

# **EXTERNAL EVALUATION REPORT**

Honolulu Community College  
874 Dillingham Blvd.  
Honolulu, HI 96817

This report represents the findings of the evaluation team that visited  
Honolulu Community College from October 15-18, 2018.

Gari Browning, Ph.D.  
Team Chair

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**Honolulu Community College  
Comprehensive Evaluation Visit**

**Team Roster**

**Dr. Gari Browning (Chair)**  
President/Superintendent  
Ohlone College

**Ms. Terry Exner (Assistant)**  
Faculty, Business Administration  
Ohlone College

**Dr. Meghan Chen**  
Dean, Library & Learning Services  
Mt. San Antonio College

**Ms. Susan Moses**  
Professor of Education  
College of Micronesia-FSM

**Ms. Georgine Hodgkinson**  
Professor of Communication Studies  
Cosumnes River College

**Dr. Henry Shannon (System Team Chair)**  
President  
Chaffey College

**Ms. Julie Sanchez (System Team Assistant)**  
Executive Assistant  
Chaffey College

**Dr. Cynthia Napoli-Abella Reiss**  
Art History Professor  
West Valley College

**Ms. Meredith Plummer**  
Chief Business Officer  
Copper Mountain College

**Dr. Sandra Stefani Comerford**  
Vice President of Instruction  
College of San Mateo

**Ms. Cheryl Vila**  
Director of Institutional Research & Assessment  
College of the Marshall Islands

**Dr. Marsha Gable**  
Vice President Student Services  
Grossmont College

## Summary of Evaluation Report

INSTITUTION: Honolulu Community College

DATES OF VISIT: October 15 to October 18, 2018

TEAM CHAIR: Gari Browning, Ph.D.

A ten-member accreditation team visited Honolulu Community College (Honolulu CC) October 15 to 18, 2018, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement to the Accrediting Commission for Community and Junior Colleges (ACCJC).

In preparation for the visit, the team chair attended a team chair workshop on August 2, 2018, and conducted a pre-visit conference call with the college on August 30, 2018. The entire external review team received team training provided by staff from ACCJC on September 5, 2018. Prior to the training, team members completed three assignments, identified areas and specific questions for further investigation, and provided a list of interview requests. This preliminary work allowed the team to discuss initial observations drawn from the ISER and supporting evidence during the training.

The evaluation team received the College's self-evaluation documents (ISER) and supporting evidence well in advance of the site visit. The report stated, and the team later confirmed, that there was broad participation in the preparation of the report with faculty, staff, administrators, and students having a role in its development.

The ISER addressed all Standards, Eligibility Requirements, and Commission policies. The College also prepared a Quality Focus Essay (QFE). While the team found that the ISER provided a helpful framework from which to ask questions about the College, team members found the report to consist of assertions regarding the standards and related evidence. Analysis in the report of how the evidence demonstrated that the College was meeting the standards was uneven, depending on the standard.

Honolulu Community College hosted an introduction reception in the afternoon of October 15. The reception was attended by key administrators, college leaders, and those who played major roles in the development of the ISER. The College offered a brief welcoming ceremony for the team on the morning of October 16.

During the visit, the chair met with campus leadership and key personnel, and team members met with approximately 60 students, faculty, classified staff and administrators in formal meetings, group interviews, and individual interviews. Some team members made informal observations of classes and other visited off-campus sites. Two open forums provided College

stake holders and community members an opportunity to meet with members of the evaluation team. Members of the system team, consisting of a Chair of Chairs and the chairs for each of the college teams, met with members of the Governing Board and system administrators. All system team members also interviewed the Vice President for Community Colleges collectively.

The team found the College was well prepared for the team visit and felt welcomed by the entire campus community. The opening ceremony was particularly meaningful for the team and provided insight into the College's sincere commitment to the Hawaiian culture. The outstanding support provided to the team during its visit was acknowledged by the entire team.

The team found that the College satisfies all Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team provided several recommendations for improvement. The team also identified several areas of outstanding practices and noted these areas through the commendations listed.

## **Major Findings and Recommendations of the 2018 External Evaluation Team**

### **Team Commendations**

#### **Commendation 1**

The team commends the College for its Hawaiian Center that expresses the college mission to serve the native Hawaiian community through perpetuating Hawaiian culture, language, and values in instruction, student support services, professional development, and community building. (I.A.1, I.A.3, II.C.4)

#### **Commendation 2**

The team commends the College on its apprenticeship and other career and technical training programs, for their high completion rates, strong business partnerships, and ability to respond to industry needs. Off-site facilities are well-equipped and provide interactive, hands-on training that results in employment opportunities for students. (II.A.14)

#### **Commendation 3**

The team commends the College for the innovative strategies of the office of student life and development and its commitment to student growth, validation in community building through extraordinary efforts that enhance student engagement, and strong leadership. (II.C.4)

#### **Commendation 4**

The team commends the College for its commitment to sustainability. The sustainability coordinator and committee, guided by the Honolulu CC sustainability implementation plan and the global strategic initiative for the UH system, continue to highlight and improve the sustainability and conservation of physical resources. (III.B.1)

#### **Commendation 5**

The University of Hawai'i Community College System is commended for its island-centered mission in identifying new programs, and for its successful system-wide implementation of technology across the system to support program planning and tracking in clarification of students' academic pathways. (IV.D.5)

### **Team Recommendations**

#### **Recommendations to improve Institutional Effectiveness:**

##### **Recommendation 1**

In order to increase institutional effectiveness, the team recommends that the College follow and communicate widely its recently approved UHCC Policy 5.304 on Regular Review of College Policies and Procedures and HCCSOP 1.201, Roles and Responsibilities of Committee Service. (I.B.7)

**Recommendation 2**

In order to improve institutional effectiveness, the team recommends that the College follow a participatory process to develop a comprehensive Facilities Master Plan that will assure access, safety, security, and a healthful learning environment. (III.B.2)

**Recommendation 3**

In order to improve institutional effectiveness, the team recommends that the College codify criteria used to approve faculty who teach online, provide training opportunities for faculty to meet those criteria, finalize the distance education handbook, and widely communicate the handbook contents. (III.A.2, III.A.14)

**Recommendation 4**

In order to increase institutional effectiveness, the team recommends that the College include distance education in its integrated planning and resource allocation processes. (I.B.9)

**Recommendation 5**

In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)

## **Introduction**

Honolulu Community College (Honolulu CC) was established in 1920 as the Territorial Trade School in Pālama. It became the Honolulu Technical School in 1955 before becoming part of the University of Hawai‘i (UH) system as a result of the Community College Act of 1964. In 1966, the Board of Regents approved the name Honolulu Community College and authorized the school to grant Associate in Arts and Associate in Science degrees.

Honolulu CC experienced rapid growth between 1966 and 1976 and has evolved into a comprehensive community college. The main campus, a short distance from the heart of Honolulu, offers instruction leading to a two-year Associate in Arts degree. Students transfer credits to achieve junior standing at four-year institutions within the state.

The College also offers Associate in Science, Associate in Applied Science, and Associate in Technical Studies degrees. Certificate programs in more than twenty Career and Technical Education areas are integrated with a general education core, helping Honolulu CC provide an educated workforce for the state. Students in programs at the institution’s other off-campus sites, including the Automotive Technology and Diesel Mechanics Facility, the Marine Education and Training Center, and the Airport Training Center also take courses at the main campus and have access to learning support services.

As one of seven schools comprising the UH Community College (UHCC) system, Honolulu CC is governed by a 15-member Board of Regents (BOR) and overseen by the UH system President. Overall leadership of the community colleges is provided by the Vice President of Community Colleges (VPCC), who reports directly to the UH system President. The VPCC delegates authority for the College to the Honolulu CC chancellor.

# Eligibility Requirements

## 1. Authority

The team confirmed that Honolulu Community College is authorized to operate as a post-secondary degree-granting institution pursuant to State of Hawai'i Legislative Authority 403A-103 and to award degrees and certificates appropriate for two-year institutions.

The College meets the Eligibility Requirement.

## 2. Operational Status

The team confirmed that the College is operational. The College provides educational services to about 13,266 students, including 3,563 credit students, 3,188 apprenticeship students, 1,251 Construction Academy students, and 5,258 Continuing Education students. Students also take classes towards certificates in career and technical education and workforce readiness fields. About 25% of the student population is enrolled in at least one distance education course.

The College meets the Eligibility Requirement.

## 3. Degrees

The team confirmed that a substantial portion of the College's educational offerings are programs that lead to a degree or transfer. Approximately 3,563 students are enrolled mostly in degree-applicable credit courses.

The College meets the Eligibility Requirement.

## 4. Chief Executive Officer

The College's chancellor was hired by the University of Hawai'i Board of Regents based on selection made by the Vice President for Community Colleges under UHCC Policy 9.210 Recruitment, Selection, and Appointment of Community College Chancellors. The current chancellor is highly qualified and has full-time responsibility to Honolulu Community College. By policy and directives, she possesses the requisite authority to administer board policies. She has served in this position since January 4, 2012, and does not serve as a member of the UH Board of Regents. Honolulu Community College informs the Commission immediately when there is a change in the chancellor.

The College meets the Eligibility Requirement.

## 5. Financial Accountability

The University of Hawai'i system, which includes Honolulu CC, annually undergoes an external financial audit, performed by Certified Public Accountants. The University of Hawai'i received an unmodified (unqualified) opinion related to the consolidated financial statements for the fiscal years ended June 30, 2017, 2016, and 2015. The audit is presented annually to the Board of Regents, and the audits are examined by UHCC and the UH offices,

as well. The University of Hawai'i also received an unmodified opinion in the "Report on Compliance with Requirements That Could Have a Direct and Material Effect on Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance." Based upon the external Audit Financial Statements and Internal Control Opinions, the institution meets or exceeds Fiscal Responsibility and Stability Standards. In addition to the Annual External Audit, the College uses internal auditors to ensure ongoing compliance with federal requirements.

The College meets the Eligibility Requirement.

## **Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies**

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards which address the same or similar subject matter. The evaluation team evaluated the institution’s compliance with Standards, as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
N/A	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The team confirmed that the College solicited third-party comments about the evaluation visit verbally through town hall meetings and online. The team found no third-party comments related to this visit.

### **Standards and Performance with Respect to Student Achievement**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers and, for programs in fields where licensure is required, the licensure examination passage rates for program completers.
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocate resources, and to make improvements.
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The College provided evidence that it has established institution-set standards for course completion and licensure passage rates for instructional programs. The College regularly assesses performance against set standards.

Institutional Set Standards were established by the UHCC. The College uses course completion as one of its performance measures. The College has set standards for degrees and certificates and job placement rates for program completers.

## Credits, Program Length, and Tuition

### Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

### Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

### Narrative:

The College's courses and programs are approved by its Committee on Programs and Curricula and are tested against the mandatory length, depth, breadth, rigor, course sequencing, time-to-completion, and minimum degree requirements. The College has student learning outcomes in every course, and these outcomes serve as the basis for grading and for the awarding of credit. UHCCP 5.228: Credit Hour defines a credit hour and identifies the process and evidence by which the University of Hawai'i Community College System ensures reliability and accuracy of the assignment of credit hours to activities earning academic credit. The College adheres to guidelines set forth in both Federal Code of Regulations section 600.2 and the UHCC policy defining a credit hour.

Tuition at the College is uniform per unit with fees established for labs and instructional material fees when required. The College does not offer any clock-hour based courses.

## **Transfer Policies**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

### **Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

### **Narrative:**

Transfer policies are appropriately disclosed to students and to the public. Board Policy (BP) 5.214: Student and Credit Transfer within the University addresses transfer of credits within the UH system. The College utilizes student learning outcomes as the basis of all transfer decisions. While no other patterns of student enrollment have been identified outside of Hawaii, the College does have articulation agreements with two private universities within Hawaii.

## **Distance Education and Correspondence Education**

### **Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<input checked="" type="checkbox"/>	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

<input checked="" type="checkbox"/>	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.

[Regulation citations: 600.2; 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.], 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

**Narrative:**

All online courses follow the same course outline as the traditional courses. The College utilizes Sakai (Laulima) as its online learning platform, and the College provides comparable support services for students taking distance education courses. Nearly 25% of Honolulu Community College’s students take at least one distance education class. The College has a new full-time Distance Education Coordinator, a full-time technology coordinator for DE faculty, and a full-time Distance Education Librarian to support faculty and students. Evidence of regular and substantive contact in online courses was verified. The College uses unique user names and passwords, in-person proctored exams in the Testing Center, and an electronic proctoring platform, ProctorU, to authenticate students taking online courses.

**Student Complaints**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous six years (since the last comprehensive

	evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The College has clear student concern and complaint processes which are included in the catalog and via a link on the College's website. Student complaint files are logged and kept in the Office of the Dean of Student Services and show accurate implementation of policies and procedures. The College website contains an accreditation link, which provides contact information for complaints to ACCJC and provides information on the College's status, self-evaluation, and annual reports.

**Institutional Disclosure and Advertising and Recruitment Materials**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as

	described above in the section on <u>Student Complaints</u> .
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[Regulation citations: 602.16(a)(1)(vii); 668.6.]

**Conclusion Check-Off (mark one):**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

**Narrative:**

The College provides clear information regarding its student recruitment materials on the website and in various publications, including the College catalog and class schedule. These materials are used throughout the College by outreach staff, off-site centers, and high school programs. These publications include information about the College’s programs, locations, and policies on admissions and enrollment. The College’s accreditation status is noted on the website.

**Title IV Compliance**

**Evaluation Items:**

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
<input checked="" type="checkbox"/>	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
<input checked="" type="checkbox"/>	The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
<input checked="" type="checkbox"/>	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

**Conclusion Check-Off:**

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

**Narrative:**

The College demonstrates compliance with Federal Title IV regulations, and USDE requirements.

## Standard I

### Mission, Academic Quality and Institutional Effectiveness

#### I.A. Mission

##### General Observations:

Honolulu Community College's mission statement can be found on the College's website, in its catalog, and on posters around campus. The mission and core value statements clearly describe the institution's educational purpose, intended student population, commitment to student learning and achievement, and the types of degrees and other credentials it offers. Policies and structures are in place to assess how effectively the College is accomplishing its mission. The mission is centrally regarded in the College integrated planning policies and documents. Through its Integrated Planning, Resource Allocation, and Assessment policy, the College ensures that its programs and services are aligned with its mission. The College has institutional goals on student learning and achievement. The College has a systematic and periodic mission review process.

