicitly assert and require that all instructors carry out individual assessment in addition to the cumulative efforts of this Focus group. Instructors are required to report on how assessment of student learning

outcomes is being carried out, and how assessment results have led to any efforts (if needed) to modify the course.

EVIDENCE

[Application for Recertification of a Section of a Course as Writing-Intensive](#)

Contemporary Ethical Issues (E-Focus) Focus Requirement: Instructors teaching E-Focus courses are carrying out assessment activities that ensure courses are structured to meet the degree hallmarks, as well as evaluate student learning in relation to Focus and course-related outcomes. Students in all E-focus courses are surveyed each semester to evaluate whether the course content and pedagogy fulfill the system hallmark objectives for the E-focus requirement for the A.A. degree. The results of E-focus surveys are reported to the E-focus chair as individual faculty reports as well as a cumulative report. Instructional faculty members are also provided individual reports each semester. If results indicate that the hallmarks are not being met, the E-focus chair follows up with the faculty to remedy the situation and help in reaffirming the rigor of the course. All E-focus instructors meet periodically to review cumulative results and to revisit and revise, as necessary, the Focus mission, evaluation, and certification processes. Meetings leading to revisions occurred in Spring 2005, Spring 2006, Fall 2007, Spring 2008, Spring 2010 and Spring 2012. Results of these surveys were discussed and analyzed by instructors. E-focus instructors carried out a review of their assessment methods and, as a result, designed a new evaluation instrument.

In addition, as part of the 5-year certification cycle, faculty must present their own individual assessment strategies and data regarding student achievement of hallmark SLOs, as well as detail course improvements made in response to assessment results. In fall 2011 all E-Focus courses were recertified by the E-Focus sub-board and two new E-Focus courses were added. After reviewing the applications and the data from the evaluation instruments as well as the chair's summary reports from each semester, the board unanimously agreed that the faculty had met all requirements and were, in fact, exceeding the expectations of all hallmarks. These assessment activities ensure the integrity of this Focus requirement. Instructors are certified and recertified based on student assessment of class pedagogy and learning taking place.

EVIDENCE

[E-Focus Courses & Board](#)

[Application for E-Focus Designation or Recertification](#)

Minutes, E-Focus Meeting - Spring 2009

[Minutes, E-Focus Meeting - Spring 2012](#)

[Minutes, E-Focus Meeting - April 9, 2008](#)

Hawaiian, Asian and Pacific Issues (HAP-Focus) Focus Requirement: In Fall 2007, HCC joined the University of Hawai'i HAP multi-campus agreement, while simultaneously discontinuing the H-Focus Board and establishing the HAP-Focus Board at the College. Approved HAP-Focus courses fulfill the HAP-Focus graduation requirement for the A.A. degree at HCC and UH-Manoa's baccalaureate requirements.

Prior to Fall 2007, assessment of HAP-Focus courses was administered by individual instructors with a paper-and-pencil version of a student survey. In Fall 2007 the first online HAP-Focus survey instrument was developed and administered to all students enrolled in HAP-Focus courses. Students are surveyed to evaluate how well course content and pedagogy fulfill system hallmarks for the H-Focus requirement for the A.A. degree. Online surveys have been administered regularly since going online. A summary report of aggregate data is held by the HAP Board Chair, and individual course survey results are sent to each instructor for individual course assessment. The aggregate results are made available to the UH HAP multi-campus group when it meets annually. The UH multi-campus group may also request to review an individual course, particularly a new course, to ensure it is meeting the hallmarks of the HAP multi-campus agreement and SLOs.

In Spring 2012, the HAP committee developed a framework to further analyze HAP course assessments and a plan to enhance or maintain the current assessment tools utilized. They have requested from help from the assessment specialist to begin to review and formulate this plan.

EVIDENCE

[HAP-Focus Courses & Board](#)

Speech Requirement: Until Fall 2009, Honolulu Community College maintained an O-Focus requirement for the A.A. degree. This was: a) in spite of the fact that UH-Manoa only recognizes O-Focus courses taken at the 300- or 400-level as meeting graduation requirements, and b) because faculty felt some form of Oral Communication mastery was an important requirement. Acknowledging the resulting confusion for students, the 2008-2009 Committee on Programs and Curricula (CPC) approved a change in A.A. program requirements that will retain this requirement, but make it a general graduation requirement rather than a Focus requirement. This change is formally reflected in the 2010-2011 and subsequent college catalogues.

Students in all Oral Communications courses are surveyed to evaluate student achievement of system hallmark SLOs for the Oral requirement for the A.A. degree. In all of the courses in this Focus area, the instructor receives individual reports of student responses regarding confidence in achieving the course SLOs. This report enables instructors to make course-specific modifications if necessary. A cumulative report that includes responses from all students taking classes in that focus area is provided to the Focus area coordinator. This report serves as the basis for evaluating student success in

meeting SLOs for this component of the A.A. degree. Discussions among instructors of these classes are continuing, and help to identify areas where all instructors can contribute to the improvement of the program.

