Honolulu Community College

Institutional Self Evaluation Report

Support of Reaffirmation of Accreditation

Submitted by:
Honolulu Community College
874 Dillingham Blvd.
Honolulu, HI 96817

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

May 11, 2018
Institutional Self-Evaluation Report – Certification

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

From: Dr. Erika Lacro, Chancellor
       Honolulu Community College
       874 Dillingham Blvd.
       Honolulu, HI 96817

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

I certify that there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

[Signatures]

Dr. Erika Lacro, Chancellor
Jeff Speers, Accreditation Liaison Officer
Anson Bernal, Faculty Senate Executive Committee Chair
Kyle Higa, Staff Senate Executive Committee Chair
Mark S. Alapaki Luke, Kupa'Ka Wai Council Chair
Christopher Rallahan, Student Government
Jeff Stearns, Planning Council Chair
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<td>ARPD</td>
<td>Annual Report of Program Data</td>
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<tr>
<td>BOR</td>
<td>University of Hawai‘i Board of Regents</td>
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<tr>
<td>CCIE</td>
<td>Campus Council on Institutional Effectiveness</td>
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<tr>
<td>COSA</td>
<td>Committee on Student Affairs</td>
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<td>CPC</td>
<td>Committee on Programs and Curricula</td>
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<tr>
<td>CSSC</td>
<td>Campus Student Success Council</td>
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<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
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<tr>
<td>DCC</td>
<td>Division Curriculum Committees</td>
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<tr>
<td>DDC</td>
<td>Deans and Division Chairs Committee</td>
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<tr>
<td>FSEC</td>
<td>Faculty Senate Executive Committee</td>
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<tr>
<td>KKW</td>
<td>Kupu Ka Wai Council</td>
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<tr>
<td>PPIR</td>
<td>Office of Policy, Planning, and Institutional Research</td>
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<tr>
<td>SLD</td>
<td>Student Life Development</td>
</tr>
<tr>
<td>SSEC</td>
<td>Staff Senate Executive Committee</td>
</tr>
<tr>
<td>UH</td>
<td>University of Hawai‘i</td>
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<tr>
<td>UHCC</td>
<td>University of Hawai‘i Community Colleges</td>
</tr>
<tr>
<td>VCAA</td>
<td>Vice Chancellor of Academic Affairs</td>
</tr>
<tr>
<td>VCAS</td>
<td>Vice Chancellor of Administrative Services</td>
</tr>
<tr>
<td>VPCC</td>
<td>Vice President of the Community Colleges</td>
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halau | community gathering place
Hawai‘i Papa O Ke Ao | Hawai‘i Foundation of Enlightenment/Knowledge
Ho‘āla Hou | Renewing a Pathway to Student Success Through Culture-Based Learning
Ka Lā | College newspaper produced by students
Kaiieie | Degree Pathway Partnership
Kuali CM | Web-based curriculum management system
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Guide to Viewing the Report

Document links

Blue designators within parentheses indicate a link to evidence supporting the point discussed, usually a document or webpage screen shot. Click on the link to view the evidence.

The following example will link to a document:

... outlined in its Strategic Directions (I.A.7) ....

For large documents, the blue designator will show the specific page to view, such as page 15 for the following example:

... essence of the college and its purpose (I.A.1 [p. 15]) ....

Referrals to other sections are not links but there for information. Referrals are in italics, not in blue, and begin with “See section ....”

(See section I.B.3)

Evidence folders

On the same thumb drive as the report are folders that include evidence files pertaining to particular standards, such as folder STD.I.A.

Names of files for web screen shots include the web link in parentheses. Click on link to go to the webpage if there is an Internet connection. An example of such a file:

I.C.8 Accreditation Screen Shot (www.honolulu.hawaii.edu/accreditation)

REFERENCES IN DISTANCE EDUCATION SUPPLEMENT

In the Distance Education Supplement, italicized references in parentheses indicate that the information is in the main report. Example:

... regular communication, reports, and plans. (II.A.5, II.A.6, II.A.7).
POLICY FILE NAMES

Policy names that start with
RP – refer to Board of Regents policies (example RP 8.201)
EP – refer to University of Hawai‘i executive policies (example EP 8.201)
AP – refer to University of Hawai‘i administrative policies (example AP 8.201)
UHCCP – refer to University of Hawai‘i Community College policies (example UHCCP 8.201)
HCCP – refer to Honolulu CC policies (example HCCP 8.201)
Introduction

Brief History

Honolulu Community College (Honolulu CC) was established in 1920 as the Territorial Trade School in Palama. Subsequently, it became part McKinley High School, but was later reestablished as Honolulu Vocational School. It became the Honolulu Technical School in 1955 before becoming part of the University of Hawai‘i 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.