##### Findings and Evidence:

A review of Honolulu Community College's mission statement shows that it defines the institution's purpose and the student population it serves. It also describes the types of degrees, credentials, and certificates that the College offers, and demonstrates the institution's commitment to student learning and achievement. The College's educational purpose is to "provide[s] educational opportunities through an engaging learning environment that values academic excellence and personal growth." It offers degrees, credentials, and certificates in the "career, liberal arts, technology, transfer and professional training programs" to its intended population of "students with a *Kuleana* (responsibility) to Native Hawaiians," and to its community. The College asserts that it is committed to student learning and achievement by providing education that supports the personal growth of all students. Similar important elements of the mission are described in the College's five core values statements, which commit the College to being student-centered and student-focused, to fostering community and industry partnerships, to supporting the Native Hawaiian community, to creating a culture of sustainability, and to maintaining an equitable multicultural environment. The mission is also expressed in the College's Educational & Strategic Plan 2016-2021 goals. In addition, the College Institutional Learning Outcomes (ILOs) describe the core competencies of the students it serves upon completion of degrees, credentials, and certificates. (I.A.1)

Discussion with committee members, employees, and students revealed that the College mission mirrors the College's commitment to student learning and student achievement for its Native Hawaiian students and the community. (I.A.1)

The College uses data to determine how effectively it is accomplishing its mission by requiring all department, instructional, and student services units to analyze their programs, services, and learning/service area outcomes through the Annual Review of Program Data. The units analyze a system-approved set of Quantitative Performance Indicators, including distance education indicators for completely online classes, to determine the program's Overall Program Health. The units also undergo a more comprehensive, five-year program review. (I.A.2, I.B.5)

With the assistance of the recently-hired Institutional Assessment Specialist, the College collectively reflects on student learning and addresses the educational needs of the students at different levels of the institution. The team confirmed College attention to student needs and learning through interviews with the Assessment Task Force members, faculty, and staff members. (I.A.2)

The College's Office of Policy, Planning, and Institutional Research (OPPIR) produces an annual Honolulu Community College Fact Book, which includes data on student demographics, student achievement, course success, retention, degree and certification completion, and four-year college transfer. In addition, the Office also intentionally produces research data briefs to address recurring data needs of the College and provides other data analysis to its stakeholders as needed. Especially in the Planning Council (PC), the College uses the institution set standards and its corresponding aspirational goals to determine how effectively it is accomplishing its mission. (I.A.2)

Per its charter, the PC organizes reviews of the mission statement, institutional learning outcomes, institution-set standards, and the strategic plan. The Planning Council's Action Summary for 2017-18 provides evidence of these reviews. Based on interviews with PC members, the Council uses the Fact Book data, the Annual Review of Program Data (ARPD) data, and the data briefs as it discusses and makes decisions on its key responsibilities. The PC oversees the supplementary budget funding process for requests resulting from the Annual Review of Program Data. The Governing Committees provide rankings for prioritization as evidenced by the Planning Council's Supplemental Budget Rankings report. In order to qualify for the supplemental funding, the units need to show the alignment of the request with the College mission. (I.A.2, I.A.3)

A review of the Honolulu CC Educational & Strategic Plan 2016-2021 shows the College's commitment to improving student learning and student achievement by identifying goals and creating a corresponding implementation mode, the Student Success Pathway Project, which centers on student success. The plan does not just reiterate the College's mission to provide opportunities through its career, liberal arts, technology, transfer, and professional training programs for its Native Hawaiian students, but it expresses the institution's intention to become a leader in indigenous education. Moreover, the College continuously and programmatically upholds its mission to support the Native Hawaiian students through the Hawaiian Programs Division programs such as the *Nā Papa* Hawai'i-Hawaiian Language and Hawaiian Studies Programs, and the *Hulili Ke Kukui*-Hawaiian Center. In addition, the College has established an enrollment pathway for Hawaiian students and a development program for faculty, staff, and administration that infuses Hawaiian culture into teaching, learning, and services. (I.A.3)

The College has an annual mission review process that was recently implemented successfully by the PC. The mission statement was vetted by constituents and by the governing committees, approved by the BOR, and was translated into Hawaiian. The mission statement is published in the Catalog, on the website, on specific bulletin boards around the campus, and in the planning documents. (I.A.4)

### **Conclusions:**

The College meets the Standard.

### **Commendation 1**

The team commends the College for its Hawaiian Center that expresses the college mission to serve the native Hawaiian community through perpetuating Hawaiian culture, language, and values in instruction, student support services, professional development, and community building. (I.A.1, I.A.3, II.C.4)

## **I.B. Assuring Academic Quality and Institutional Effectiveness**

### **General Observations:**

The College engages in dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Faculty and staff define and assess student learning outcomes and service area outcomes, and the College has established institution-set standards for student learning and student achievement appropriate to its mission. The Assessment Task Force uses course level assessment data in its discussions in support of student learning and achievement. Through the Annual Review of Program Data, and the more intensive five-year program review, each of the academic degree programs and non-instructional units analyze student learning and student achievement data to report on the health of the programs and services. Data on student learning and student achievement is disaggregated by subpopulations of students and resources are provided to mitigate gaps. While the College has recently approved a new policy and a new Standard Operation Procedure (SOP) to improve some review processes, the team noted concerns about the degree to which these process changes are institutionalized, as explained below. The College communicates the results of its assessment and evaluation activities and engages in broad based, systematic evaluation and planning.

### **Findings and Evidence:**

#### ***Academic Quality and Institutional Effectiveness***

The College has established an organizational structure to foster dialogue on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of students learning and achievement. The Planning Council (PC) is tasked with oversight of general governance functionality. Collegial dialogue and information sharing happen at

committee meetings, Town Hall meetings, chancellor “Talk Story” hours, assessment showcases, general college meetings, and online. Through interviews, the team found that the discussion of SLO assessment at the College has become especially robust and has facilitated positive change related to teaching and learning since the hire of the Institutional Assessment Specialist. (I.B.1)

The College mandates that all courses have SLOs, all programs, certificates, and degrees have PLOs, and all non-instructional and administrative units have Service Area Outcomes (SAOs). The Planning Council reviews and approves the ILOs. The Committee on Programs and Curricula (CPC) approves SLOs as part of the curriculum approval process. Course SLOs are mapped to PLOs within Quali Course Management system (CM). SLOs and SAOs are regularly assessed. (I.B.2)

Institution set standards for student achievement are determined by the UH Community Colleges through UHCC Policy 4.203, which allows for comparative analyses of the performance of the system’s community colleges. The set standards include eight targets: course completion, degrees and certificates awarded, Native Hawaiian degrees and certificates awarded, Pell recipient degrees, transfer to baccalaureate institutions, licensure and certification examination success rates, and job placement rates. The College also uses IPEDS student success data, which is published by the UH System. The Planning Council reviews the institution-set standards annually. For the 2018 fiscal year, the College exceeded many of its aspirational goals. The College publishes this information on the UHCC website. In addition, the College utilizes scorecard data, which is useful and clarifies that Honolulu CC loan default rates are below the required threshold of 30%. (I.B.3)

UHCC Policy 5.202: Review of Established Programs ensures regular program review. As evidenced by the Fact Book, data briefs, ARPD and program review reports, institution set standards, and college level outcomes assessment reports, the College uses data on student learning and student achievement to accomplish its mission. Data are disaggregated by program type and mode of delivery and used in ARPD reports which inform funding processes. Assessment reports drive dialogue about student learning, lead to improved teaching strategies, and inform faculty development trainings. (I.B.4, I.B.5, I.B.6)

A review of evidence provided in the ISER revealed that some policies have not been reviewed on a regular cycle. Recent approval of HCC Policy 5.204: Regular Review of College Policies and Procedures suggests that the College now has structures in place to remedy this concern. However, given the recency of the approval date on this document, the team questioned the degree to which the institutionalization of this policy has occurred. (I.B.7)

All instructional programs and student and learning support services are evaluated annually and cyclically in the five-year program review process. The Planning Council regularly reviews the mission, institution set standards, the Strategic Plan, the integrated process, and institutional effectiveness. The Assessment Task Force reviews the college-wide learning outcomes assessment process including those for distance education courses. (I.B.7)

Most committees and sub-committees evaluate their effectiveness in supporting academic quality and accomplishment of mission. These committees conduct evaluations in many forms such as

annual reports of actions, self-assessments, or end-of-year reports. Though it does not conduct annual self-assessments, the Campus Council on Institutional Effectiveness (CCIE) identified Institutional Effectiveness (IE) hallmarks, and used Accreditation Survey questions as secondary data to gauge the IE Hallmarks. All these practices are now formally institutionalized with the recent approval of the HCCSOP 1.201: Roles and Responsibilities of Committee Service. (I.B.7)

As demonstrated by assessment reports, annual reports, program reviews, and other information posted online, the institution broadly communicates the results of assessment and evaluation activities. Each semester, the Vice President of Community Colleges visits the campus and presents the results on the Institutional Set Standards, which facilitate shared understanding of the College's strengths and weaknesses in order to set appropriate priorities. (I.B.8)

Honolulu CC Policy 4.101: Integrated Planning, Resource Allocation, and Assessment, defines the College's integrated processes. The team reviewed evidence that indicated that the College's institution-set standards, program review, and planning and resource allocation processes are integrated and lead to the accomplishment of its mission and improvement of institutional effectiveness and academic quality. The College's Educational and Master Plan 2016-2021 denotes the College's effort in continuous, broad-based planning. This comprehensive plan includes an implementation process and the Student Success Pathway project--examples of initiatives that drive student success. (I.B.9)

The College is working on the next five-year strategic plan for distance education. The College has expressed a strong interest in expanding its distance education classes as a way for students to attend college while construction of a railway near the college may impact student access to face-to-face classes. However, the College's distance education offerings do not fall under any one organizational unit, which is an organizational expectation for effective inclusion in the College's annual report, program review, planning, and resource allocation processes. The team recognized opportunities for improvement related to the College's stated goals to expand DE offerings and to increase student success in DE courses. More effective alignment between DE planning and resource allocation at the College is warranted. (I.B.9)

### **Conclusions:**

The College meets the Standard.

### **Recommendation 1**

In order to increase institutional effectiveness, the team recommends that the College follow and communicate widely its recently approved UHCC Policy 5.304 on Regular Review of College Policies and Procedures and HCCSOP 1.201: Roles and Responsibilities of Committee Service. (I.B.7)

### **Recommendation 4**

In order to increase institutional effectiveness, the team recommends that the College include distance education in its integrated planning and resource allocation processes. (I.B.9)

## **I.C. Institutional Integrity**

### **General Observations:**

The College provides clear, accurate, and current information to its stakeholders primarily through its catalog and website. An updated catalog is provided annually in print and electronic formats. A review of the 2018-2019 Catalog showed that it meets all of the catalog requirements.

The College has an established process for reviewing information posted in the catalog and on the website. Various board-approved policies related to institutional and academic integrity are on the website.

Standards I.C.10 and I.C.11 do not apply to the College.

### **Findings and Evidence:**

The College ensures that information provided to students, stakeholders, and the public is clear and accurate in regards to mission, learning outcomes, educational programs, student support services, and accreditation status. This information is in the catalog and on the website. The registrar oversees the development of the catalog. An interview with the registrar revealed that observed timelines and codified procedures ensure clarity, accuracy, and integrity of information. In collaboration with the registrar and the web administrator, each unit is responsible for the upkeep of the unit's web page. (I.C.1, I.C.2)

Distance education information is provided in the 2017-18 Catalog. Accreditation information is accurately provided on the College website. (I.C.2)

The College provides its catalog in both print and electronic form. A comparison of the catalog with the requirements of Eligibility Requirement (ER) 20 shows that the catalog meets the ER. (I.C.1, I.C.2)

Documented assessment of student learning and evaluation of student achievement are discussed and documented, informally and formally, at the College. Publicly, these matters of academic quality are shared on the College's website and, internally, on its intranet. (I.C.3)

The Office of Institutional Policy, Planning, and Institutional Research (OPPIR) webpage provides College reports on student achievement data through the Fact Book and research data briefs. Annual Reviews of Program Data (ARPD) report on program demand, efficiency, effectiveness, and other "health indicators." ARPD reports are also posted on the College's website. Each program assesses its ARPD and writes a yearly analysis. The College also produces an Annual Report which analyzes student achievement data. Assessment of student learning is conducted by all units of the College and is communicated to appropriate constituencies. (I.C.3)

A review of the 2018-2019 Catalog confirmed that the College clearly defines its certificates and degrees in terms of their purpose, content, course requirements, and learning outcomes. Further, the catalog describes the competencies involved for each type of college credential. It is evident from the online data compilation on the College Intranet, and review of Kualii CM, that faculty members' course syllabi have the approved student learning outcomes. (I.C.4)

Per the recently approved HCC Policy 5.204: Regular Review of College Policies and Procedures the College now has a structure for reviewing its policies and procedures. The College also follows policies issued by UHCC and the UH system, which are correspondingly evaluated. The annual update of the catalog is overseen by the registrar to assure integrity of information provided to College constituents. (I.C.5)

Information regarding the total cost of education, including tuition, fees, and other required costs, is provided in the catalog. This information is also delineated by program. Information regarding textbooks and other materials is provided to students during registration. The College's Services for Students webpage has a link to the bookstore that shows the cost of textbooks. Sixteen of the Career and Technical Education (CTE) programs have additional expenses beyond textbooks. Information about these expenses can be found on program webpages. (I.C.6)

The College publishes and uses various policies on academic freedom and responsibility. Policies to assure institutional and academic integrity include the EP 9.201: Faculty and Staff Renewal and Vitality Directive and RP 12.203: Right to Investigate and Disseminate ensure compliance. The College catalog also clarifies the institution's commitment to intellectual freedom for students and faculty. (I.C.7)

The College has established policies that promote honesty, responsibility, and academic integrity. The College also adheres to policies that include consequences for dishonesty. (I.C.8)

Through the UHCC and the State of Hawaii's code of ethics, faculty are guided to distinguish between personal conviction and professionally accepted views in a discipline. This policy supports ethical guidelines for faculty; it requires respect and the presentation of fair and objective course content, and encourages learning. (I.C.9)

The College is a public open-enrollment institution and does not advocate specific beliefs or worldviews to students. (I.C.10)

The College does not operate in foreign locations. (I.C.11)

A Honolulu CC webpage is dedicated to accreditation and includes reports, news, ACJCC documents, and other information. A review of the webpage shows that the College is responsive to, and complies with, expectations of the Commission. The College entrusts the ALO with review and posting of related information. (I.C.12)

Honolulu CC's Annual Report includes information on the College's interactions with important community constituencies. A review of the 2015-16 Report confirmed that the document

highlighted the College's strategic goals, recent achievements, performance measurements, finances, revenues, expenses, and information on the College's honesty and integrity in its interactions with important community constituencies. CTE programs, for example, are in good standing with outside licensing and certification organizations. Honolulu CC is publicly funded and committed to high quality education. The College demonstrates honesty and integrity in its relationships with outside agencies. Honolulu CC does not have external investors or parent organizations. (I.C. 13, I.C.14)

**Conclusions:**

The College meets the Standard.