All sections also conduct knowledge survey assessments every semester. Individual reports are sent to individual faculty. A cumulative report is issued to the Oral Communications chair and shared with all Speech faculty, as well as members of sub-board. The numerical results are analyzed, as are trends based on comparison with previous semesters. Speech faculty and those on the board also analyze reasons for successes and weaknesses in student responses, as well as identifying action steps to improve overall student results, for example, refining course descriptions in the catalog. The Board has responded with recommendations to improve consistency across all sections, as well as possible changes to hallmark specifications.

In addition, the Speech faculty has implemented pre-test/post-test measures to assess student knowledge of interpersonal communication and public speaking principles. Further, these same items are addressed in the final examinations for all Speech classes. Finally, the Speech faculty has recently piloted a new assessment strategy to establish consistency in evaluating student achievement of SLO's. Every three years, beginning in 2010, faculty will randomly select two students from a colleagues class and evaluate their final speech using his or her own evaluation instrument and by a collaboratively developed rubric. Faculty meet to compare results and to make adjustments and improvements where needed.

EVIDENCE

[O-Focus Student Evaluation Data and Summary Report - Spring 2009](#)

Assessment of CTE General Education:

Students seeking a degree in a CTE Program (AS, AAS or ATS) are required to complete at least 15 credits of General Education courses. Requirements effective in Fall 2012 include One course each (6 credits) required in the Skills areas of Communication and Quantitative or Logical Reasoning. Three courses (9 credits) are required in the areas of Natural Sciences, Social Sciences, and Humanities and Fine Arts. [[College Catalog](#)]

Hallmarks: Courses that satisfy the requirements identified above are certified as having SLOs that align with hallmarks for a given category. These may include either courses from the Liberal Arts disciplines that have met Diversification or other criteria (see above), or courses from CTE programs the SLOs of which align with hallmarks. Guidelines and application forms are available online. [[General Education](#)]

Assessment: Methods utilized by CTE programs to assess student achievement of program SLOs include Portfolio/Final Project, Industry Certification, Performance Exams, Practicum/Internship, Course Mapping, Graduate Survey, and Tracking Student Employment.

Mapping course SLOs to general education hallmarks provides the basis for re-evaluation of general education courses in the CTE programs. Mapping has resulted in revisions to curriculum and/or sequencing for some courses; SLOs and accompanying assessment measures for these identified courses continue to be updated in 2012 via the DCC and CPC review and approval process.

EVIDENCE

[Accreditation Focused Midterm Report \(Page 84\) - October 15, 2009](#)

[CPC Minutes](#)

[General Education for CTE: Notes from the First "Town Hall" - January 11, 2011](#)

[General Education for CTE: Notes from the First "Town Hall" - January 18, 2011](#)

[General Education for CTE: Notes from the First "Town Hall" - January 21, 2011](#)

[General Education - HCCP # 5.213](#)

Report from ad hoc subcommittee on General Education for CTE to CPC, 10/28/2011

Self Evaluation

The College meets the standard.

However, while the General Education component of the CTE programs was previously deemed to be sufficient, there was growing concern among faculty and administration that a review of this requirement for CTE, unchanged for more than three decades, was warranted to better ensure more rigorous compliance with ACCJC standards. This was the impetus for the committee work that followed.

Next steps identified by the Town Hall meetings in 2011 included mapping course to program SLOs to align CTE courses with General Education hallmarks as had been done by the Tech 1 and Tech II divisions; meeting hallmarks with content embedded in existing CTE programs; needs assessments by individual programs and how they will be met. Since potential program and curriculum changes will be involved, further work will be coordinated by the Committee on Programs and Curricula (CPC).

Actionable Improvement Plans

No action is required for the Liberal Arts Program.

The CTE programs must continue to review, revise, and update their General Education component.

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

LBART General Education: There are comprehensive SLOs for all General Education courses in the major areas of knowledge that ensure an understanding of their basic content and methodology. As described in II.A.3 above for the LBART degree, the College's Diversification requirements for the LBART degree include courses in the humanities, fine arts, the natural sciences and social sciences. Courses in fine arts include Art, Theater, Music, Speech, and Hawaiian Studies. Courses in the humanities include American Studies, Asian Studies, Hawaiian Studies, History, Philosophy, and Religion. Courses in the natural sciences include courses in the biological sciences: Biology, Botany, Microbiology, Zoology and Science, as well as courses in the physical sciences: Astronomy, Biochemistry, Chemistry, Geography, Meteorology, Oceanography, and Physics. Courses offered in the social sciences include Anthropology, Economics, Hawaiian Studies, Political Science, Psychology, Sociology and Women Studies. The A.A. degree is essentially all General Education.