As one of seven schools comprising the UH Community College System, Honolulu CC experienced rapid growth between 1966 and 1976 and has evolved into a fully comprehensive community college. The Main Campus, a short distance from the heart of Honolulu on Dillingham Boulevard, offers liberal arts instruction leading to a two-year Associate in Arts degree, allowing students to transfer credits to achieve junior class standing at four-year higher education institutions within the State. The college also has facilities near Honolulu International Airport, on Kokea Street, and at Sand Island that currently offer Associate in Science, Associate in Applied Science, and Associate in Technical Studies degrees. Certificate programs in more than twenty Career and Technical Education areas that are integrated with a strong general education "core" help Honolulu CC provide an educated citizenry for the workforce of the State of Hawai‘i.

Responding to Students

In its planning, Honolulu CC takes into account that its student population is an aggregate of multi-ethnic and cultural identities unique to the Kalihi-Kapālama neighborhood. The neighborhood, not far from the Honolulu city center, has a working-class environment with a significant number of immigrant families and Native Hawaiians. Data on student demographics are available in the Honolulu CC Fact Book 2017 (I.A.2 [pp. 5-9]).

The community ranks third highest in the state for disabilities among those ages 21 to 64. It has the highest percentages statewide of Filipinos (46.7%), Asians (65.8%), and foreign-born recent immigrants (15.6%). It has the second-largest population of Pacific Islanders in the state. The per capita income is in the lowest 25% statewide.

Compared to the state as a whole, our community experiences higher unemployment, higher usage of welfare and food stamp assistance, and lower levels of home ownership.
More than half of the adolescents from this area who responded to a statewide survey reported community disorganization, low family attachment, and poor parental supervision.

According to the “Farrington Area Community Profile,” our community has one of the lowest for children who are nurtured and doing well in school, families that are healthy, and communities which are economically vital. Measured by a protection index, the Farrington community ranked 41 out of 42 statewide communities (INTRO.1 [p. 6]).

The per capita income is in the lowest 25% Statewide. Residents in this area experience higher unemployment, higher usage of welfare and food stamp assistance, and lower levels of home ownership than the State as a whole. The percentage of adults possessing high school diplomas is 69%, the lowest in the state, and those with Bachelor’s Degrees are only 12%. The area has a high percentage of foreign-born recent immigrants and the second-largest population of Other Pacific Islanders in the state (INTRO.1 [pp. 2-4]).

Students seek affordable and flexible education from an open-door and comprehensive community college to accommodate work schedules and family concerns. Honolulu CC is the primary technical training center of the Pacific Rim and is thus uniquely equipped to address the business and technical needs of the State of Hawai’i. In addition to providing workforce opportunities that are required by legislative mandate, the College also offers a variety of degrees and serves as a primary entry point for students seeking an Associate degrees in Arts (AA), Science (AS), and Technical Studies (ATS), or to complete their first two years of a Liberal Arts degree for eventual transfer to a four-year degree-granting institution (I.A.1).

The College also offers non-credit courses in Apprenticeship and Journey Worker Training, Continuing Education, and Lifelong Learning. In addition, the College has instituted a High School Outreach Program (Early College High School) in which qualifying seniors may take courses for college transfer credit. The College’s evening program enrolls many students returning to college while raising families or after long absences. Many are full-time employees during the workday.

The College also addresses the needs of those entering or re-entering the workforce by pursuing with required certifications or job skills. Veterans are accommodated as well as individuals seeking to improve their professional and personal skills and interests. The College also offers an array of distance education courses in cable, online, and hybrid formats as noted in the college catalog (I.A.1 [p. 163]).

The needs of our students, community and statewide workforce, as identified in our mission statement, provide an essential rationale for the creation, support and
continuous improvement of programs, curricula, courses and services. The context of our community, the current and future needs of Hawai’i business and community members, as well as future employment opportunities for our students are determined using a variety of sources.