## **Standard II**

### **Student Learning Programs and Support Services**

#### **II.A. Instructional Programs**

##### **General Observations:**

Honolulu Community College (Honolulu CC) provides a variety of Associate degree in Arts (AA), Science (AS), Applied Science (AAS), and Technical Studies (ATS) and certificate programs in line with its mission to meet the needs of the community it serves. All programs include focused study in at least one area of inquiry or an established interdisciplinary core and are based on Program Learning Outcomes which are assessed as part of an annual review and a more intensive five-year program review. Faculty drive the curriculum and strive to improve instructional courses and programs through systematic evaluation. Learning outcomes are identified for each course, are included on course syllabi provided to the students, and form the basis for the awarding of course credit. Through its Committee on Programs & Curricula, the College ensures that practices common to American higher education are followed in development of the curricula and accompanying modes of delivery.

The College provided evidence that it is committed to assessing student learning outcomes at the institutional, program, and course level. It offers educational programs that meet the needs of a diverse community with a focus on equity. The College has committed resources to an Institutional Assessment Specialist to enhance the assessment of outcomes. In addition to learning outcomes assessment, the College provides achievement data to programs, using Annual Program Review Data reports, to assess their effectiveness.

The College has implemented Exploratory Majors that define pathways for transfers to four-year institutions. Many Career and Technical Education (CTE) programs have a defined program coursework, specifying courses students must take each semester. To eliminate barriers and degree completion time, the College has reviewed and revised placement in gatekeeper courses.

The College has implemented initiatives and programs to address specifically the needs of Native Hawaiian and other underserved populations in addition to preserving and perpetuating Hawaiian culture and values.

In addition, the College has utilized technology (such as STAR Registration), program development methodologies (such as Pathways), and revised processes (such as placement testing) to remove barriers and support timely student completion.

Through a review of numerous course outlines and ten syllabi, including five distance education courses and five classroom-based courses with labs; policies and procedures; and the 2018 class

schedule; the team determined that the College has assigned an appropriate amount of work to conform to the Carnegie Unit. The College does not offer correspondence courses.

The College catalog details the program requirements for degrees, certificates, or transfer. Learning outcomes identify the knowledge, skills, and abilities attained in courses whose SLOs are linked to PLOs, and PLOs to ILOs.

### **Findings and Evidence:**

A review of the College's 2018-2019 Catalog shows that the College provides educational opportunities for its students in the areas of liberal arts, technology, career, transfer, and professional training through course offerings at its main campus, off-campus sites, and online. University of Hawai'i Community Colleges (UHCC) policy UHCCP5.203 Program Credentials: Degrees and Certificates requires that all new degrees and certificates comply with the stated mission of the institution, which appears on page 15 of the catalog in both English and Hawaiian. All degree and certificate programs listed in the catalog include Program Learning Outcomes. The team confirmed through a number of interviews that the Committee on Programs and Curricula (CPC), a subcommittee of the Faculty Senate Executive Committee, has primary responsibility for ensuring that the College's programs are appropriate to higher education. (II.A.1)

The team visited multiple off-campus locations and determined instructional programs were appropriate to standards of higher education. Off-campus courses related to specific fields of study, such as aeronautics maintenance, are also offered for students. Further, it was confirmed that the College offers articulation opportunities for students to all of the UH four-year universities, as well as other community colleges in the system. All College courses are designed with identified student learning outcomes and located in Quali Course Management System. These student learning outcomes are also listed on course syllabi, the website, and the articulation webpage. (II.A.1)

The College catalog and website specify Program Learning Outcomes (PLOs) for all programs of study and the college-wide Institutional Learning Outcomes (ILOs). Course syllabi provided as evidence in the ISER include Student Learning Outcomes (SLOs). The relationship among the three levels of learning outcomes is demonstrated in the "Hierarchy of ILOs, PLOs, SLOs" illustration provided by the College. (II.A.1)

UHCC provides yearly quantitative indicators (demand, efficiency, effectiveness, job placement) for each Honolulu CC program for review and provides measures for the institution-set standards. (II.A.1)

The Committee on Programs and Curricula (CPC), a faculty committee under the Faculty Senate Executive Committee, approves new and modified/updated programs and courses and reviews PLOs and SLOs to be pertinent, adequate, and assessable. Discipline faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations through well-established systems of academic and professional rigor and review as described in the CPC Reference Manual. (II.A.2)

It was further confirmed that the CPC Curriculum Reference Manual outlines the purpose, responsibilities, and procedures used by the CPC to ensure that the College complies with all accreditation criteria related to maintaining requisite standards in courses and programs and to communicating accurate information about courses and programs to students. A review of the CPC membership in the manual shows that the curriculum is driven by faculty representing diverse programs. Course outline components include Method(s) of Instruction and SLO Assessment, as specified in the manual. (II.A.2)

The College provides for the review of programs annually with an intensive program review required every five years. Such reviews are to include historical trend data on key measures; program health indicators (demand, efficiency, and effectiveness) with benchmarks to provide a quick view on the overall condition of the program; required external measures; and an analysis of outcomes over the period of the review, including an assessment related to progress in achieving planned improvements. (II.A.2)

The College has adopted the Quali Course Management electronic review process and uses this system to manage all course and program proposals. Through this system, course changes in the registration system and course catalog are updated. Instructional courses and programs are systematically evaluated each year through the College's Annual Report of Program Data (ARPD). (II.A.2)

The process for the development of new course outlines or the revision of current outlines is found in the CPC Curriculum Reference Manual. Course outlines include Student Learning Outcomes (SLO), SLO Assessment, Program Learning Outcomes (PLO), Method(s) of Instruction, Method(s) of Evaluation, among others. The Institutional Assessment Specialist is responsible for collecting and reviewing course syllabi to ensure they contain SLOs which are stored in the Quali Course Management System. The College assures that in every class section, students receive a course syllabus that includes learning outcomes from the College's officially approved course outline. (II.A.3)

Quantitative indicators are provided in the Annual Program Review Data (ARPD) reports each year by the University of Hawai'i Community Colleges to program faculty enabling them to evaluate the demand, efficiency, and effectiveness of their courses and programs. Through the Supplemental Program Funding Proposal form, programs can submit proposals to fund projects or improvements, using ARPD evaluations for justification. These requests are prioritized as part of the resource allocation process, and funded and reviewed under the integrated planning systems at the College. (II.A.3)

The College regularly identifies and assesses learning outcomes for courses, programs, certificates, and degrees in established procedures. The 2014-2017 assessment report provides evidence of instructor evaluations of SLOs and planned course improvements and of recommended changes to courses based on SLO assessment. During the visit, the team recognized many positive changes attributable to the College's present hire of an Institutional Assessment Specialist. (II.A.3)

Assessment results show that recent initiatives to revise pre-collegiate course offerings and requirements in English and math using a co-requisite model with extended classroom time and embedded student tutors have helped to streamline the progress of students to degree-level courses. Policy UHCCP 5.300 Course Numbering Convention provides guidelines for the numbering of courses at both the pre-collegiate and collegiate level. (II.A.4)

The College uses the curriculum management system, Kualii CM, to verify that the curriculum is at an appropriate level. In order to directly support students in learning the knowledge and skills necessary to advance, the College has committed to providing support services to students with out-of-class assistance ranging from tutoring, writing support, counseling, as well as grant funded programs such as TRIO Programs and *Po'i Nā Nalu*, whose focus is to increase completion for the underserved Native Hawaiian students. (II.A.4)

Sections IV 2-11 of policy UHCCP 5.203 Program Credentials: Degrees and Certificates require a minimum of 60 baccalaureate-level credits for associate-level degrees and specify the credit requirements for various types of certificates. Section IIIF requires the College to assure that high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all program credentials. The team confirmed that the CPC is the body responsible for ensuring the College is in compliance with UHCCP 5.203. A review of the catalog shows that course requirements for the degrees and certificates are arranged according to suggested semester-by-semester schedules that allow students to complete the programs within a period of time consistent with established expectations in higher education. (II.A.5)

To address scheduling of courses to assist student completion of certificates and programs, the College has implemented Exploratory Majors that define pathways for transfers to four-year institutions. Many Career and Technical Education (CTE) programs have defined program coursework, specifying courses students must take each semester. In addition, programs such as Ad Astra Information Systems and STAR Registration provide administrative tools to schedule courses that allow timely completion of certificates and degrees. (II.A.6)

The College supports equity in success for all students, and through their Educational and Strategic Plan, has outlined efforts to improve the success and graduation for Native Hawaiians and Pacific Islanders due to low performance outcomes and consistent with the College's mission. The team confirmed that the College also uses delivery modes and teaching methodologies to meet the distinct needs of diverse student populations, most especially Native Hawaiians. (II.A.7)

To support equity on the campus, training and other endeavors take place for faculty and staff. Faculty development opportunities include UHCC-wide English and math retreats, Achieving the Dream conferences, and the Hawai'i National Great Teachers Seminar. The *Hulili Ke Kukui* Hawaiian Center preserves and perpetuates Hawaiian culture and values. Initiatives include *Po'i Nā Nalu* and *Ho'āla Hou* (the College's Title III program), which provides career development, cultural enhancement, financial literacy, and paid internships. The Committee on Social Equity is focused on disseminating information on diversity. (II.A.7)

The College does not use department-wide course and/or program examinations. UHCC Policy 5.302: Prior Learning Assessment Program describes and outlines the terms and conditions under which UHCC awards college credit towards certificates or degrees based on prior learning. This policy lists a variety of ways that prior learning can be assessed. Responsibility for implementation of this policy rests with the UHCC system and recently designated staff. (II.A.8)

The College has student learning outcomes in every course, and these outcomes serve as the basis for grading and for the awarding of credit. UHCCP 5.228: Credit Hour defines a credit hour and identifies the process and evidence by which the University of Hawai'i Community College System ensures reliability and accuracy of the assignment of credit hours to activities earning academic credit. The College adheres to guidelines set forth in both Federal Code of Regulations section 600.2 and the UHCC policy defining a credit hour. (II.A.9)

Board Policy BP 5.214: Student and Credit Transfer within the University addresses transfer of credits within the system. The College utilizes student learning outcomes as the basis of all transfer decisions. While no other patterns of student enrollment have been identified outside of Hawaii, the College does have articulation agreements with Chaminade University and Hawai'i Pacific University. (II.A.10)

The College's Institutional Learning Outcomes (ILOs) include critical thinking, information literacy, effective communication, quantitative reasoning, career preparation, community awareness, and social responsibility. Critical thinking includes analytical inquiry skills, while community awareness and social responsibility ensure students have a sense of ethical reasoning and engage in diverse perspectives. These outcomes are assessed through the Annual Program Review Data (APRD) and the more intensive five-year program review process. (II.A.11)

Regent Policy RP 5.213 General Education requires the colleges to include courses that introduce the content and methodology of the major areas of knowledge—the humanities, the fine arts, the natural sciences, and the social sciences; develop the intellectual skills and social attitudes that will help students become lifelong learners, effective workers, and ethical citizens, including the ability to work with others and understanding diversity and civic responsibility; provide opportunities for all students to develop and demonstrate competency in oral and written communication, information literacy, quantitative skills, and critical analysis of data and argument; and are in accordance with professional and regional accreditation standards. UHCCP 5.200: General Education supports the Regent Policy by requiring the College to include a component of general education in all degree programs that is based on a carefully considered philosophy. The General Education Board, a sub-group of the Committee on Programs and Curricula, certifies courses for inclusion in general education offerings in the catalog through a systematic well-defined process. (II.A.12)

Section IIID of UHCCP 5.203 Program Credentials: Degrees and Certificates requires the College to assure that all degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. A review of program requirements listed in the catalog confirms that the College's programs meet this requirement. (II.A.13)

Section III E of UHCCP 5.203 Program Credentials: Degrees and Certificates requires the College to assure that students completing career technical education and occupational certificates demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification. The College has established advisory boards comprised of both faculty and industrial representatives who make programs aware of trends in the industry affecting the requirements for specific skills and competencies as well as job availability. Also, a UHCC website which matches all majors to the demand for jobs provides evidence of the College's concern that graduates meet employment standards. The team observed that graduates completing technical certificates and programs meet employment standards and are actively recruited for employment. (II.A.14)

The College has a clearly defined policy of program discontinuance. When programs are discontinued, the College makes appropriate arrangements so affected students may complete their education. (II.A.15)

The team found that the College regularly evaluates the effectiveness of its courses and programs through the annual plan and intensive program review every five years, and assessment of the student learning outcomes at the course and program levels. The College strives to improve programs and courses through the regular assessment of student learning outcomes and achievement data. (II.A.16)

### **Conclusions:**

The College meets the Standard.

### **Commendation 2**

The team commends the College on its apprenticeship and other career and technical training programs, for their high completion rates, strong business partnerships, and ability to respond to industry needs. Off-site facilities are well-equipped and provide interactive, hands-on training that results in employment opportunities for students. (II.A.14)

## **II.B. Library and Learning Support Services**

### **General Observations:**

The College provides library and other learning support services to meet the needs of students and faculty. The library offers a variety of resources including librarians, paraprofessional staff, print books, databases, computers, printing, and physical space. Librarians offer library instruction to promote information competency. Additionally, the College provides tutoring through multiple centers such as Tutoring and Testing Center, the Writing Center, and the Math Lab. Complementing those services are multiple-service programs such as TRIO Student Support Services, Computer Lab, and Career Services. Additionally, the College offers special programs such as the *Hulili Ke Kukui* Hawaiian Center and *Po'i Nā Nalu* Tutoring Services for Career and Technical Education programs. These programs provide a sense of place for students that infuse Native Hawaiian culture and approaches in its services. Moreover, The College

Achievement and Retention Experience (CARE) contacts students who have not yet registered and who were referred by faculty to use support services through MySuccess. For distance education students, the College provides a distance education librarian, online library resources, online appointment-making to the Writing Center, and online tutoring through Brainfuse.

The College regularly gathers input through students and faculty user surveys to inform assessment of library collection and other learning support services. The College has institutional policies and procedures for procuring commodities including third-party library resources and software tools. The College regularly reviews contracts and agreements with vendors.

### **Findings and Evidence:**

The College provides in-person and online resources and services to support the campus' educational programs and distance education courses. The library provides instruction on information literacy, reference assistance, and access to the physical and digital collections as well as to computers, printers, scanners, and other equipment. The library has a distance education librarian who supports online and off-campus locations, and the College plans on expanding the library and learning support services to DE students (QFE 2). The library provides information literacy instruction classes in person, reference interviews by phone, the services of a DE librarian, and access to online databases. The library offers over seventy-five research guides, many for specific courses at Honolulu Community College. Since spring 2015, the library has hosted and co-hosted presentations for the College in order to engage the campus and local community and to bring them into the library. The library appropriately relies on the expertise of faculty and professional staff to select and maintain library materials and learning resources. (II.B.1, II.B.2)

The library and learning support services participate in the annual report, which includes an at-a-glance program health dashboard. Use of the dashboard data indicates a practice of monitoring trends of student usage and learning outcomes. (II.B.3)

The College has formal agreements with outside vendors for library databases and for the online tutoring services, and the College maintains authority and control over termination of contracts and services. The College regularly evaluates these resources for effectiveness as their contracts are considered for renewal. The College is responsible for the service, maintenance, security, and reliability of each program. (II.B.4)

### **Conclusions:**

The College meets this Standard.