CTE General Education: CTE students can select courses in the humanities and fine arts that include classes in American Studies, Art (studio or history), Asian Studies, Hawaiian Studies, History, Music, Philosophy, and Religion; this area may also include CTE program courses, when certified, in such areas as Communication Arts and Fashion Technology. Natural science courses included both the biological sciences (Agriculture, Biology, Botany, Food Science and Human Nutrition, Microbiology, Zoology and Science) and the physical sciences (Astronomy, Chemistry, Geography, Meteorology, Oceanography, and Physics.) Social science courses include Anthropology, Economics, Geography, Political Science, Sociology, and Women's Studies; this area may also include CTE program courses, when certified, in fields such as Administration of Justice, Family Resources and Social Work. [[College Catalog](#)]

Self Evaluation

The college meets the standard for the Liberal Arts program.

The College meets the standard for CTE programs. While 15 credits remains the minimum number for General Education, new requirements may provide for other means by which those may be satisfied, beyond course completion.

Tech 1 and Tech 2 faculty began mapping course to program SLOs and to General Education hallmarks in Fall 2008. Mapping, though not complete, has resulted in some revisions to curriculum and/or sequencing, and has provided the basis for ongoing re-evaluation of general education courses in the programs. [[Accreditation Focused Midterm Report - October 15, 2009](#)]

EVIDENCE

[Accreditation Focused Midterm Report - October 15, 2009](#)

SLO/PLO and SLO/Gen Ed Mappings

<http://home.honolulu.hawaii.edu/~sam/Mappings.html>

Actionable Improvement Plans

No action is required is required for the Liberal Arts program.

CTE programs should complete the mapping of SLOs to hallmarks and make program modifications as needed to ensure that the General Education requirements are met.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

LBART General Education: The General Education requirements for the LBART degree meet the requirements of this standard, as described in detail above. All Liberal Arts students must take an Oral Communications course as a requirement for graduation. Written Communications courses are also required. English 100 fulfills the Foundations requirement for written communication and is a pre-requisite, with a grade of C or higher, for two additional required writing intensive courses. The requirements for quantitative/logical reasoning are met in the Symbolic Reasoning Foundation courses and E-focus courses. In addition to computational skills, Symbolic Reasoning Foundation courses teach the concept of proof as a chain of inferences and application of formal rules or algorithms, hypothetical reasoning, and the use of appropriate symbolic techniques in the context of problem solving and in the presentation and critical evaluation of evidence. E-focus courses teach the application of logical and critical thinking, and the ability to recognize fallacious reasoning, to contemporary ethical issues. The Natural Sciences Diversification Requirements teach both scientific reasoning and quantitative reasoning; a broad spectrum of Biological and Physical Science courses fulfill the Diversity Requirements for graduation.

Information competency, computer literacy and the ability to acquire knowledge through a variety of means are emphasized across the curriculum. While these are not explicit requirements, these skills are embedded in the curriculum and developed and utilized as tools in many courses. In the Oral Communications courses SP 151, 251, and 253, students are taught research skills and how to discern the credibility of various types of print and online sources. They are also expected to learn how to use PowerPoint "appropriately" and "effectively" as a presentation visual aid medium, and they are expected to have knowledge of basic word-processing skills in order to submit their assignments in the proper format on Lulima. As detailed above, analysis of assessment

data by the Written Communication faculty led to the establishment of several goals, including a mutual commitment to increase emphasis on research techniques for research essays and the amount of instructional time on use of word processing as well as increased use of computer lab time. In addition, the language of the English 100 SLOs was refined to ensure students understood their intent. Numerous other required courses ensure that students can recognize when information is needed and are able to locate, critically evaluate and utilize that information. The array of courses required, the diversity of disciplines the students must be exposed to and the skills that must be acquired and demonstrated ensure that students have and can in the future acquire knowledge through a variety of means.

CTE General Education: The CTE General Education categories contain the courses necessary to meet the requirements of this Standard. However, whether or not all requirements are met may depend on courses selected, and mapping should be completed to determine the full extent to which a given CTE program provides a comprehensive grounding in General Education.

Oral and written communication:

All CTE programs require completion of at least one communications course (speech and English composition) and six programs require completion of both oral and written communication courses. As noted, students must place at the ENG 100 level to take a communications course other than a writing course.

Information competency:

CTE General Education courses support the development of a set of abilities engaging students to determine the nature and extent of information needed; access it effectively and efficiently; critically evaluate it and its sources; incorporate it into one's knowledge base; use it effectively to accomplish a specific purpose; and understand the economic, legal and social issues surrounding the use of it, and access and use information ethically and legally. These opportunities for seeking, evaluating, and managing information are specifically present in the language arts courses.