The reports and studies utilized include Department of Labor and Industrial Relations forecasting reports (Intro.2) that project the employment growth by industry; survey of former students (Intro.3), and Career Assessments done by the HCC Career Readiness and Job Placement Center. On the whole, the data gathered by the College and the Office of the Vice-President for Community Colleges (Intro.4) strongly indicate that the College’s mission and goals are appropriately aligned with the needs of our student population.

Student needs are assessed regularly with the biannual administration of the Community College Survey of Student Engagement (CCSSE), and the Graduation Survey. The surveys provide meaningful information from current students, soon-to-be alumni, and former students. The surveys attempt to gauge general satisfaction, student engagement and any student needs that are unmet by the College. Other quantifiable data such as student retention and success rates, persistence and transfer rates, course completion and success rates are reviewed regularly as part of the Annual Report of Program Data (ARPD), Program Reviews, and the annual strategic plan updates.

The College has developed projected success measures for Native Hawaiian, Filipino, Pacific Islander, and low-income students as shown in the College’s Educational & Strategic Plan (I.A.3 [pp. 4-6]). The measures target achievement in degrees and certificates, STEM, and transfer to four-year programs. Achieving these goals remains a challenge [Gap Analyses] (I.A.3 [p. 4]). Data on Native Hawaiian degree/certificate completion rates is available in the Honolulu CC Fact Book 2017 (I.A.2 [pp. 77-78]).

The state’s Hawai’i Graduation Initiative (HGI) is committed to increasing college participation and completion rates. Specifically, with regard to Native Hawaiian students, the College has implemented “Hawai’i Papa O Ke Ao” (Hawai’i Foundation of Enlightenment/Knowledge), an initiative led by Native Hawaiian faculty and staff, for the University of Hawai’i (UH) system to become a leading indigenous-serving educational entity. This initiative will make use of a Title III Grant, Hoʻeʻala Hou (Renewing a Pathway to Student Success Through Culture-Based Learning) to facilitate an enrollment pathway for Hawaiian students and create a culture-and place-based learning program for faculty, staff, and administrators aimed at infusing Hawaiian culture, traditions, and values into the campus community.
The institution’s educational purpose is appropriate to an institution of higher learning. Honolulu CC’s mission is reflected in a wide range of academic and support services to meet the needs of its intended student population.

The College offers many courses to meet the University of Hawai‘i and other four-year institutions’ general education requirements, which may be applied toward a baccalaureate degree. Data on transfer to four-year institutions are available in the Honolulu CC Fact Book 2017 (I.A.2 [pp. 101-103]). Honolulu CC is committed to providing the first two years of a traditional baccalaureate education by offering high-quality general education courses in Liberal Arts.

The College provides two-year transfer educational programs that offer students the general education component of the baccalaureate degree. The two-year transfer educational program offers courses articulated with all three four-year campuses in the UH system, as well as to the other six community colleges.

In Fall 2017, Honolulu CC inaugurated three pathways to assist students in achieving a specialized education: Exploratory Business, Exploratory Social Sciences, and Exploratory Health. These pathways guide students to courses that meet the requirements of the specialized majors at the four-year UH colleges.

In the realm of technical education, the College offers two-year, four-year, short-term and apprenticeship occupational-technical curricula for employment, skill upgrading and career advancement, and transfer to four-year technical programs.

The College also offers non-credit and continuing education services.

Some career and technical education degrees provide students with skills and competencies for gainful employment, entirely at the associate level. The Honolulu CC CENT program (Computing, Electronics, and Networking Technology), has established an articulation with UH West Oahu that includes the option of a Bachelor of Applied Science in CENT or the option of a Bachelor of Applied Science in Information Security and Assurance (ISA). There is also articulation leading to a Bachelor of Arts in System Administration with Hawai‘i Pacific University. Students who complete either the Associate of Science degree or the Advanced Professional Certificate in CENT may apply to transfer to these institutions to complete a baccalaureate degree in these programs. Students may be concurrently enrolled in the Bachelor of Applied Science programs at UH West Oahu and the CENT AS or APC program at Honolulu CC, as noted in the college catalog (I.A.1 [p. 105]).

The College provides a wide array of non-academic support services to encourage and
facilitate academic progress: Career and Retention Services which provide assistance in career counseling, career assessments, career exploration, résumé and cover letter writing, interview preparation, career fairs, and career readiness presentations; a Children’s Center, which provides day care for infants, toddlers and preschoolers; Financial Aid Services, which is available to all Honolulu CC students; Mental Health Services, which provides confidential personal/crisis counseling and community referral services; Disability Services (Student ACCESS), which is in compliance with Section 84.4 of the Federal rules and regulations governing Section 504 of the Rehabilitation Act of 1973; and Student Success (TRIO-SSS), where students receive guided individualized assessment and planning, small group tutoring, mentoring, cultural and educational workshops, club and community service activities, and other academic support.