## **II.C. Student Support Services**

### **General Observations:**

The College is committed to comprehensive student support services and shows evidence of services that support the student in their academic, emotional, cultural, and holistic experiences at the College. The College's mission addresses personal development and community development, and has clearly articulated its responsibility to the Native Hawaiian community by being an indigenous serving institution, and to its underserved populations such as Pacific Islanders.

The *Hulili Ke Kukui* Hawaiian Center fosters activities, events, and learning opportunities for both students and staff to broaden an understanding of the Native Hawaiian indigenous culture in line with the College's mission and the UH's Hawai'i *Papa O Ke Ao* initiative. This initiative aims to develop, implement, and assess strategic actions to make the university a leader in indigenous education. The College maintains pride in its work to validate and empower Native Hawaiian students through indigenous cultural learning and community. Honolulu Community College won a film award for "*Ka Hale*," which showcases the continuity of indigenous culture through the building of a *Hale* (house) at the center of campus by students from all academic programs as well as backgrounds. The Office of Student Life and Development seeks to engage students of diverse backgrounds and identities so as to expand their experience and knowledge beyond the classroom through events focused on Filipino, Japanese, Polynesian, Scandinavian, and Nepalese cultures and by engaging college students and *Keiki* (children) in the Children's Center to learn simultaneously. This engagement focuses on the College mission and the notion of building community *Ohana* (family).

Evidence provided demonstrates that Annual Reports of Program Data (ARPDs) are used regularly as multiple means of assessment regarding the effectiveness of each unit in meeting students' needs. The College community has taken a keen interest in developing student support services and programs while assessing for continuous quality improvement. The ARPD allows units to analyze quantitative and qualitative information concerning services, achievement, persistence, and the connection between support services and the College's strategic plan and mission.

The College has several initiatives and student success technologies to assist in improving the student experience and in providing ways in which students are engaged and connected to their learning and academic goals. Of note are the STAR system, STAR GPS, iPASS, Starfish, and the UH systemwide Student Success Pathways initiative. In 2015-16, the College began the Student Success Pathway initiative to advance student success and completion. The Pathway is a framework for the campus to facilitate student achievement, especially from the viewpoint of student services. The initial focus was on the "Prepare" phase, which supports student preparation and success from the date of admission to the first day of instruction. Both the iPASS and STAR GPS initiatives are part of this framework and have helped support students in a more comprehensive manner. The College identified the importance of student services for improving retention and success and implemented the STAR GPS, web-based Starfish/MySuccess and UH Student Success Pathways.

## **Findings and Evidence:**

Honolulu CC regularly evaluates comprehensive and quality student support services which support the college mission and sustain services for students. As evidenced by the ARPD, Community College Surveys of Student Engagement (CCSSE), student surveys, annual review of Academic Support, and additional assessments facilitated annually, the College has demonstrated that comprehensive student learning programs and supportive services are intentional and key to meeting the needs of the community and region. (II.C.1)

The College offers online access to the application to Honolulu CC and online registration for classes through the college portal, STAR. All students including DE students are encouraged to use face-to-face services in addition to online services where available. The College offers comparable student services to DE students. (II.C.1)

In addition to services for current students, of note are high school partnerships. Early College High School has increased tremendously since its inception in fall 2014. By the end of 2018, the campus will have serviced approximately 1,000 students in Early College High School programs. The College targeted partnerships with *Kupu* (a non-profit organization focused on sustainability) and Pasefika Passion Pipeline (3P), which have increased enrollment of Native Hawaiian and Pacific Islander students. (II.C.1)

The College uses assessment data to improve student support program and services continuously. In addition to the ARPD, the CCSSE is completed every two years, and all student service units in the division complete a comprehensive five-year program review. Learning outcomes and assessment data were intentionally used in the design of Student Success Pathways and integrated student services to advance student success and completion. As evidenced through the College's assessment data and CCSSE, not only has the Campus Student Success Council worked to advance access and completion, the College ensures its commitment to the success of Native Hawaiian students. (II.C.2)

The implementation of STAR GPS is key to the integration of student services and academic programs using technological infrastructure, especially since data from 2012 and 2014 stated that there was little use of Academic Advising, Career Counseling, Job Placement, and Financial Aid advising by students. The institution implemented STAR as a comprehensive counseling and academic advising program for all students to serve as a tool for degree planning, course scheduling, career and workforce exploration, and an opportunity for counselors and staff to assist students seamlessly within one self-service system. Students enrolled in classes at the off-site locations and online benefit as well with the access to advising support. To support STAR, counselors provide and attend trainings, workshops, and other methods of learning to prepare faculty and staff to effectively use it with students. (II.C.2)

Honolulu CC provides access to students as an open-door community college and provides significant information to students and the community via the website and on-line STAR system. The College assures equitable access through support services such as STAR GPS, online tutoring both hybrid and face-to-face, academic counseling, and student life and development via the Student Media Board. Mental Health counseling and advising occurs only in person, due to

HIPPA compliance. In addition to STAR and Starfish being used as course planning and registration technology tools for students, the College is planning to implement an online STAR-based system for financial aid. (II.C.3)

There are several off-site campuses such as the Automotive Technology and Diesel Mechanics Facility, the Marine Education and Training Center, and the Airport Training Center. There are limited student support services at those locations. Distance education students take general education courses at the College main campus and therefore have access to student support services. Evening apprenticeship students can access services in the evening and on Saturdays on select dates during peak periods of the semester. Although the College has limited support services available for distance education students, the goals discussed in the Quality Focus Essay include plans for further development and implementation of counseling to distance education, evening, and off-site students. (II.C.3)

The College provides co-curricular programs suited to the institution's mission and contributes to the social and cultural dimensions of the educational experience of students specific to its diversity and commitment to the Native Hawaiian population. The College informs students about activities and events by posting flyers appropriately throughout the College and on social media. The student newspaper, *Ka La*, provides the students a voice and creates for them a sense of belonging. There is an intentional effort to include Keiki from the Children's Center in student activities on campus and allow for further community building and *Ohana*. In addition to Honolulu CC student activities and events, there are a number of student engagement activities which are designed through collaboration and participation by students from the other colleges on the Island. The student government organization at the College is robust, engaged, and innovative. Student leaders consistently participate in regional student leadership conferences and are able to share and learn from neighboring colleges on the island as well as students from around the state. While the College does not have athletic programs, the Office of Student Life and Development provides opportunities for students to participate in intramural sports and controls programs and related finances. (II.C.4)

The College's commitment to Native Hawaiian students is further demonstrated through the *Hulili Ke Kukui* Hawaiian Center which preserves and perpetuates Hawaiian culture and values. The College also commits to the understanding of the indigenous culture by aligning to the UH Hawai'i *Papa O Ke Ao* initiative intended to lead the region in indigenous education and to also provide services to enable students of Hawaiian ancestry to succeed. In addition to these efforts, the *Malama 'Aina* Days allow students and staff to engage in hands-on learning about Hawaiian culture and traditions including sustainability and food, as well as the *Hale* (house) project which is centered in the heart of the College. (II.C.4)

In order to provide counseling and/or advising programs for students, the College has implemented the STAR Graduation Pathways, which utilizes an on-line platform to assist students in tracking their coursework, providing early alerts, decreasing the completion of excess credits, and helping students on their path to graduation. Academic counselors provide onboarding assistance to students, as well as providing access to schedule meetings, one-to-one or online counseling, career planning, and transfer information. The counselors and staff

participate in regional trainings to ensure they are updated with knowledge and high impact practices to assist students. (II.C.5)

The College adopted and adheres to admission policies consistent with its mission. In addition to the degree requirements and transfer policies articulated in the catalog, the institution advises students individually on meeting requirements for degrees, certificates, and transfer. Honolulu CC students have access to the UH system universities through course requirements, an articulation process, and a process of auto admit which requires no additional applications or fees for students to complete. (II.C.6)

Pursuant to a UH initiative, the College has implemented multiple measures based on high school course grades, high school test scores, and high school GPA rather than placement tests. Developmental educational math and English classes are no longer offered. Instead students needing below transfer classes are placed in co-requisite courses. The use of multiple measures reduces bias and has increased the number of students who are able to place into and succeed in college-level courses. (II.C.7)

Through the use of Banner, the College maintains student records permanently, securely, and confidentially, regardless of the form in which those files are maintained. The Registrar manages the security and access of all student records for the campus, including electronic and physical files. The College additionally provides backup of all files through the Banner system maintained by the University of Hawai'i System Office. The College publishes policies on access and release of student records on the College webpage and in the catalog. (II.C.8)

### **Conclusions:**

The College meets the Standard.

### **Commendation 1**

The team commends the College for its Hawaiian Center that expresses the college mission to serve the native Hawaiian community through perpetuating Hawaiian culture, language, and values in instruction, student support services, professional development, and community building. (I.A.1, I.A.3, II.C.4)

### **Commendation 3**

The team commends the College for the innovative strategies of the office of student life and development and its commitment to student growth, validation in community building through extraordinary efforts that enhance student engagement, and strong leadership. (II.C.4)

## **Standard III**

### **Resources**

#### **III.A. Human Resources**

##### **General Observations:**

Hiring, evaluating, and training procedures are in place for executive management (E/M); Administrative, Professional, and Technical (APT) staff; and Clerical, Grounds, and Maintenance (Civil Service) staff. Most of the College practices and policies are established by the University of Hawai'i (UH) and the local government. Guidelines for recruiting come from the UH policy that states, "The President (UH) delegates the approval to recruit and fill all E/M positions within their unit to the four-year Chancellors and the Vice President for Community Colleges for any position that does not directly report to them. This authority may not be further delegated." The Vice President of Community Colleges approves and provides minimum qualifications for faculty positions and for Administrative, Professional, and Technical (APT). Constituent groups make up selection committee membership and use rubrics and rating forms for all positions.

##### **Findings and Evidence:**

The College employs administrators, faculty, and staff who are qualified with appropriate education and experience. The process whereby the College employees qualify administrators is clear. The Minimum Qualifications for Faculty Positions is articulated in a document that was revised in February 2018, but there are already plans to revise it. Employees are classified as Administration or Executive and Managerial (E/M); Faculty; Administrative, Professional and Technical (APT); and Civil Service. Faculty, APT staff, and E/M personnel are appointed by the Board of Regents (BOR) under the University of Hawai'i (UH) system. Clerical, grounds and maintenance, and other support staff are State of Hawai'i Civil Service employees subject to policies of the State's Department of Human Resources Development (DHRD). All employees, except E/M, are subject to collective bargaining agreements. (III.A.1)

The selection process is clearly spelled out in the UH BOR system-wide policy RP 9.201 and several UH system-wide administrative procedures, e.g., AP 9.540, A9.480. The policy addresses appointments, faculty promotion and tenure, civil service personnel, resignation and terminations, and faculty exchanges. The administrative procedures supplement the BOR approved policy and outline the procedures for each job classification group. Qualifications are set out in UH policies and procedures as well (Viewing Policy EP 9.212, BOR Policy RP 9.212, Minimum Qualifications for Faculty Positions Approved by the VP-CC, A9.210). Job descriptions are addressed through the different policies and procedures cited above. Job descriptions accurately reflect position duties, responsibility, and authority. (III.A.1)

Faculty hiring and tenure processes ensure the College employs qualified faculty. Faculty who teach courses online are approved by the Distance Education Advisory Committee (DEAC). Faculty job advertisements list the qualifications including appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, and potential to contribute to the mission of the College. Job advertisements do not explicitly state that faculty will assess students' learning but include as a responsibility to "Work under the guidance of colleagues to develop an understanding of student needs in discipline or area of primary responsibility." The UH Guidelines for Tenure and Promotion and Community Colleges Contract Renewal for 2016-2017 shows the qualifications for faculty and that degrees are held from US accredited institutions. (III.A.2, III.A.4)

Policies and procedures from the UHCC are in place to ensure that administrators and other employees possess the necessary qualifications. The College ensures that the minimum qualifications are listed in the job descriptions. Minimum qualifications are verified at the time of hire. The College offers competitive compensation that allows it to attract and retain personnel that possess the skills and experience necessary for the positions. (III.A.3)

Personnel evaluation in the College is institutionalized through the BOR Policy 9.213. Policies are in place to ensure employees are evaluated systematically and at regular intervals. Executive and Managerial (E/M) employees are evaluated annually based on criteria established by the UH President. A confidential performance evaluation of the College's E/M employees is conducted through the UH 360 Degree Feedback online system. Several constituent representatives, including students, are chosen to participate in the evaluation. Results are shared privately with the E/M and used for establishing goals, addressing issues, and providing bonuses. (III.A.5)

Faculty evaluation procedures are developed by the College Chancellor and are conducted once in every five years at a minimum. Evaluation procedures for administrative, professional, and technical (APT) employees are set forth according to procedures established by the President and are conducted annually. Criteria for APT employees are set forth through the APT Broadband Evaluation System. Evaluation procedures for the executive and managerial classifications are specified in RP 9.212 and are conducted annually. Evaluation rates have increased in 2017 compared to 2016 for APT and civil service employees. E/M evaluations are 100% complete. Civil service employees' evaluation procedures are set forth in the Civil Service Performance Appraisal Systems. (III.A.5)

Standard III.A.6 is no longer in effect.