Computer literacy:

An introductory computer literacy course has been required by 12 CTE Programs; it may be certified for inclusion in a different category under the new General Education requirements for CTE. Additionally, many General Education as well as CTE courses require assignments that involve some aspects of computer literacy. A large number of computers are available to the students to allow them to complete their course work using word-processing, spreadsheet, database management, electronic presentation, and graphics software are available in multiple locations on campus for students to complete their course work.

Scientific and quantitative reasoning:

Application of quantitative reasoning and scientific inquiry and analysis are an integral part of the natural science and math courses. In addition to being imbedded in the curriculum of the major courses, all CTE programs require completion of a quantitative

or logical reasoning course. Fourteen CTE programs identified specific math courses which are relevant and required for graduation from their specific programs. Students must place at the MATH 100 level to take a course other than one involving computational skills.

Critical analysis/logical thinking:

Student-centered teaching methods such as problem-based, evidence-based, and inquiry learning promote critical thinking and self-directed learning. Opportunities for developing these thinking skills are present in math, philosophy, information and computer science courses.

Ability to acquire knowledge using a variety of means:

CTE students use information retrieval systems such as databases accessible by computer in writing classes. They depend on physical examination in Natural Science courses to supplement lectures and textbooks. They use software technologies to observe and analyze in math, chemistry and physics classes. CTE program courses may also offer opportunities for students to acquire knowledge through hands-on experience.

EVIDENCE:

[Association of College and Research Libraries Information Literacy Competency Standards for Higher Education](#)

[American Association of Community Colleges Position Statement on Library and Learning Center Programs](#)

SLO/PLO and SLO/Gen Ed Mappings

<http://home.honolulu.hawaii.edu/~sam/Mappings.html>

Self Evaluation

The College meets the Standard for the Liberal Arts program.

The College meets the Standard for CTE programs. The skills described in this Standard are interdisciplinary and not limited to specific courses. However, whether or not all requirements are met may depend on courses selected, and mapping should be completed to determine the full extent to which a given CTE program provides a comprehensive grounding in General Education. SLOs and accompanying assessment measures for CTE courses continue to be updated in 2012 via the DCC and CPC review and approval process to ensure more rigorous compliance with this Standard.

Actionable Improvement Plans

No action is required for the Liberal Arts program.

The CTE programs will continue to review, revise, and update their General Education component. CTE programs should complete the mapping of SLOs to hallmarks and make program modifications as needed to ensure that the General Education requirements are met.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

LBART General Education: Each of the desired attributes listed in the standard are addressed within the wide array of required General Education courses that satisfy the Foundation, Diversification and Focus Requirements for the LBART degree. Specifically, the College is the only community college in the UH System to require an E-focus course for the AA degree. Currently, several courses in Philosophy, Religion, Political Science, and Woman's Studies meet the E-focus hallmarks. These courses are designed to give students tools for the development of responsible deliberation and ethical judgment and to be effective citizens. All of these courses address civic, political and social responsibility. Civility and interpersonal skills are explicitly addressed by the SLO's in the Oral Communications requirement and implicitly in many other courses which emphasize group work and collaborative learning. The H-focus area requirement is designed to increase a student's understanding of these specific cultures and to foster multi-cultural understanding and respect for cultural diversity. Also, the Global and Multicultural Perspectives Requirement provide thematic treatments of global processes and cross-cultural interaction from a variety of perspectives. Currently, some Anthropology, History, and Religion courses meet these hallmarks. In addition, the College offers courses with a Service Learning component, which combine service to the community with student learning in a way that improves both the student and the community. These courses help promote civic responsibility.

As detailed previously, all the Diversifications courses must demonstrate that they specifically meet the hallmarks in their respective area and many of the above requirements are particularly addressed in these hallmarks. The Arts requirement is designed to foster an aesthetic responsibility as explicitly stated in the following hallmarks:

- uses the definitions, descriptions, and terminology of the visual arts, performing arts, or other creative arts;
- emphasizes the acquisition of practical and theoretical skills necessary to produce visual, performing, or other creative arts for primarily aesthetic purposes;
- develops creative abilities in which artistic conventions are applied and originality is sought.

The Literature requirement emphasizes cultural analysis and respect for cultural diversity with the following hallmarks:

- uses the terminology of literary and/or cultural analysis;
- involves the study of texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural analysis;
- demonstrates inquiry that is guided by qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural analysis.

Historical sensitivity is encouraged by our Humanities Diversifications requirement with the following hallmarks:

- uses the terminology of historical, philosophical, language or religious studies;
- involves texts, artifacts, concepts, processes, theories or issues of concern in these studies;
- demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies.