The College was the first among the Hawai‘i community colleges to pilot the STAR Graduation Pathway for new student registration in April 2016, and is the first to engage in a facilities and scheduling analysis tied to efficiency and effectiveness of facilities use.

In 2016, the College obtained an iPASS grant (Integrated Planning and Advising for Student Success) piloted using MySuccess and predictive analytics to adopt a more proactive approach with our students, as indicated in Planning Council minutes (Intro.5).

Other academic support services are also provided: The Campus Open Computer Lab along with several computer access locations on campus; the Hawaiian Center, which offers an array of comprehensive services and is open to all students; a Library, which assists students, faculty, and staff in obtaining and using information resources effectively to enable and promote student learning; a Math Lab, which provides tutoring both inside and outside the classroom; a Testing and Tutoring Center to assist students with their course work and related activities; and a Writing Center to help students become better writers and succeed in college.

Student achievement is measured by metrics including certificate and degree attainment, licensure examination passage, post-program employment, successful course completion and Student Learning Outcomes (SLOs). The assessment of SLOs is the College’s instrument to ensure that the student-learning component of the mission is implemented successfully. Recently, the College hired an Institutional Assessment Specialist and has been discussing options for a repository containing campus-wide SLO assessment. The College is committed to student learning and student achievement.

Student success data is shared with the Vice President for Community Colleges and
partnership groups, and is used in assessing compliance with institution set standards, strategic initiatives, equity expectations, grants and other College initiatives.

Compared to the other community colleges in the UH System, Honolulu CC is a unique learning environment (Liberal Arts and the non-credit Technical Training Center of the Pacific Rim), with a unique student population (Native Hawaiian, Filipino, low income, immigrant), with a unique set of challenges (high unemployment, low income), but with a common goal, achieving academic excellence and personal growth.

In a statewide survey of the community that the College serves, the majority of adolescents reported that they value education, and the majority of parents reported that they are involved with their children’s schools (Intro.1). The mind-set of the College is not simply that of a linear, cause-and-effect relationship between academic excellence and personal growth, but that personal growth also leads to academic excellence.
Campus Map

HONOLULU COMMUNITY COLLEGE • MAIN CAMPUS MAP
874 Dillingham Blvd. Honolulu, HI 96817 | PH: (808) 845-9211 | FAX: (808) 845-9173 | WEB: honolulu.hawaii.edu

Campus Locations

Main campus
874 Dillingham Blvd.
Honolulu, HI 96817
(808) 845-9211

Automotive Technology (AMT)
& Diesel Mechanics Facility (DISL)
445 Kokea Street, Bldg. 43 & 44
Honolulu, Hawai‘i 96817

Airport Training Center
Aeronautics Maintenance Technology Program (AERO)
140 Iako Place, Bldg. 52
Honolulu, Hawai‘i 96810

Marine Education & Training Center
Small Vessel Fabrication & Repair (MARR)
10 Sand Island Parkway, Bldg. 50
Honolulu, Hawai‘i 96819

Training Facility
PHNSY Apprenticeship Program (Applied Trades)
Pearl Harbor Naval Shipyard
Pearl Harbor, HI
(Restricted Area)
**Campus Initiatives**

*Pathways*

In AY 2015-16, Honolulu CC adopted Student Success Pathways to align campus-wide strategic planning efforts for student success. The Pathways framework articulates five phases that guide students from point of entry to transfer to a four-year institution or attainment of credentials for the labor market. The campus is focusing on one phase at a time, mapping out specific activities.

Subsequently, the University of Hawai‘i Community College (UHCC) Student Success Council adopted a similar framework. Though not identical, it aligns with the Honolulu CC’s Pathways and allows collaboration with other seven community colleges to share ideas.

Pathways provide structured educational experiences for students, guiding them with the end in mind. The initiative helps students choose and enter a path, keeps them on the path, and ensures they are learning. Pathways also encompass enrollment efforts and ways the campus can support student learning and achievement (*Intro.6, Intro.7, II.C.18*).
STAR GPS Registration

Honolulu CC worked with the University of Hawai‘i at Mānoa to pilot STAR, an online course registration interface for students. The pilot began with just ten students but scaled progressively. Currently all traditional students register via STAR.