Each year, through the program review process, the College evaluates its programs to ensure they are operating with sufficient faculty. The programs receive Annual Review of Program Data (ARPD), which includes class size, fill rates, and other statistics used to evaluate the efficiency and quality of faculty. Ninety-one percent of the total allocated positions are filled; sufficiency is determined through ARPD. The College provided evidence of ARPD, and the team verified its adequacy. (III.A.7)

Part-time faculty and lecturers are supported by the College. The division chairs or designated faculty member mentors the lecturers and encourage them to participate in committees and

activities. Lecturers are not just given information on procedures and policies, but they are actually a part of the governance structure, as a representative of this group is a member of the FSEC (FSEC Charter). Part-time lecturers have access to some benefits. Lecturers that have taught six credits or more per semester for the last two academic years can apply for professional development funds. Lecturers employed for at least eight teaching credits are considered members of the faculty collective bargaining unit and are eligible for the University of Hawai'i Employee Tuition Waiver. The College evaluates its lecturers through an established process. (III.A.8)

The College has policies and procedures in place to ensure that support staff have appropriate qualifications. Staffing needs are determined through program review. In 2017 and 2018, campus surveys showed a strong belief from the campus that the College maintains a sufficient number of qualified staff and administrators. Advertisement for positions include the minimum qualifications (MQs), desired qualifications (DQs), and the duties and responsibilities for all positions. The Vice President's office reviews organization charts for each community college and compares the department staffing levels to determine staffing needs. Comparable measures of each college are used to approve additional staffing. (III.A.9)

Policies and practices are in place to ensure that the College hires administrators who have the necessary qualifications and experience to support the institution's mission and purpose. Administrative staffing is dependent on the executive and legislative branches of the State of Hawaii, the UH System, and the UHCC. Through A3.101, the College has a procedure for reviewing organization structure on a regular basis. (III.A.10)

Personnel policies are instituted by the BOR, UH System, UHCC, government codes, and collective bargaining agreements. Policy review has begun to occur within the last few months. (III.A.11)

The College follows federal and state laws, A9.890 Equal Employment Opportunity/Affirmative Action, and UH BOR Policy 1.205 on Nondiscrimination and Affirmative Action regarding non-discrimination, equal opportunity, and affirmative action. Workshops and training are provided to increase awareness of the diversity in the College's population through the Committee on Social Equity and the Faculty Development Committee. (III.A.12)

The College promotes a code of ethics through policies and codes in the UH System and the college. The codes are available on the Intranet and UHCC website. The policies include pathways for reporting ethical violations. Article XIV of the Hawai'i State Constitution mandates codes of ethics for state workers. Hawai'i Revised Statutes, Chapter 84: Standard for Conduct sets forth general provisions and guidelines and notes disciplinary action for code of ethics violations such as reprimand, probation, demotion, suspension, or discharge. (III.A.13)

The College provides professional development opportunities to all of its personnel, e.g., attending UH classes, sabbatical leaves, Emerging Leaders Program, CC Leadership Champions, UHCC HSSI, and Great Teachers' Seminar. The College, through several groups, provides conferences, workshops, and other activities. Planning for professional development activities

for faculty starts with a survey to learn about interest areas. The College also has the Staff Development Committee. (III.A.14)

The College provides DE faculty professional development with a mandatory DE orientation for all DE faculty each semester, and that venue is where faculty learn about expectations for DE course delivery; DE course SLO results; and support services such as the Access Center, the library and DE librarian, and Brainfuse. Interviews conducted by team members revealed a need for increased professional development for faculty who teach online courses at the College. A new faculty development coordinator and the Faculty Development Committee sought faculty interest for professional development in general and planned monthly activities that pertain to DE faculty. This coordination demonstrates progress towards strengthening support for DE faculty development. The professional development needs for teaching DE courses are sought through DEAC, but there is no systematic gathering of this data to inform a faculty professional development plan, and the committee has yet to develop clear criteria for approval as part of a formal and complete Distance Education Handbook. (III.A.2, III.A.14)

Through the UH Collective Bargaining Agreement, the College has provisions for securing and ensuring confidentiality of personnel records, though it is outdated. In addition, the College, through EP 2.214, has a framework for processing confidential information. Each employee has access to their own personal files in the HR Office. (III.A.15)

### **Conclusions:**

The College meets the Standards.

### **Recommendation 3**

In order to improve institutional effectiveness, the team recommends that the College codify criteria used to approve faculty who teach online, provide training opportunities for faculty to meet those criteria, finalize the distance education handbook, and widely communicate the handbook contents. (III.A.2, III.A.14)

## **III.B. Physical Resources**

### **General Observations:**

The main campus of Honolulu Community College is a little over twenty acres, and there are three other facilities on the island for the Aeronautics Maintenance program, automotive training, and the Marine Education and Training Center. In response to issues with aging classrooms and buildings, modernization has begun, but budget restrictions and the 100-year-old campus present challenges. In 2015 the College hired its first Facilities Manager to provide oversight of physical resource services, projects, and improvements.

The Health & Safety Committee provides an opportunity for disseminating information to constituent groups, including students, regarding safety issues and for discussing and addressing

health and safety issues. Appropriate training for health and safety is provided and mandated as necessary. Systems and procedures are in place to assure campus safety, but leadership changes have impacted Administrative Services' ability to update and maintain policies. Annual inspections ensure ADA compliance.

The College works with University of Hawai'i Community Colleges (UHCC) and the University of Hawai'i System to assure that physical resources meet program needs and support and promote student learning on the main campus and at off-site locations. Strategic goals and Service Area Outcomes (SAOs) for the Operations and Maintenance Department identify and address areas in need of growth and development, and the College is working towards these physical resource improvement goals through open dialogue with all constituents via committees, governance practices, and campus meetings. Facilities at all locations are monitored on a regular maintenance schedule, including planning for deferred maintenance by UHCC and the UH System.

### **Findings and Evidence:**

Honolulu CC facilities include a main campus and three other facilities on the island for the Aeronautics Maintenance program, automotive and Marine Education and Training Center. Modernization has begun, but the aging, 100-year-old campus is a challenge. In 2015 the College hired its first facilities manager to provide oversight of physical resource services, projects and improvements. (III.B.1)

Administrative Services' annual program review is tied to Goal E: Infrastructure, Sustainability, and Technology of the college's Educational & Strategic Plan 2016-2021. The College works with University of Hawai'i Community Colleges (UHCC) Office of Facilities and Environmental Health (FEH) to assure that physical resources meet program needs. The UHCC supports the College by acquiring and allocating Capital Improvement Program (CIP) funding and managing major capital projects. The College's Operations and Maintenance Department (O&M) is responsible for the management of buildings and services, including grounds keeping, custodial services, and utility infrastructure on campus and at off site locations. (III.B.1)

The College's policy and procedures are aligned with the Board of Regent and UH system-wide policies, which set priorities and procedures for use of university-owned facilities and grounds. The College ensures access to the main campus and all off-site locations to meet student and employee needs and follows all applicable regulations and inspection requirements. The Security Department has seven security officers, one lead officer, and a security manager. Appropriate training for the campus community on health and safety issues is provided and mandated as necessary. (III.B.1)

The College promotes a healthful learning and working environment through its commitment to sustainability. The Sustainability Coordinator aligns current campus practices with the sustainability goals of the University of Hawai'i System and UHCC. Sustainability committees and the Honolulu CC Sustainability Implementation Plan guide efforts to reduce waste, improve energy efficiencies, and lower utility costs. (III.B.1)

UHCC drives planning for the College's physical resources through its Strategic Plan 2015-2021 along with a 6-Year Capital Improvement Projects (CIP) Plan 2018-2023. The College's Educational & Strategic Plan 2016-2021 Goal E details the goals and objectives and provides guiding principles for facilities planning. The College's Long Range Development Plan (LRDP) guides physical development based on academic needs and objectives. (III.B.2)

The team noted the need for the College to develop a Facilities Master Plan (FMP) to assure access, safety, security, and a healthful learning environment. Such a plan would guide the College through future planning and decision making while recognizing the critical interdependence between the academic mission and physical resources. (III.B.2)

Strategic planning documents of the University of Hawai'i System, UHCC, and the College guide the campus to ensure the feasibility and effectiveness of its physical resources. The College participates in the University Hawai'i annual Facilities Renewal Reinvestment Model (FRRM) that documents the backlog of maintenance and estimates the annual funding required for on-going capital reinvestment. Campus-wide surveys are periodically administered to students, faculty, and staff in assessing satisfaction with physical resources and services, but a formal facilities master plan would provide agreed-upon direction for the physical development and maintenance of the College. Annual Report of Program Data (ARPD) reports and five-year comprehensive reviews provide instructional and student support services a means of communicating facilities issues and needs. In addition, Administrative Services annual reviews ensure that physical resources, including equipment, are maintained and upgraded. (III.B.3)

The aligning of strategic plans across the UH System, UHCC, and Honolulu CC has created a shared framework for its institutional vision and planning. The University of Hawai'i System's 6-Year Capital Improvement Projects (CIP) Plan Fiscal Years 2018-2023 (its long-range capital plan) and Fiscal Year 2018-2019 CIP Biennium Budget serve as guides for capital project priorities, timelines, and budgets. Principles of this plan include targeting facilities with the highest utility and poorest conditions through upgrades, improving efficiency and utilization of facility space, and prioritizing functional space for improved modern teaching and learning. (III.B.4)

Projections, planning, and standards for new facilities and equipment, including total cost of ownership, are managed by UHCC and the UH System for major new projects. The UHCC Office of Facilities and Environmental Health (FEH) considers the total cost of ownership when implementing projects. (III.B.4)

### **Conclusions:**

The College meets the Standard.

### **Commendation 4**

The team commends the College for its commitment to sustainability. The sustainability coordinator and committee, guided by the Honolulu CC sustainability implementation plan and the global strategic initiative for the UH system, continue to highlight and improve the sustainability and conservation of physical resources. (III.B.1)

## **Recommendation 2**

In order to improve institutional effectiveness, the team recommends that the College follow a participatory process to develop a comprehensive Facilities Master Plan that will assure access, safety, security, and a healthful learning environment. (III.B.2)

## **Standard III.C. Technology Resources**

### **General Observations:**

The College provided evidence that it effectively plans for, purchases, replaces, and supports its technology needs for faculty, students, and staff. Through multi-year strategic planning, the College works closely with the University of Hawai'i system's Information Technology Services (ITS) to ensure the currency of software and hardware for instructional, learning, and administrative needs. The College continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission. The College has plans in place to respond to evolving technology needs to support the institution's work. Policies and procedures are in place to ensure security of its systems. There is 24-7 support for users of the learning management system, and self-help tutorials and guides are built into tools. The UH provides technology infrastructure and support.

### **Findings and Evidence:**

The Honolulu CC Information Technology Services (HON ITS) works in conjunction with all UH campuses under the management of UH. UH ITS manages the system-wide infrastructure including Lulima (learning management platform), Banner (student information system), PeopleSoft (human resources), and KFS (financial system). UH ITS provides 24-7 support to faculty and students for Lulima (Sakai). The College keeps track of equipment and monitors the replacement schedule. The institution provides Google and O365 to all users, including students. The institution provides cloud resources as well as hardware equipment including virtual desktops to support teaching and learning. The College uses surveys to confirm that technology support services are adequate. Controls are in place to minimize disruption or attacks to the networks. The purchase of a generator is cost prohibitive at this time; however, the College has found a work-around by housing virtual data at the UH Manoa location. The O365 system is located on the West Coast and the data is secure. (III.C.1)

The College has plans to update and replace technology equipment. The ITS strategic plan, monitoring the age of equipment, replacement plans, and tracking systems help ensure the currency of technology. The College provides support for and has built a high-speed campus network with hybrid cloud services. UH ITS provides annual, all-day workshops to inform the campus of its initiatives. (III.C.2)

The College assures the reliability, access, safety, and security of technology resources at all locations where instruction is provided. The UH ITS help desk provides 24-7 support to students, and the HON ITS supports faculty and staff when the campus is open. The College surveys students on the adequacy of learning centers, computer labs, and wireless access. UH ITS manages security of networks, data, and records through secure logins and credential authentication procedures. Faculty and students access computers and tools on five locations, all of which are supported by ITS. (III.C.3)

The College provides appropriate instruction and support for all who use technology related to their roles and functions. Lualaba (Sakai) learning management system has embedded self-help resources for faculty and students called TALENT. These resources provide manuals, tutorials, and video presentations on technology and services. The new Faculty Content Development Studio provides audio and video technology for narrating presentation slides and studio video production of course lectures. The Academic Support and Faculty Development Committee provides training workshops. The College's Pacific Center for Advanced Technology Training (PCATT) offers an annual Apple Institute on campus, a 3-day event for any interested learners. (III.C.4)

The College follows the UH System policies and procedures that guide appropriate use of technology. Students are obligated to abide by the code of conduct policies stipulated by the UH System. The College follows copyright and file sharing policies published on the UH website. (III.C.5)

### **Conclusions:**

The College meets the Standard.

## **Standard III.D. Financial Resources**

### **General Observations:**

Based upon the policies and procedures outlined in the ISER, and the evidence provided to support the application of the policies, the institution effectively uses its financial resources to achieve its mission and to improve academic quality and effectiveness.

The College provided evidence to support adherence to published fiscal policies and effective use of its financial resources to achieve its mission and to improve academic quality and effectiveness. Institutional Planning is closely tied with the UH system, the Board of Regents (BOR), and the State, which reflect a historically strong financial partnership among all entities. Honolulu CC is aligned with the fiscal procedure requirements and financial planning outlined by the System and the BOR. The planning and budgeting processes reflect a realistic assessment of financial resource availability and expenditure requirements. Financial resources are sufficient to support and sustain learning and achievement, particularly given the State of Hawaii's fiscal support to the College system as a whole. The ISER outlines an inclusive

process that prioritizes Honolulu CC expenditures. The support provided by the State of Hawai'i and the UH system provides a reasonable expectation of both short-term and long-term financial solvency. The University of Hawai'i system, which includes Honolulu CC, annually undergoes an external financial audit, and has received an unmodified opinion on the financial statements for the past three years.