CTE General Education: The General Education categories for the CTE degrees contain the courses necessary to meet the requirements of this Standard. However, whether or not all requirements are met may depend on courses selected, and mapping should be completed to determine the full extent to which a given CTE program provides a comprehensive grounding in General Education.

Humanities and Fine Arts courses address historical and aesthetic sensitivity, and respect for cultural diversity. Social Science address civic, political, and social responsibilities. Both of these categories may also address ethical principles.

Self Evaluation

The College meets the Standard for the Liberal Arts program.

The College meets the Standard. The qualities of an ethical human being and effective citizen described in this Standard are interdisciplinary and addressed by specific course content as well as SLOs. SLOs and accompanying assessment measures for CTE courses continue to be updated in 2012 via the DCC and CPC review and approval process to ensure more rigorous compliance with this Standard.

Actionable Improvement Plans

No action is required for the Liberal Arts program.

The CTE programs should continue to review, revise and update their General Education component. The skills described in this Standard are interdisciplinary and not limited to specific courses. However, whether or not all requirements are met may depend on courses selected, and mapping should be completed to determine the full extent to which a given CTE program provides a comprehensive grounding in General Education. SLOs and accompanying assessment measures for CTE courses continue to be updated in 2012

via the DCC and CPC review and approval process to ensure more rigorous compliance with this Standard.

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

Descriptive Summary

Liberal Arts: The LBART program requires students to take an interdisciplinary core of General Education courses leading to an AA degree. Courses completed must be at the baccalaureate level and conform to the Foundation, Diversification, Oral Communications and Focus requirements outlined in the catalog and described above. LBART graduates may enter UH Manoa as a Junior.

LBART majors may also take courses that will prepare them for a particular major at UH Manoa and the other four-year colleges. These majors include Business, Nursing, Education, and Social Work. In addition Academic Subject Certificates are now being offered in a variety of disciplines including Hawaiian Studies, Asian Studies, and Psychology. The Academic Subject Certificates allow students to pursue a pre-major focused study in one core discipline. This provides students the opportunity to explore areas of interest prior to the junior year, expedite academic decision-making, and to receive a solid preparation for advanced studies in their area of interest.

CTE: The CTE programs at the college all specialize in one focused area of inquiry. There are 23 CTE programs that offer a wide array of technical skills. They include Carpentry Technology, Fashion Technology, Human Services – Community Service, Refrigeration and Air Conditioning Technology (RAC) to name a few.

Self Evaluation

The College meets the Standard.

The College's 25 programs offer the community a wide array of disciplines to meet the diverse needs of this culturally diverse state. The campus is proud of the specializations offered in the CTE programs—some of them unique in the state—and the established interdisciplinary core of general education content offered by the LBART program.

Actionable Improvement Plans

No action is required.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

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

Automotive Technology (AMT): The AMT program is a certified “Master” National Automotive Technicians Education Foundation (NATEF) Program. This indicates that this program complies with the training requirements set forth for all eight areas of automotive service and repair. It is one of a select group of automotive programs nationwide to attain this status. All faculty and staff are also Automotive Service Excellence (ASE) “Master Technicians” who have been certified in all eight areas of automotive service and repair by successfully passing ASE examinations. ASE testing is currently the testing platform used by the State to certify automotive technician competency.

Auto Body Repair and Painting (ABRP): The ABRP program is a certified National Automotive Technicians Education Foundation (NATEF) Program. It holds certification in the "Structural", "Non-structural", and "Refinishing" areas. It also imparts instruction gleaned from the I-CAR Education Foundation in-service curriculum into instruction. All faculty and staff are Automotive Service Excellence (ASE) certified.

Aeronautics Maintenance Technology (AERO): The AERO facility is an approved aviation maintenance technician training facility operating under Federal Aviation Administration (FAA) Air Agency certification standards that include airframe, power plant, and combined airframe and power plant ratings. It is the only such school in the Pacific Basin. Each element of the AERO curriculum meets Federal Aviation Regulations (FAR) Part 147 and prepares the student to successfully complete the FAA certification examinations.

Commercial Aviation (AVIT): The AVIT program is FAA-approved and in compliance with FAR Part 141. A combination of the program’s ground school courses and flight instruction courses prepares students to pass FAA exams in several areas: private pilot certificate, instrument rating, commercial pilot certificate, multiengine certificate, and flight instructor certificate.

Computing, Electronics, and Networking Technology (CENT): The CENT program, in conjunction with the Pacific Center for Advanced Technology Training, is a Cisco Academy, a CompTIA Training Center, a Microsoft IT Academy and a VMware IT Academy. The CENT curriculum prepares students for several certification exams: CompTIA A+, Cisco Certified Network Associate, Cisco Certified Network Professional, CompTIA Security +, VMware Certified Professional, and Microsoft Certified Professional certification exams.