STAR GPS Registration is an easy-to-navigate registration system that displays courses a student needs to graduate in a timely manner and personalizes a plan, so the student will know the courses that count for a degree or credential. STAR also provides a visual calendar of classes so the student can see how they fit together when making selections of courses. Students can search for any class at any UH campus and view transcripts (II.C.28).

Illustration-Intro.2 STAR GPS Registration

IPASS

iPASS (Integrated Planning and Advising for Student Success) is an initiative to use technology to strengthen and streamline the student experience of academic, career, financial advising, and planning services.

The College is transforming these services by enhancing academic counseling, accelerating the move to online registration, refining course planning, improving responses to early alerts for retention, implementing a wider range of supports, and engaging faculty to assist students in academic progress.
The University of Hawai‘i System and Honolulu CC emerged as one of 24 institutions in the nation to receive $225,000 over three years. The funding comes from Achieving the Dream and the Helmsley Charitable Trust.

**Illustration-Intro.3 iPASS**

In accordance with our College’s mission (“Student Centered, Student Focused”), Honolulu CC recognizes that student success and retention is the responsibility of every faculty, staff, and administrator. Students are empowered through stronger connections with faculty, student services, and academic support programs. These connections are supported through the robust use of integrated technology solutions.

Instructional faculty can play a role in initial advising and connection to services. Over the past two and a half years, Honolulu CC has used iPASS to build a holistic and integrated advising experience for students. Through the work of iPASS, support services have augmented their capacity to use technology tools and amplify processes around the collection of data from these tools to better meet the needs of students (Intro.8).

*English and Math Redesign*
English and math eliminated developmental education classes in Fall 2016. The aim was to remove roadblocks that delay students from beginning program coursework and completing requirements for graduation. The redesign reduced coursework to complete college-level English to one semester or math to one or two semesters from as much as four semesters in the former developmental sequence.

English switched to co-requisite classes from underprepared students and showed a dramatic success. Students with English skills below college-level were placed into either a 1-below (ENG 100/100S) or 2-below (ENG 100/100T) co-requisite course. The success rates of the 1-below were 64% compared to 35% in the old sequence and success rates of 2-below were 60% compared to 25% in the old sequence.

<table>
<thead>
<tr>
<th>ENGLISH CO-REQUISITE RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100/100S</td>
</tr>
<tr>
<td>ENG 22 + ENG 100</td>
</tr>
<tr>
<td>ENG 100/100T</td>
</tr>
<tr>
<td>ENG 19 + ENG 22 + ENG 100</td>
</tr>
</tbody>
</table>

*Illustration-Intro.4 English co-requisite results*

Math implemented accelerated courses and showed an improved success rate. Of 50 students enrolled in MATH 25/103 in fall 2016, 54% successfully completed the college-level MATH 103 component. The success is a dramatic change compared with the students who enrolled in MATH 25 between fall 2013 and spring 2016 and only 22% successfully completed MATH 103 by fall 2016 (Intro.9).

English continued its success with the co-requisite classes in Fall 2017. According to UHCC data, 67% of students in classes one-below college-level or above completed their courses in one semester. Math too had a favorable success rate of 57% of students completing classes one-level below college-level or above in one semester (Intro.10).
**Hoʻāla Hou**

*Hoʻāla Hou* (Renewing a Pathway to Student Success Through Culture-Based Learning) is a Title III funded program aimed at increasing access, enrollment, and successful completion of academic credentials of Native Hawaiian students.

The first goal is to establish an enrollment pathway to Honolulu CC for Native Hawaiian students and create a sense of place at the college for Native Hawaiians that is culturally significant and relevant. These are to be accomplished by developing and implementing a culturally appropriate outreach and recruitment plan, creating a team of peer mentors to outreach to the community and establish community-based partnerships, erecting a *halau* (community gathering space) and creating a digital cultural and historical bilingual (Hawaiian and English) tour of the campus and native plant species.

The second goal is to create a culture and place-based training program for faculty, staff, and administrators aimed at infusing Hawaiian culture, traditions and values in teaching, learning and service in order to support student success and completion (*Intro.11*).
Student Achievement Data and Institution-set Standards

Enrollment

Longitudinal Trends

Enrollment trends at Honolulu CC over the past decade mirror trends experienced at most two-year institutions showing modest declines. The factors impacting lower enrollments include increased employment rates on the islands, the decline in population, the high cost and commitment of postsecondary education, and increased competition from emerging and start up learning organizations for students.