## **Findings and Evidence:**

### ***Planning***

The UHCC System requires a 5% unrestricted reserve fund balance. Resources come from the office of the VP UHCC, who oversees the community colleges in Hawai'i. Funding comes from state appropriations, tuition, and fees. At the UHCC level, planning is done by the Strategic Planning Council (SPC). At the campus level planning is done by the Campus Planning Council (PC). Honolulu CC is part of a financially strong 10-College System, which includes 7 Community Colleges. (III.D.1)

The State of Hawaii's financial support significantly contributes to the financial stability of the University of Hawai'i as a whole, as referenced in the University of Hawai'i's Management Discussion and Analysis report June 30, 2017 and 2016. Funding sources include annual general fund from legislature, tuition and fees, capital improvement funding from the UH system, special funds, and external funds. The General Fund (GF) and Tuition and Fees Special Fund (TFSF) are the two basic funds supporting the institution. General funds help cover the majority of expenses, of which payroll for faculty and staff is 80%. (III.D.1)

The University of Hawaii's financial strength is demonstrated by its credit ratings (Aa2 rating in Fiscal 2017 by Moody's Investor's Service), positive working capital, and low debt burden (General Obligation Bonds are carried as liabilities of the State). The University has a diversified stream of revenues to support its operations, with no single source generating more than 35% of the total 2017 revenue according to the Management's Discussion and Analysis (Unaudited), University of Hawai'i, State of Hawai'i Financial and Compliance Audit June 30, 2017. (III.D.1)

The University and the BOR have outlined policies for a detailed, thorough budgeting process, which ties into long-range plans to support facilities and programs to support learning and achievement. The evidence reflects a logical and well-defined budgeting oversight process. BOR policy PR 8.204 documents the quarterly and annual operating review and approval process. (III.D.2)

Presentations on financial status, state budget, and projections are done in general meetings at the beginning of the semester. Information regarding budgets and financial status is shared on a regular basis with the administrative services group. In addition, through the Kualii Financial System (KFS), all employees have the ability to see financial and budget information for the College. (III.D.2)

The College has guidelines and processes for financial planning and budget development. Faculty, staff, and students have opportunities to participate in the process through participatory governance meetings, town hall meetings, and through direct requests to the deans. The strategic plan and the mission were developed with participation for all constituent groups, and they are the guiding principles for resource allocation. (III.D.3)

### ***Fiscal Responsibility and Stability***

The planning and budget process outlined in the ISER, in addition to supporting comments included in Management's Discussion and Analysis within the University of Hawaii's Financial and Compliance Audit for the year ended June 30, 2017, reflect a strong planning partnership between the Board of Regents (BOR), the UH system, and Honolulu CC. UHCC establishes the tuition rate in a manner that ensures adequate resources for ongoing needs while keeping college affordable. (III.D.4)

The availability of the Kauli integrated Financial System (KFS), as a tool for financial budget review, department budget oversight, and expenditure tracking provide evidence of an internal control structure that has appropriate control mechanisms and provides a tool for financial management. The KFS system for managing and approving expenditures allows financial officers, the business office, department heads and chairs, and others to view their current budgets and keep track of their expenditures. (III.D.5)

Financial statements and budgets are developed to support student learning programs and services. Department heads have access to their financial information in the KFS software that help them manage their budgets. External and internal audits ensure creditability and accuracy of funds. (III.D.6)

The BOR conducts external audits through an independent accounting firm each year. Results of the audit are presented to the UH, and audit findings are discussed at the unit level. Affected units prepare corrective action plans, which may include correcting errors, changing procedures, developing new procedures, or training. The University of Hawai'i received an unmodified (unqualified) opinion related to the consolidated financial statements for the fiscal years ended June 30, 2017, 2016, and 2015. Based upon the external Audit Financial Statements, the institution meets or exceeds Fiscal Responsibility and Stability Standards. (III.D.7)

The Office of Internal Audit provides audits to attest to the reliability of financial data and internal controls. The University of Hawai'i also received an unmodified opinion in the "Report on Compliance with Requirements That Could Have a Direct and Material Effect on Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance." Based upon the external Audit of Internal Control Opinions, no material deficiencies in internal control were identified. (III.D.8)

The College practices effective oversight of institutional investments and assets based upon evidence such as the Facility Renewal Reinvestment Study, April 2016, and the University of Hawai'i six-year CIP plan, November 2016, which includes past and forecast expenditures for

Capital projects and deferred maintenance, in addition to UH policies included in the evidence provided to the team. (III.D.9)

The College meets both the 5% minimum (of prior year expenditures) and 10% targeted cash reserve requirements. (III.D.10)

### ***Liabilities***

Honolulu CC adequately addresses this portion of the Standard:

UH policies on cash management are included in the evidence provided to the team. The 2018 Annual Fiscal Report for Honolulu CC (2016-2017) reflects no local borrowings, and long-term debt instruments have not been issued by the College for the last three years. Debt Service payments related to Honolulu CC have been consistent each year. (III.D.11)

For the majority of employees at the College, (and confirmed at AJCC training in LA on September 5, 2018), payment of OPEB payments are made by the State of Hawai'i. Therefore, Standard III.D.12 does not apply. For a small number of non-general funded positions, UHCC reimburses the state annually as part of the fringe benefit rate. (III.D.12)

The UBS (University Bond System) provides oversight of bonds. The UBS also provides support to the College to ensure they are in compliance with Federal and State Requirements. The College works with UHCC on planning for repayment of debt that might affect the financial condition of the institution. Multi-year projections demonstrate that the College is financially solvent and is able to meet future obligations. (III.D.13)

Starting in 2016, the campus has prepared business plans, budgets, and procedures for each revenue-generating program. Auxiliary activities include the bookstore, food services, and parking. These activities are self-supporting and provide non-instructional goods or services funded by a user charge or fee. The UH Foundation is a separate entity that supports the University and follows its own fund-raising guidelines. Grants are managed at the College. (III.D.14)

Student loan and default rates comply with federal requirements. (III.D.15)

### ***Contractual Agreements***

Evidence is provided that there are policies in place as issued by the BOR and the UH regarding contractual agreements that apply to Honolulu CC. (III.D.16)

### **Conclusions:**

The College meets the Standard.

## Standard IV

### Leadership and Governance

#### IV.A. Decision-Making Roles & Processes

##### General Observations:

Honolulu CC is one of seven Community Colleges in the University of Hawai'i (UH) system. The University of Hawai'i system serves as the administrative authority over the community colleges and is headed by the system President and the Board of Regents. The UH system office houses the Vice President of Community Colleges, who serves as the administrative head for the community colleges and reports directly to the President. Honolulu CC, as with the other community colleges in the system, develops and implements local policies and procedures to govern the College. Overarching system policies are developed at the system office and are approved by the Board of Regents.

Honolulu CC has policies and processes in place that encourage administrator, faculty, staff, and student participation in the decision-making processes. HCCP 1.101 and RP1.210 delineate the roles of faculty, staff, students, and administration in these processes. As detailed in HCCP 4.101, the College promotes administrator, faculty, staff, and student involvement in planning, resource allocation, and assessment. The campus has five key governance bodies: Planning Council (PC), Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), *Kupu Ka Wai* Council (KKW), and Student Government (SG). These formalized bodies represent campus constituencies and serve as a communication conduit so that faculty, classified, administrators, and students have a formalized voice in the governance processes. Faculty and academic administrators have responsibility for curriculum recommendations and other academic issues as outlined in RP 1.210. The Committee on Programs and Curricula (CPC) operates under the Faculty Senate Executive Committee and has primary responsibility for all matters involving curriculum, course, and program approvals.

The College provided examples demonstrating how campus-wide initiatives are discussed in governance bodies. There are many information-sharing sessions throughout the academic year. Town Hall meetings, for example, create the opportunity to bring the college community together. Other methods of information sharing include Annual Reports, Semi-annual General Meetings, "Chancellor's Message" emails to the community at large, and Talk Story Hours.

##### Findings and Evidence:

Under the leadership of the Chancellor, the STAR system, STAR GPS, iPASS, Starfish, and the UH systemwide Student Success Pathways initiative were implemented. Additionally, English and Math Redesign, *Ho'ala Hou*, the Sustainability Committee, the Global Initiative, and the Strategic Plan with its 5-pronged focus were implemented and developed with different

constituencies bringing forward ideas. These groups worked together on appropriate policy, planning, and special-purpose committees for improving the practices, programs, and services in which they are involved. These examples demonstrate that Honolulu CC creates and encourages innovation leading to institutional excellence. (IV.A.1)

The College has a governance structure where faculty, administrators, staff, and students can participate in the decision-making processes. There are five campus governance bodies with clear participatory roles in policy making and planning: Planning Council, Faculty Senate, Executive Council (FSEC), Student Senate Executive Council (SSEC), *Kupu Ka Wai* (KKW), and Student Government. Through these formalized committees, campus stakeholders are engaged in the decision-making process as outlined in HCCP 1.101 and UHCCP 1.104. (IV.A.2)

Of the five bodies, the Planning Council is the keystone committee (consisting of faculty, staff, student, Native Hawaiian, and administrative representatives) that reviews and updates the strategic plan, integrates assessment, and considers program reviews. The Planning Council and administration inform the campus processes for supplemental budget allocation requests and prioritization, as well as mission review and revision. As the committee under the Chancellor in the organizational hierarchy, but above the four governance bodies, the Planning Council endeavors to align the campus and other decision-making bodies in advising the Chancellor. (IV.A.3)

The Planning Council plays a vital role in the governance process as the body that coordinates communication between the other governance groups and the Chancellor. As such, it has the opportunity to streamline the integrated planning process of campus committees to ensure a more active participatory process which supports vertical and horizontal communication and broad constituency involvement. Additionally, it is noted that an integrated and comprehensive cycle or structure with a clear timeline for participation in the important processes of the Planning Council could help create effective coordination between the governance bodies, other committees, and stakeholders at-large. The Chancellor's final decisions, based on budget availability, are sent to the Planning Council Chair, archived on the Intranet, and communicated to the campus through email. (IV.A.5, IV.A.6)

Through the five formalized bodies (PC, FSEC, SSEC, KKW, and SG), individuals are able to bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. The self evaluation did not communicate clear engagement of student leadership and voice in governance, even though there are policies for student representation in each governance group. However, interviews at the College with Student Government and Student Leadership and Development (SLD) indicate that there are robust, active, and formal spaces and non-formalized governance committees for student engagement. (IV.A.2)

The Coordinating Collective is comprised of the Student Government, Student Media Board, and the Student Activities Board. The Collective actively seeks and advocates for student needs outside and, sometimes, within formal governance committees. The students' opted for a collective model which does not adhere to a traditional model of one leader or one point-person represented in governance committees. Instead, they formed a collective of leaders who are equal. The Collective civically engages in a manner that is more meaningful for them and their

constituents. Through this model, the Student Government, Student Activities Board, and Student Media Board have sought solution to areas of concern to students. The initiative with which the student leaders have captured the issues most relevant to their peers and advocated for solutions to address those issues is demonstrative of genuine student leadership. It is observed that the students' civic engagement, persistence, and advocacy beyond formalized governance bodies could be affirmed, supported, and encouraged by administration and the institution. The student-centered leadership paradigm works for the student leaders and for the students they represent. To support initiative and innovation in all its forms, the team recognized that the institution encourages input ideas and dialogue in non-formalized spaces, as demonstrated by student leadership activities and engagement as a Collective. (IV.A.1)

Honolulu CC ensures appropriate consideration of relevant perspectives and decision-making aligned with expertise and responsibility through the Planning Council charter, which outlines the committee's scope. However, the institution could encourage and ensure that it is attentive to all levels of participation and communication beyond the formalized governance bodies. The Distance Education Advisory Committee (DEAC), as a sub-committee of the CPC, which is a sub-committee under FSEC, is and will continue to be a vital voice as distance education becomes a priority in the College's strategic plan. DEAC's position in the organizational hierarchy, as currently designated, does not comport in authority, support, resource, or presence to the distance education growth that is envisioned and articulated by Honolulu CC. DEAC is a body constituted by faculty and staff whose area of expertise is curriculum and distance education. As such, the expectation is that College policies emerge in consultation with, not in spite of, DEAC recommendations. The team observed that the HCCP on distance education was signed on October 1, 2018. The policy was emailed to faculty and given to team members present at the DEAC team interview for the first time on October 17, 2018. RP 1.210 on faculty involvement in academic decision-making and policy planning and UHCCP 4.101 on faculty involvement in strategic academic planning will be vital in ensuring a participative process in the implementation and modification of newly signed HCCP.5.205, Distance Education. As DE is a short and long-term priority that will have college-wide implications in areas of mission, integrated planning, curriculum, quality, student support, human resources, financial resources, institutionally set standards, and governance, clear systematic participatory processes are needed to assure effective planning and implementation. (IV.A.4)

The *Kupu Ka Wai* (KKW) Council consists of faculty, staff, students, and administrative representatives committed to nurturing and sustaining Honolulu CC as a Hawaiian place of learning. The KKW Charter explicitly states the committee's unique responsibility to provide regular input in campus decision-making and priorities from the perspective of Native Hawaiian constituencies. (IV.A.2)

The richness and spirit of KKW's leadership, as evidenced by the group's reflective, strategic, and intentional planning in the areas of leadership, community engagement, and Hawaiian Culture and Language Parity, is palpable throughout the campus. As a governance body, the KKW perpetuates Hawaiian culture, language, and values in instruction, student support services, professional development, and community building through participative processes that are far-reaching, coordinated, active, and intentionally broad in dialogue within and beyond formalized spaces of input. (IV.A.2)

To ensure institutional effectiveness, governance bodies and committees should regularly and systematically evaluate their capacity to accomplish their mission. The College's approved policy, HCC Policy 5.204: Regular Review of College Policies and Procedures, demonstrates intent and clarifies process for the regular evaluation of decision-making policies and processes. However, the recency of this policy's final approval raised team concerns over the institutionalization of this practice and degree to which evaluation results have been widely communicated. (IV.A.7)

At Honolulu CC, contributions of leadership are used and recognized throughout the organization to promote student success and sustain academic quality, integrity, fiscal stability, and continuous improvement of the institution. Specifically, there are many formalized bodies of governance and committees in place to capture feedback and dialogue. In order for more contributions of leadership to guide the institution forward towards its strategic goals, the team observed that intentional mechanisms to support vertical dialogue between governance bodies and committees to flow in both directions are desired, as are support and recognition of non-formalized spaces for dialogue and feedback beyond the bodies of governance articulated by policies. (IV.A.5)

#### **Conclusions:**

The College meets the Standard.

### **IV.B. Chief Executive Officer**

#### **General Observations:**

The Chancellor provides leadership to Honolulu CC and is responsible for overall administration and management of the College's instructional, student services, institutional support, academic support, continuing education and training programs, and workforce development. She carries out these responsibilities in a collegial manner with the assistance of an administrative staff and the support of various governance groups. Various responsibilities of the Chancellor are outlined in the job description, in policies, and in memoranda from the UHCC VP. The Chancellor oversees an organizational structure appropriate to the needs of the College. The Chancellor has been actively involved in the accreditation process and has implemented statutes, regulations, and Board policies as required. In addition, she has reached out to the community to enhance its support for the College.