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

Early Childhood Education (ECE): Students who complete coursework and practicum requirements for the various certificates and the AS degree in the ECE program earn credits and clock hours towards several national and state certifications and licenses, including the following: the Child Development Associate designation administered by the Council for Professional Recognition; teacher requirements for programs accredited by the National Association for the Education of Young Children; and teacher requirements for programs licensed by the State of Hawai'i Department of Human Services.

Fire and Environmental Emergency Response (FIRE): Students in the FIRE program who successfully complete a sequence of courses earn additional credits for completing basic recruit training for firefighting, which is required by agencies that adhere to the National Board on Firefighter Professional Qualifications (ProBoard) certification and/or the International Fire Service Accreditation Congress (IFSAC). This provides students with nationally recognized standards of competence that are recognized by firefighting and emergency response agencies in the U.S.

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

The Carpentry Technology (CARP), Electrical Installation and Maintenance Technology (EIMT), and Sheet Metal and Plastics Technology (SMP) programs prepare students for entry-level employment, including apprenticeship positions.

Self Evaluation

The College meets the Standard.

Many of the College's CTE programs are certified by the same institutions that award individual certification to the program's graduates. Therefore, the program faculty members feel confident that their curriculum adequately prepares the student for licensure.

Following up on the status of CTE graduates in fields that have licensing standards or requirements is more difficult, but the College is embarking on a process to more systematically connect with, and obtain information on, CTE graduates. Some programs attempt to directly monitor licensure exam results of their graduates since these results would give the program a definitive method of confirming that the program's SLOs have been achieved. Unfortunately, recent federal laws regarding student privacy rights have prevented licensing institutions from revealing exam results including general, non-

personal statistical information (e.g., percent of the College's graduates that have passed the licensing exam). Consequently, programs must rely on a mail survey of graduates to determine licensure success. The resources that each program can commit to this effort vary, as do the success of these efforts. For example, the EIMT program achieves a very successful 80% response rate to its mail survey, but most others have been less successful with only a 10% to 20% response rate. To assist programs in this effort, the VCAA has secured a Perkins grant to enable a counselor to track and maintain contact with recent CTE graduates. The grant was secured in Fall 2011, and work began in Spring 2012.

Some surveys have revealed that many graduates do not take licensure exams because their employers do not require it. For these employers, the College's degree or certificate is adequate proof of competency. Therefore, many program faculty members feel that if their survey reveals that graduates have acquired a job in a related field, then their program is a success.

Most programs maintain close contact with industry leaders both informally as well as formally through the Program Review process and through the program's Advisory Committee. These leaders are employers of many of the programs' graduates and therefore provide direct feedback on graduates' performance, including licensure success. A list of the CTE programs and their current advisory committees is located in the College catalog.

Actionable Improvement Plans

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

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary

The College catalog describes each program's certificate and degree requirements in terms of their purpose, content, course requirements, and expected SLOs. Recently revised individualized rack cards, displayed in the counseling office and at various recruitment events provide useful summaries of various degree and certificate options, are available for current and prospective students to take home.

SLOs are required by the CPC and the General Education Board and are published in the on-line catalog. The Curriculum Handbook requires that syllabus descriptions given to each class include SLOs consistent with those in the officially approved course outline.

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

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

Self Evaluation

The College meets the Standard.

The College catalog, the Curriculum Handbook, program rack cards and course syllabi contain the information required to meet this standard.

Actionable Improvement Plans

No action is required.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. The College catalog states the transfer-of-credit policies and guides the student as to what action must be taken to ensure transfer credits are accepted. The college maintains a large transfer database, which informs students and counselors. Transfer of credit requests for courses not yet in the database are forwarded by the counselors to the appropriate General Education sub-board or to the relevant individual faculty member for review. The general policy is to accept a course if at least 70% of its SLOs match a comparable College course. If the course is not described by SLOs, the course description or list of course competencies are compared to the College's course SLOs.

In addition, in Fall 2011, the college adopted use of the STAR, an online student advising tool. STAR for Students allows students to track their progress towards their current degree program. It also allows students to compare their courses against different degree programs and to drag and drop courses into their academic planner to check if they are on track towards graduation. Several reports are also made available to our CTE

students. These include Gainful Employment Reports, Certificate Programs to Workforce Ready data, and Completion to Work Reports.