#### **Findings and Evidence:**

According to the job description, the Honolulu CC Chancellor provides leadership as the Chief Executive Officer and is responsible for overall administration and management of the College's instructional, student services, institutional support, academic support, continuing education and training programs, and workforce development. The team confirmed that the Chancellor is also responsible for working with College advisory and governance committees in the following: 1)

setting and reviewing the institutional mission and goals; 2) developing and implementing policies and planning strategies; 3) determining performance objectives and desirable outcomes; 4) developing the budget and allocating resources in line with the strategic planning process; 5) ensuring appropriate processes of internal and external communication; and 6) actively overseeing the process of accreditation to maintain institutional integrity. In particular, the Chancellor is responsible for the financial soundness of the College's operations. In addition, the Chancellor works with administrative staff members to direct, manage, and supervise personnel responsible for academic and non-academic programs. Delegation of authority to the Chancellor in others areas is effectuated as needed in the form of memoranda from the UHCC Vice President. The Chancellor is evaluated annually by the UHCC VP using a 360° process which involves her subordinates and the leads of the various governance structures who complete anonymous surveys and provide written comments. As part of her evaluation, the Chancellor also develops a written review of her accomplishments and those of her immediate subordinate executives. During follow-up discussions with the UHCC VP, she is asked to set goals for the coming year. A review of the Chancellor's most recent evaluation provided evidence of this process. (IV.B.1)

Through interviews with both groups and individuals, the team was able to confirm that the Chancellor plans, oversees, and evaluates an administrative structure that is organized and staffed to reflect the institution's purposes, size, and complexity. For the coming year, the Chancellor has included the goal of implementing a holistic student environment and conducting a review of the organization of the institution with a focus on improvement. Interviews and observations also provided evidence that the Chancellor delegates authority and responsibility to the VCs and other executive staff as appropriate. In these interviews, the Chancellor was lauded for her transparency. (IV.B.2)

The Chancellor has established several key groups that assist her in setting values, goals, and priorities for the College. Primary among these groups is the Planning Council whose major responsibilities include periodically reviewing the mission statement; reviewing the College's set standards; reviewing and updating the College's Strategic Plan; advising the campus on planning initiatives, including budget requests and resource allocation; coordinating campus communication among key governance bodies; monitoring the processes related to institutional research and effectiveness; monitoring the accreditation process; and providing recommendations to the administration, particularly the Chancellor. In addition, the team attended meetings of four other key collegial governance groups including the Faculty Senate Executive Committee, the Staff Senate Executive Committee, the Student Government, and *Kupu Ka Wai*. The Chancellor sits as a non-voting member on each of these groups to provide information, to foster consistency, and to set a tone of purposeful engagement. Interviews with focus groups indicated that decision-making is well integrated across personnel groups. (IV.B.3)

According to the Chancellor's job description, she is responsible for actively overseeing the process of accreditation to maintain institutional integrity. The team noted that she served on the Accreditation Steering Committee and as co-chair for Standards IV.A. and IV.B. in the development of the ISER. Together with the ALO, the Chancellor has responded to all necessary accreditation requirements through prompt action to resolve recommendations and all required reports have been submitted in a timely manner. (IV.B.4)

A review of the Chancellor's evaluation provided evidence that she has implemented the Hawai'i statutes and regulations and Board of Regents policies as delegated to her. This review further showed her institutional practices to be consistent with the College's mission and policies. The team found the College's budget and finances to be well-managed. (IV.B.5)

Many efforts to reach out to the communities being served by the Chancellor were summarized in the ISER. In addition to these efforts, her involvement in regional accreditation as a commissioner and visiting team chair are of note. The Chancellor is also an active member of the Pacific Postsecondary Education Council and serves as a commissioner with the American Association of Community Colleges. In addition, she has raised the visibility of the College by working with the community to recruit potential students and meet with alumni, potential donors, community supporters, and the broader community. The Chancellor has also worked closely with leaders in the community served by the College. (IV.B.6)

### **Conclusions:**

The College meets the Standard.

## **IV.C. Governing Board**

### **General Observations:**

The College is part of the University of Hawai'i system that is overseen by the Board of Regents (BOR), whose fifteen members are appointed to five-year terms by the governor of the state and confirmed by the state senate. Regents are expected to act as a whole and maintain appropriate communication between the BOR and the institution. The BOR has established and adheres to clear policies related to the selection, evaluation and authority of the CEO of the institution. It also has policies and procedures in place related to the Board's operation, professional development, self-evaluation and ethical requirements. Finally, the BOR has established clear delineation between the general oversight responsibilities of the board and the operational responsibilities of the CEO.

The governing board for the college is established in Hawai'i State statute and is appointed by the governor and confirmed by the Senate. The Board's authority is also established in statute and the state constitution. Its policies assure its responsibility for academic quality, integrity, and effectiveness of the student learning programs and services.

### **Findings and Evidence:**

The Board policy manual is organized under the UH System-wide Policies and Procedures Information System (PPIS) using a standardized policy format. This format includes the designated policy number, the title, and a header including the chapter, Regents Policy number, effective date, prior dates amended, and a review date. Regents Policy RP 5.201 delineates the

Board's accountability for academic quality, integrity, and the effectiveness of learning programs. Financial stability is addressed through RP 8.203 among others. The BOR executes those responsibilities through board and committee meetings, and at times, through the creation of special tasks groups to address specific issues. (IV.C.1)

RP 1.202 outlines the expected relationship of Regents with the administration and the university, and delineates the communication structure related to the flow of information to and from the BOR. In addition, the BOR handbook also details the expectation that Regents will serve the system as a whole and individuals have a responsibility to support the majority action. These responsibilities and adherence to them are reviewed via a Board self-assessment instrument. (IV.C.2)

Policies state that "the authority of the Board reposes in the Board as a whole." The Board's minutes and self-evaluation show that they are working collectively. Board of Regents meeting minutes of October 31, 2017, indicate that "acting as a unit" was included on the Board Self Evaluation Survey. The summary of results reflects three survey items related to this criterion supports the assertion that the Board acts as a unit. One Regent commented, "Regents have been very good at representing as an individual and not speaking on behalf of the full board." Regent Policy RP 1.202 states that "no member of the board can represent the board within the university and no member shall interfere, engage in, or interact directly with the campuses without prior authorization from the chairperson." (IV.C.2)

Selection of a CEO is governed by specific policies depending on the position. Recruitment and selection of the community colleges' CEO (Vice President for Community Colleges [VPCC]) is outlined in RP 9.212, and the selection of the College's chancellor is conducted in accordance with policy UHCCP 9.210. The BOR delegates the authority to evaluate the VPCC to the University of Hawai'i president, and the evaluation of the college chancellors is further delegated to the VPCC. Evaluations of the VPCC and the chancellors are governed by Executive Policies 9.203 and 9.212. The process primarily consists of a 360-degree assessment by those who work closely with the executive, a review of accomplishments and goals for the review year, and the setting of goals for the upcoming year. The evaluation system itself is also periodically reviewed and updated as necessary. (IV.C.3)

The UHCC office has a newly approved (spring 2018) policy UHCCP 9.210 for the recruitment, selection, and appointment of Community College Chancellors which is aligned with Regent Policy RP 9.212. Executive Policy EP 9.212 (in support of Regent Policy RP 9.212) establishes an annual review that includes a 360-degree assessment by the Honolulu CC Chancellor, as well as her peers, subordinates, and constituents of the Chancellors' performance. This assessment also includes a review of accomplishments and goals for the review year and for the coming year. (IV.C.3)

Article X of the State Constitution outlines the independent authority of the BOR and the autonomy of the University of Hawai'i. The Article establishes the power of the BOR to formulate policy and exercise control over the university through an executive officer appointed by the BOR. In exercising its responsibilities, the BOR leadership may communicate and/or meet with state legislators on matters relating to the university. (IV.C.4)

The autonomy of the University and related independent authority of the Board of Regents is embodied in Article X of the State Constitution, specifically Section 6 and RP 1.202: Relationship of the Board to Administration and University. (IV.C.4)

The BOR has established a number of policies to ensure the quality, integrity, and improvement of student learning programs and services, as well as provide for resources to support them. Board policies governing the system and college work are arranged into several tiers. The uppermost tier are the Board of Regents Policies (RP) and the UH Executive Policies (EP) that implement the RPs. Other policy tiers must exist in compliance with and/or not contradict policies at higher levels. Below the RPs and EPs are the UHCC policies and then those established by the individual colleges. The BOR has established a number of policies to ensure the quality, integrity, and improvement of student learning programs and services, as well as provide for resources to support them. These include RP 5.201, which states that instructional programs must be consistent with the institution's mission and undergo regular review and RP 4.205, which outlines the need for regular and systematic assessment and accountability of all programs, campuses, and the university as a whole with an eye toward effectiveness in meeting the mission and goals of the institution. (IV.C.5)

A review of the Board of Regents policy manual shows that the Board has established policies consistent with the system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. (IV.C.5)

BOR policies related to the board size, responsibilities, structure, and operating procedures are found on the Board of Regents' home webpage. In addition, the bylaws of the BOR include sections defining the board and its organization, the duties of the BOR officers, committee structure, meeting requirements, general operating procedures, and conflict of interest requirements. (IV.C.6)

The Board publishes its policies establishing its size, duties, responsibilities, structures, and operating procedures. Board Bylaws and the Board Policy Manual, under the UH System Policies and Procedures Information System, are readily available on the UH website. (IV.C.6)

The BOR reviews its policies on a staggered three-year cycle for 12 chapters of policy. The policies and related administrative procedures are all documented on a system-wide Policies and Procedures Information System (PPIS) that provides easy public access to all policies, information related to the effective date of each policy as well as prior amendment dates and automatic notifications to interested parties of any change to policy. Regular reports on policy review and revisions are made first to the Committee on Personnel Affairs and Board Governance and then to the BOR. (IV.C.7)

A review of samples of Board minutes shows that the actions of the Board are consistent with its policies and bylaws. There is a regular three-year cycle for policy review, and Chapters 9-12 will be reviewed in 2019-2020, after which the cycle begins again. Any policy may be reviewed at any time, as needed. The community colleges are not involved per se, but the VPCC provided leadership for the review of Chapters 1-4 at the request of the Board, and as a regular attendee at

Board meetings, is fully informed of the process. The community colleges can provide input to the VPCC. For example, the Community College Council of Faculty Senate Chairs might provide input on matters pertaining to shared governance and decision making. (IV.C.7)

The BOR has established strategic goals for the University of Hawai'i in four key areas, the first of which is a graduation initiative focused on student success. The BOR strategic goals are also aligned with the strategic goals of the UHCC system and the individual colleges. Where possible, targeted incremental growth or improvement measures associated with the goals and regular updates are provided to the BOR during board meetings or relevant committee meetings. (IV.C.8)

The Board has established goals related to student success. It is kept informed of issues impacting student success through reports. The UH System, in keeping with its commitment to be an indigenous-service institution, tracks data on the various demographic constituents it seeks to serve. The UH and UHCC systems track the incremental changes in several factors. Data related to meeting campus-specific targets are also used in the allocation of performance-based supplemental funding, beyond base-budgeting. (IV.C.8)

The BOR has an ongoing training program that includes a number of professional development opportunities. New board members receive a full-day orientation that introduces them to University functions, governance and strategic directions, as well as to BOR governance, processes, ethics, and conduct. New members are also paired with an experienced board member who serves as a mentor to the incoming member. Members also attend relevant conferences such as the Association of Governing Boards and the Association of Community College Trustees. In addition, the BOR conducts retreats and specialized training sessions such as a recent session on financial audits. (IV.C.9)

Through a review of HRD394A – 104 (enabling legislation), it appears the Board has staggered terms. The Board Bylaws provide for a written method of providing for leadership continuity and orientation of new members. Article II, Section E, of the Bylaws (as of July 19, 2018), provides for an orientation for new members within one month of the beginning of their term. The orientation shall include, among other things, an overview of the University system, BOR responsibilities, accreditation standards for Board governance, and BOR policies and practices. New members also are to be provided with a Reference Guide covering these and other topics. (IV.C.9)

RP 2.204 provides a process for BOR self-evaluation, and in 2017, the BOR committee structure was revised to provide oversight to the self-evaluation process. The BOR has conducted the self-evaluations annually since 2014 and uses the results for continuous improvement of board performance and institutional effectiveness. (IV.C.10)

The Board has been conducting annual self-evaluations. The commitment to this process is codified in RP 2.204: Policy on Board Self-Evaluation. While there is not a formal schedule per se, recent practice has been consistent in conducting the self-evaluation just prior to or at the beginning of the new academic year. (IV.C.10)

BOR bylaws and RP 2.206 contain conflict of interest policies and procedures, and members are informed of the ethics requirements during their initial orientation. Regents who are also active employees of the University of Hawai'i are also aware of the conditions under which they must recuse themselves from actions impacted by their employment status. All regents are required to file annual financial disclosure forms with the state ethics commission, and those disclosures are made available to the public. (IV.C.11)

A review of Board minutes provided evidence that the Board upholds its code of conflict of interest policy as expressed in Article X of the bylaws. The Board is required to comply with Chapter 84 Part II Code of Ethics of the Hawai'i Revised Statutes. The Board's Code of Ethics is combined with its (State) Conflict of Interest policy. (IV.C.11)

Through RP 2.202, the BOR clearly distinguishes between its responsibility for establishing overall strategic direction, university policy and fiduciary management, and that of the UH System President. The President's authority is then delegated where appropriate to the VPCC and the individual college chancellor. Where specific situations may indicate board oversight, a task force is established to explore and address the particular issue, but the BOR does not engage in direct management of the community colleges. (IV.C.12)

Board Policy RP2.202 Duties of the President delegates responsibility and authority to the President to implement and administer Board policies and delineates the President's authority to delegate to VPs and Chancellors. (IV.C.12)

The BOR is informed on a regular basis about the accreditation status of the College. A sub-set of Regents was actively engaged in dialogue about board-related standards and participated in refinements of Standard IV.C. All actions of the smaller group were reported back to the entire BOR. (IV.C.13)

The February 23, 2017 Board meeting minutes show an item related to the Permitted Action Group's participation in the self-study process for the community colleges. The BOR, primarily through its Committee on Academic and Student Affairs, monitors the accredited status of all ten campuses in the UH system. For the six community colleges accredited by ACCJC, as they prepared for the current cycle, the Board authorized the formation of a permitted interaction group, as described in IV.C.13. This group provided input to the VPCC, who provided periodic reports to the BOR. All six campuses provided summaries of their ISERs and QFEs to the Committee on Academic and Student Affairs via the VPCC on May 18, 2018, which accepted them on behalf of the BOR. The Committee subsequently reported that to the full Board, which formally accepted the community college ISERs at its June 7, 2018 meeting. The permitted interaction group was formally dissolved at the July 19, 2018 BOR meeting. (IV.C.13)

### **Conclusions:**

The College meets Standard IV.C.

## **IV.D Multi-College Districts or Systems**

### **General Observations:**

The University of Hawai'i System is the sole provider of public higher education in the state of Hawai'i. The overall structure of the University of Hawai'i System is established in the Board of Regents policy 3.201: Major Organizational Units of the University of Hawai'i. The ten-campus system as a whole includes the University of Hawai'i Community Colleges (UHCC), which is comprised of seven community colleges. The UHCC is further established in the Board of Regents Policy 4.207: Community College System. University of Hawai'i Maui College is accredited by the Western Association of Schools and Colleges (WASC), Senior Division. The other six community colleges are accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), and function as a multi-campus system.

The UH system is governed by a 15-member Board of Regents (BOR) and overseen by the UH system President. Overall leadership of the community colleges is provided by the Vice President of Community Colleges (VPCC), who reports directly to the UH system President. The VPCC delegates authority for each college to a community college chancellor. The VPCC ensures that system level leadership and support for the system and college missions are provided and coordinated through his office. The VPCC delegates the operations of each college to the chancellor. The operational structures at the system level are mirrored at each college and functions are delineated. The system has clearly articulated methods for budget preparation in a responsible manner, and adequate allocation and re-allocation of resources to support operations in a sustainable manner.

### **Findings and Evidence:**

The VPCC delegates full authority and responsibility to administer policies to each chancellor without interference and holds the chancellor accountable for the operations of the college. System planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. Communication between colleges and the system is timely and accurate and ensures effective operations of the colleges. The process for evaluating system and college role delineation, governance and decision-making is described as “ongoing and organic.” (IV.D.1)

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC Functional Map, most recently reviewed by the community colleges, and updated in fall 2017. The Functional Maps show alignment with both the major accreditation topics as well as the detailed parts of Standards IV.D.1-9.

The system re-organization in 2005 created a new organizational chart that established the VPCC as a member of the senior administration of the UH System, reporting directly to the UH system president. The UHCC office then oversees the management of and provides support in areas such as academic support, planning, personnel, facilities, and fiscal resources. (IV.D.1)

The vice president for community colleges (VPCC, the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfilling their respective missions, and in supporting educational excellence and student success. The VPCC provides system-level support for campus operations through both a centralized system office, and through several bodies comprised of campus representatives. (IV.D.2)

The operations of the Office of the Vice President for Community Colleges (OVPCC) are overseen by two associate vice presidents who coordinate centralized support services in the areas of Academic Affairs and Administrative Affairs. The associate vice president for academic affairs provides leadership in operational policy-making pertinent to the development and implementation of community college system-wide academic plans, goals, and assessment. Specific areas of assistance and coordination include academic support services, academic planning, assessment and policy analysis, career and technical education, student affairs, and workforce development. The office also supplies the system with strategic data on a number of measures that contribute to a more refined assessment of the success of various programs and initiatives. (IV.D.2)

The VPCC also meets regularly and works with several councils comprised of representatives of specific leadership constituencies at the community colleges: Council of Community College Chancellors, Community College Council of Faculty Senate Chairs, and Community Council of Native Hawaiian Chairs. (IV.D.2)

Emerging initiatives that will require additional system-level coordination and effective interface with the individual colleges are a) Sustainability and b) Distance Education. With reference to Sustainability, an Executive Policy 4.202 and a new Board of Regents Policy 4.208 signal a system-level commitment that will impact all campuses as they develop and share ideas and practices that best fit their individual needs and environmental conditions. Secondly, while the community colleges have utilized the modality of distance learning for quite some time, recent discussion has now focused on developing a coordinated and fully online Associate in Arts (Liberal Arts) degree at the community college system level, which will require renewed and proactive commitment from the community college system office and the individual campuses. (IV.D.2)

The delineation of functions and the differentiation of responsibilities between system and campus level is summarized in the UHCC-System Functional Map, most recently reviewed by the community colleges, and updated in fall 2017. The functional map shows alignment with accreditation standards. The VPCC provides system-level support for campus operations through both a centralized system office and through several bodies comprised of campus representatives. System-wide councils exist to facilitate planning and also allocation of resources among the campuses to ensure that the colleges have the flexibility and support to fulfill their mission. Two associate VPs coordinate efforts across the system in academic affairs and administrative services, respectively. Several councils operate at the system level, and the campus level organizational structure mirrors the system level support. The Strategic Planning Council (SPC) ensures that CC system planning is aligned with UH system planning. (IV.D.2)

The UH System has Hawai'i state law and board policies that provide the authority and the processes for allocating and reallocating resources in support of college/system operational effectiveness and sustainability. Board policy delegates responsibility for financial management and campus operations to the UH System President and College Chancellors. (IV.D.3)

Campuses have also had access to additional funds from the Office of the Vice President for Community Colleges, and more recently from the Office of the University of Hawai'i President, providing additional incentive for meeting certain goals linked to performance measures focused on student achievement. These are in turn associated with system and campus strategic objectives. Campuses have specific targets for incremental growth--meeting or exceeding their results in earning this additional funding. Unallocated funds are redistributed by the Office of the Vice President for Community Colleges for other campus or system initiatives such as those associated with student success. (IV.D.3)

The system has established methods for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the system. The system CEO ensures effective control of expenditures. The biennial mechanism for budget preparation is codified in law, policy, and procedure. System-wide the process is coordinated by the AVPAS for community colleges. Colleges have access to state authorized budget, tuition dollars, revenue funds, and also other funds through the VPCC. Re-allocation of resources is most clearly demonstrated through the pool of vacant positions system-wide, which can be used to support emerging needs among the colleges based upon documented need. (IV.D.3)

Board policies (UHCCP 8.201, 8.000, 8.200) have been established for developing budgets, managing funds, and controlling expenditures (general, grants, special, revolving, tuition and fees, revenue generating, self-sustaining programs, and cash reserves). Additional funds have been made available to colleges through the OVPCC for those that meet or exceed specific student achievement performance measures identified in the UH System and college strategic objectives. A UHCC policy was established for the colleges more effectively managing vacant positions throughout the UHCC unit. Vacant positions are placed into a system pool from which colleges can request reallocation of a position based on documented need. (IV.D.3)

The University of Hawai'i System has a president, a vice president for community colleges (among several vice presidents responsible for differentiated areas of UH System functions), and chancellors for each of the ten universities or colleges in the system. As noted, the VPCC is the CEO of the system of the seven UHCCs. Each college has a chancellor, the CEO of the institution. Board of Regents Policy 4.207 established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System. In 2005, the Board of Regents approved the reorganization of the Community Colleges System and created the new executive position of Vice President for Community Colleges. (IV.D.4)

The authority and responsibility of UHCC chancellors for the overall management and governance of their campuses is further affirmed in UH Executive Policy 1.102, Authority to Manage and Control the Operations of the Campus, which states, "Primary authority for financial management has been delegated by the president to the chancellors. Chancellors may sub-delegate authority to qualified, responsible program heads." University of Hawai'i Community Colleges Policy UHCCP 8.000: General Fund and Tuition and Fees Special Fund

Allocation, also specifies the chancellor's responsibility "...to develop a methodology to allocate funds to the campus units consistent with budget planning and resource allocation standards of the accrediting commission." Responsibility for a broad range of personnel actions has also been delegated to the chancellors in UH Executive Policy 9.112. In line with the need for accountability in the fulfillment of their duties, chancellors (and other executive managerial personnel) are subject to annual performance evaluation, with final assessment by the VPCC. This process is thoroughly codified in UHCCP 9.202: Executive Employees Performance Evaluation. (IV.D.4)

The community colleges in the Hawai'i statewide system of public higher education operate within a three-tiered system: the University of Hawai'i (UH) System as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); the UH Community Colleges; and the individual community college campuses located on the four major islands in the state. Satellite Learning Centers, providing additional outreach across the state, are managed by the community colleges and UH-Maui College. A commitment to the parity of access for students and to the continuous improvement of conditions contributing to student learning and success, as well as a commitment to the equitable allocation of resources in support of that ultimate goal, require the effective planning of operations that are coordinated and integrated across the system. (IV.D.5)

As noted, there are multiple structures in place at the UH- and the CC-system level (e.g., committees of administrative counterparts from individual campuses and councils of campus governance representatives) that facilitate the dialogue and decision making essential to planning and implementation. In addition, each tier of the system is grounded in a comprehensive strategic plan that provides the conceptual guidance for mid-range planning. These currently include the UH Strategic Directions 2015-2021, the UHCC Strategic Directions 2015-2021 (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan. (IV.D.5)

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration. In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are further linked to performance-based funding provided at both the UH- and the CC-system level, as seen in the Crosswalk of UH System and UHCC Performance Funding cited in IV.D.3.

Most recently, on April 20, 2017, the Board of Regents approved the Integrated Academic and Facilities Plan (IAFP) for the University of Hawai'i System. Recognizing the critical interdependence between the academic missions of the ten campuses and the physical and other resources required to support those missions, the IAFP states that it is "...intended to provide a comprehensive plan for how the campuses will develop and work together to ensure that the entire mission of the UH System is addressed without undue duplication or inter-campus competition." The IAFP provides an overview of current conditions and emerging needs and prospects for the four major units in the system (the three universities and the CC system) and affirms the further integration of planning in noting that "The principles of this plan will be

incorporated into biennium budget planning, annual operating budgets, six-year CIP plans and academic program approvals and reviews (p. 18).” (IV.D.5)

System planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. This is documented in the UH Strategic Directions 2015-2021, the UHCC Strategic Directions 2015-2021 (intentionally developed to be aligned with the overall UH plan), and the individual campus strategic plans, also developed in alignment with the UHCC plan. There is a high degree of congruity and integration between the three tiers of the public education system in Hawai’i (UH, CC system and individual CC). In some cases, goals and objectives of strategic planning have been quantified or operationalized to provide a basis for evaluation of institutional effectiveness. Several of these measures are also linked to performance-based funding provided at both the UH- and the CC-system level, as seen in the Crosswalk of UH System and UHCC System Performance Funding. CC system-wide and individual colleges utilize council structures to align college goals with system goals and performance indicators. (IV.D.5)

The VPCC is a member of the UH president’s senior leadership team (Executive Council) as well as a member of the ten-campus Council of Chancellors. The VPCC serves as the Administrative Representative to the Board of Regents Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for Board of Regent approval (e.g., strategic plan and Institutional Self Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of Board of Regents committee and board meetings, the VPCC is provided with memos summarizing Board of Regents approved actions. Campuses are also informed of updates to the policies and procedures that constitute the institutional infrastructure through notification from the Policies and Procedures Information System (PPIS). The VPCC also meets regularly with three Councils representing different aspects of college governance: the Council of Community College Chancellors, the Community College Council of Faculty Senate Chairs, and the Community College Council of Native Hawaiian Chairs. Meetings of these Councils are documented and each Council completes an annual self-assessment. (IV.D.6)

Established mechanisms for communication exist between the three-tiered system of public higher education in Hawai’i. This occurs in a timely and accurate manner to ensure effective operations of the colleges. The VPCC is primarily responsible for advocating CC issues to the BOR and is notified of BOR decisions in a timely manner through direct communications from the UH president. The VPCC uses a system of councils and also semi-annual visits to each CC campus to ensure effective communication. Finally, at the campus level, policies, practices, and structures exist whereby stakeholders and those with particular expertise are able to contribute to governance. (IV.D.6)

While assessment of system-wide role delineation, governance, and decision-making is “organic and ongoing,” a formalized structure for assessment does not exist. Recent improvements have been made to communication across the CC system through orientation provided to campus representatives that serve on system committees and also a comprehensive update of the system website. (IV.D.7)

**Conclusions:**

The College meets Standard IV.D.

**Commendation 5**

The University of Hawai'i Community College System is commended for its island-centered mission in identifying new programs, and for its successful system-wide implementation of technology across the system to support program planning and tracking in clarification of students' academic pathways. (IV.D.5)

**Recommendation 5**

In order to improve institutional effectiveness, the team recommends that the system develop and implement an assessment process to measure the effectiveness of role delineations, governance and decision-making processes to ensure their integrity. (IV.D.7)

# Quality Focus Essay

## General Observations:

The Quality Focus Essays are aligned with the College's mission and are data informed. The identified goals relate to multiple standards and involve numerous members of the College community. Honolulu CC is centered on and sensitive to the needs of the community and uses innovative technology to address student support and learning. The goals and action plans are observable, measurable, and achievable over the three-year period. As a result of their reflection and analysis of accreditation standards, the College identified two areas which directly impact student learning, student success, and support of distance education students, with related action project goals for each area. Honolulu CC supports a mindset of continuous improvement and has focused on efforts that are both observable and measurable, as well as involving the campus community for input and recommendations for action. The two identified areas of focus are 1) Purposeful Engagement for Student Success and 2) Enhanced Support for Distance Education Students. The College's QFE areas address Standards and Subsections in I, II, and III.

### 1) Purposeful Engagement for Student Success:

As part of the Achieve the Dream, Honolulu CC's Purposeful Engagement for Student Success is an extension of the Integrated Student Support that brings the whole campus to work together to address the academic, emotional, financial, and career needs of students holistically with the goal to increase course, program, and degree completion. Honolulu CC reviewed retention and persistence data, along with enrollment trends, to identify action projects to address engagement for student success. The College recognized the barriers to enrollment and completion as Hawai'i's economy has improved, and therefore, more students are entering the workforce rather than entering or remaining in college. The UH system's Graduation Initiative looks to reach "55 by 25", which is 55% of the state's working age adults having at least a two-year degree by 2025. There are factors which impact persistence and enrollment, including low fall-to-fall persistence rates; student support for the demographics in the Farrington community; and factors related to completion rates among female, Pacific Islander, and Pell students. The College has begun efforts to address persistence and enrollment through the integrated student supports and the use of technology and strategies in working with high schools and programs to support Native Hawaiian students.

Within this area of focus, the College has created three action plan goals to address purposeful engagement for student success to increase persistence and success. These include 1) faculty-to-student engagement strategies in both curriculum and pedagogy; 2) strategic integrated communications to provide comprehensive services to students; 3) engagement with students early and continuously, and to remove barriers to entry and retention; and 4) reviewed and revised infrastructure and policies to support initiatives. The observable and measurable steps for each of the action plans provide a very good framework for addressing the gaps in persistence and recognizing the need to engage all levels within the College to meet the goals. The use of technology is central in the plans, and the intentional use of data along each goal in the plan works well with the identified timeline as well as inclusiveness in the college community to share the responsibilities to address and reach intended goals over three years. Assessment

measures of performance are in place, but performance targets should be determined to address the identified focus on student persistence and success.

## 2) Enhanced Support for Distance Education Students:

Honolulu CC has recognized that there will be an increase over the coming decades in students having access to online and virtual learning environments, in addition to knowing that distance education may be challenging for students from traditionally underserved communities and first generation students. The College recognized that they are at a critical point in regards to balancing online and distance education for students while also ensuring implementation of student supports to increase success. Consistent with the College mission, efforts in addressing the gap of support services to distance education students may also benefit students who attend campus for evening classes. Honolulu CC has reviewed data related to success in distance education courses and found that the results lag behind students in face-to-face instruction as well as success rates gap above the national average. The desired goal of this focused action will be to increase distance education course completion and achievement through proactive support services. The College intends to focus efforts in undertaking two goals: 1) to develop reliable tracking of student services by students in distance education and 2) to increase the use of support services for distance education and evening students. Honolulu CC provides comprehensive support services to students on campus and utilizes innovative technology to meet the needs of students to support their success.

Within this area of focus, the College has set two action plans to address enhancing support for distance education students. The first is to develop a reliable method to track use of support services. The College currently uses Starfish/MySuccess for student support and retention systems but intends to explore instituting technology to capture student data with a system that is fiscally viable. The second action focuses on improving retention and student success through counseling, using online communications such as Google Hangout to connect with students, revamping the Academic Counseling webpage, updating the new student registration system, and focusing on professional development efforts for academic counselors and trainings on distance education tools. Another action plan step is improving outcomes through the College Achievement and Retention Experience (CARE) in which college personnel call all students enrolled in distance education classes prior to the start of a term to provide resources and support and to provide peer coaching. The final action step will be to increase the support for students to use the College Writing Center through the creation of a portal within Lualima. Additionally, the College will explore web conferencing tools with whiteboard features such as Zoom or Go-To Meeting. These tools will provide students multiple means to access assistance including mobile apps. The provided timeline to address these actions is reasonable and achievable within the three-year timeframe. However, performance targets should address the specific objective on course completion and achievement as well as the specific objective to increase distance education course completion rates and achievement.