Discussions and negotiations on articulation issues within the UH System take place within the University Council on Articulation (UCA). [[University Council on Articulation](#)] However, other system articulation committees are authorized to meet and form agreements. The College's General Education Board has been given authority to enter into negotiations with other UH system colleges. System wide articulation agreements have been reached for all common Foundations, Diversification and Focus courses. These agreements allow for immediate and unencumbered transfer of all courses. The Ethics Focus and Oral Communications requirements are a notable exception as discussed above. However, the College maintains its commitment to their inclusion in its general education core. The VCAA works closely with the Articulation / Matriculation Officer (counselor) on the development of new articulation agreements and pathways (as evidenced by the CENT, ECE and AD pathways to UH West Oahu and others discussed below), works to resolve articulation errors across the system and to monitor and renew these agreements prior to the expiration date. The Articulation counselor acts as the point person from the college with program faculty on this and other campuses. The VCAA / and or the Chancellor has final authority and responsibility to approve the agreements. The VCAA in the role of Chief Academic Officer attends system wide Chief Academic Officer meetings to coordinate overall system issues relating to articulation.

In addition, the College has entered into the system wide Automatic Admissions agreement. Any student, who is not enrolled in a 4-year institution and does not have a bachelor's degree, and who has 93% of their graduation requirements completed and 96% of their core requirements completed with a GPA of 2.0 or higher in the A.A. or A.S. in Liberal Arts, CENT, OESM or ECE, is given an automatic admission opportunity to any university in the system. The university will utilize its STAR system, which records all of the student's course data, to identify those graduating each semester from a community college and eligible for automatic admission into one of the system's three baccalaureate-granting campuses. These students will be notified that they have been admitted to the baccalaureate campus of their choice. To ease the transition, UH will also waive the application fee, allow for priority registration, and analyze student transcripts to help identify likely major(s).

The UH System has also instituted a Reverse Transfer Policy. The university will also identify students who transferred to a baccalaureate campus from a community college before receiving their associate's degree. Reverse transfer will provide an option for students to be awarded their associate's degree as they progress toward their bachelor's degree. If for any reason, they choose not to finish, they will have their Associate degree in hand. Receiving one degree may also encourage them to continue their course of studies.

Both the Automatic Admissions Policy and the Reverse Transfer Policy aim to “improve degree attainment in the state and allow the UH campuses to work together to help students achieve their academic goals.”

Articulation agreements for the CTE programs have also been developed. These include: Early Childhood Education with the University of West Oahu, Administration of Justice (AJ) with Chaminade University, Hawaii Pacific University and UH at West Oahu. AVIT with Galvin Flight Services Hawaii, CENT with Hawaii Pacific University and Mele with Belmont University in Tennessee. [[Progress Report on Student and Credit Transfer Within the University of Hawai`i](#); [Articulated Courses](#); [UHM General Education](#)]

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

EVIDENCE:

[Systemwide Academic Initiatives](#)

[Reverse Transfer](#)

[UHM General Education Articulation and Transfer](#)

[STAR](#)

[Transfer Credit Policy](#)

Self Evaluation

The College meets the Standard.

Based on the Transfer of Credit Policy and the Articulation Agreements achieved, the standard has been met. The College remains optimistic that lower level E-focus courses and Oral Communications courses may be accepted in transfer at UH Manoa in the near future.

Actionable Improvement Plans

No action is required.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Program review data is used to review annual program performance. Over the last four years, the College has “stopped-out” two programs that needed to completely realign the curriculum and SLOs. This occurs when indicators suggest that a program needs to undergo serious evaluation or re-vamping of curriculum and SLOs to meet the needs of the industry the program serves. For example, in Fall 2008, the MARR program underwent a stop-out based upon student enrollment numbers. The stop-out allowed for the program faculty to become engaged in and part of an external accreditation process. The review and adoption of a new program took a year of work. The launch of the new program in Fall 2009 resulted in a healthy program enrollment of 30 majors. As a further example, in Fall 2011, the college stopped out the Diesel program (DISL) in an effort to adopt the nationally accredited NATEF curriculum. The program dean is now in the recruitment stage of identifying a Diesel program faculty to lead that process. It is expected that the Diesel program will begin a new intake of student for Fall 2012.

On the rare occasion when such programs are eliminated or significant changes are made to the curriculum, the CPC reviews the program’s transitional plans to ensure that there is minimum impact on the student. In accordance with the Curriculum Handbook, an attempt is made to extend the existing second year curriculum for one year, or long enough to complete the onboard students without requiring additional courses. If it is not economically feasible to extend one year, and there are significant changes to a program’s curriculum, the CPC will review both the old and the new curriculum and determine if there are sufficient transitional prerequisite courses to allow the student to smoothly shift to the new curriculum without requiring an inordinate number of new courses. The CPC will require the program to account for the students who will be able to continue with the old curriculum and those who must shift to the new curriculum along with the additional courses they will be required to complete.

If it is not economically feasible to extend a program that is slated to be eliminated, students will be advised to transfer to another campus that offers a similar program, or change to another College program compatible with the student’s goals.

EVIDENCE:

[Curriculum Reference Manual](#)

Self Evaluation

The College meets the Standard.

Interviews with the College counselors indicate that past program transitions were relatively smooth and most students were satisfied with the outcome. In some instances, when the curricula for a program underwent significant changes, new students were initially not accepted into the program and continuing students were assisted in finding substitute courses to earn their degrees. Other options for these students included

transferring to another college or to another program at the College to earn their degree. For example, when AEC was revised to an AS degree program, students were offered the option to upgrade their under-100 Drafting level courses through credit-by-exam. Students who preferred to earn the phased-out Drafting Technology degree were allowed to substitute courses so they could graduate in a reasonable amount of time. The RAC program instituted substantial changes to their curriculum in Fall 2006. The program personnel instituted a plan that included the date the old curriculum would be terminated and when the new RAC courses would be offered in order to accommodate current students graduating under the old RAC requirements.

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

Planning Agenda

No action is required.

II.A.6.c. The institution presents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The College has taken major steps to ensure that it presents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, publications, and Web site. The college catalogue is the institution's primary means of communication. All course and programs changes undergo a rigorous review process as previously described in II.A.2. This process culminates with appropriate information being forwarded from the administration to those in charge of the current catalogue. Similarly, all changes made in college policies and/or procedures undergo an equally rigorous process of review by the appropriate governance bodies. This process also culminates with appropriate information being passed from the administration to those in charge of the current catalogue. The catalogue is meticulously reviewed and edited each year to ensure that all information is current and accurate.

The College website is maintained by the webmaster. Most information presented is drawn from the college catalogue. Any changes must be approved by those who maintain the catalogue. Any other information must be approved by the administration. For example the class availability for courses offered each semester undergoes several drafts and reviews by all concerned before being approved by administration for publication. All other statements and publications made by the College must align with the information published in the catalogue. The college has also developed and published a policy on "Social Media Site and/or Account Use and Management" to further ensure the

integrity and consistency of college communications both internally and externally. All of the Colleges external communications are reviewed and must be approved by the Chancellor's executive assistant.

EVIDENCE:

[Curriculum Reference Manual](#)

[CPC Minutes](#)

[General Education](#)

[Social Media Site and/or Account Use and Management - HCC # 2.211](#)

[College Catalog](#)

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

No action is required.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The policy on Academic Freedom is outlined in the *2009-2015 Agreement between University of Hawaii Professional Assembly (UHPA) and the University of Hawaii Board of Regents*. [Article IX](#) of the agreement ensures that the faculty members are entitled to the free pursuit and dissemination of knowledge. [[UHPA Faculty Contract](#)]

With this freedom, it is also expected that the faculty members conduct themselves in an honorable and ethical manner. In the agreement, under [Article IV](#) "Faculty Professional Responsibilities and Workload", the statement reads:

"In giving instruction upon controversial matters, Faculty Members are expected to set forth justly and without suppression the differing opinions of other investigators and in their conclusions provide factual or other scholarly sources for such conclusions. Faculty

Members should be careful not to introduce into their teaching controversial matters that have no relation to their subject.”

EVIDENCE:

[UHPA Faculty Contract](#)

Self Evaluation

The College meets the Standard.

The 2009-2015 UHPA Board Contract satisfies the Standard regarding academic freedom, and Article IV requires the faculty members to distinguish between personal conviction and professionally accepted views in a discipline. Faculty members must present data and information fairly and objectively.

Actionable Improvement Plans

No action is required.

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

Descriptive Summary

The policy on student academic honesty is found in the Student Conduct Code and is also included in the catalog. The Student Conduct Code addresses cheating and plagiarism, and gives several examples to clarify the terms. Furthermore the college policy on plagiarism is stated in most course syllabi. Each instructor is given several options in dealing with a suspected Student Conduct Code violation. If the student contests the instructor’s action, the incident is brought before the Dean of Student Services who will make a further investigation and determine the validity of the accusation and if additional action is required.

EVIDENCE:

[College Catalog](#)

[Student Conduct Code](#)

Self Evaluation

The College meets the Standard.

Planning Agenda

No action is required.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

The College requires conformity to several specific codes of conduct that apply to administrators, faculty, staff, and students. They are outlined in the catalog and include academic rights and freedoms of students, workplace non-violence, nondiscrimination and affirmative action, sexual assault and sexual harassment, illicit drugs and alcohol, tobacco use, lethal weapons, personal property and copyright infringements. These subjects are also addressed in the Student Conduct Code. College Policies are aligned with system policies.

In accordance with the Federal Drug-Free Schools and Community Act of 1989 and the Drug-Free Workplace Act of 1988, the College annually distributes a newsletter notifying all faculty, staff, and students of the policies regarding alcohol and drug abuses. The College does not have a code or policy to instill specific beliefs or worldviews.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plans

No action is required.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

The College does not offer curricula in foreign locations.

Self Evaluation

The Standard is not applicable.

Actionable Improvement Plans

No action is required.