The tables show student headcounts and year-over-year changes for each academic year (fall, spring, summer) for the last ten academic years. Enrollment numbers include unduplicated student counts at Honolulu CC at each of the census dates. Student characteristics (e.g., age, Pell status) were determined as of the time of initial during the first enrolled semester of the academic year. Distance education modes were determined over the course of the entire academic year. (See QFE 2, Enhanced Support for Distance Education Students).
Enrollment tends to be correlated with the strength of the economy and employment. When the demand for workers rises, enrollment has a tendency to decline, as high school graduates and others opt to take a job rather than go to school. *(See QFE 1, Purposeful Engagement for Student Success).*

In addition to the economic trends, the City and County of Honolulu population for high school graduates also has been in decline. The 18-24 age group particularly has decreased over the four years to 2016, as shown in the table. Future population
projections for the college going age groups show similar flat or declining trends for the Hawai'i.

### Resident Population by Selected Age Groups

[As of July 1. Includes military personnel stationed or homeported in Hawaii and residents temporarily absent; excludes visitors present.]

<table>
<thead>
<tr>
<th>Age group</th>
<th>City and County of Honolulu 2012</th>
<th>City and County of Honolulu 2016</th>
<th>% Change 2012-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total persons</td>
<td>976,372</td>
<td>992,605</td>
<td>1.66</td>
</tr>
<tr>
<td>Under 5</td>
<td>62,725</td>
<td>64,516</td>
<td>2.86</td>
</tr>
<tr>
<td>5 to 13</td>
<td>103,484</td>
<td>104,627</td>
<td>1.10</td>
</tr>
<tr>
<td>14 to 17</td>
<td>44,114</td>
<td>42,953</td>
<td>-2.63</td>
</tr>
<tr>
<td>18 to 24</td>
<td>103,592</td>
<td>96,509</td>
<td>-6.84</td>
</tr>
<tr>
<td>16 years and over</td>
<td>788,628</td>
<td>801,971</td>
<td>1.69</td>
</tr>
<tr>
<td>18 years and over</td>
<td>766,049</td>
<td>780,509</td>
<td>1.89</td>
</tr>
<tr>
<td>25 to 44</td>
<td>270,632</td>
<td>278,026</td>
<td>2.73</td>
</tr>
<tr>
<td>45 to 64</td>
<td>244,398</td>
<td>240,857</td>
<td>-1.45</td>
</tr>
<tr>
<td>65 years and over</td>
<td>147,427</td>
<td>165,117</td>
<td>12.00</td>
</tr>
<tr>
<td>85 years and over</td>
<td>25,573</td>
<td>28,808</td>
<td>12.65</td>
</tr>
<tr>
<td>Under 18 years</td>
<td>210,323</td>
<td>212,096</td>
<td>0.84</td>
</tr>
<tr>
<td>18 to 64 years</td>
<td>618,622</td>
<td>615,392</td>
<td>-0.52</td>
</tr>
</tbody>
</table>

Source: Hawaii State Department of Business, Economic Development & Tourism: State of Hawai’i Data Book

*Illustration-Intro.9 Population by Age group*

<table>
<thead>
<tr>
<th>Headcount by Gender</th>
<th>2013</th>
<th>Change from Previous AY</th>
<th>2014</th>
<th>Change from Previous AY</th>
<th>2015</th>
<th>Change from Previous AY</th>
<th>2016</th>
<th>Change from Previous AY</th>
<th>2017</th>
<th>Change from Previous AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>6,086</td>
<td>-2.47%</td>
<td>5,940</td>
<td>-2.40%</td>
<td>5,782</td>
<td>-2.66%</td>
<td>5,931</td>
<td>2.58%</td>
<td>5,421</td>
<td>-8.60%</td>
</tr>
<tr>
<td>Female</td>
<td>2,669</td>
<td>-1.15%</td>
<td>2,528</td>
<td>-5.28%</td>
<td>2,429</td>
<td>-3.92%</td>
<td>2,570</td>
<td>5.80%</td>
<td>2,327</td>
<td>-9.46%</td>
</tr>
<tr>
<td>Male</td>
<td>3,359</td>
<td>-3.20%</td>
<td>3,335</td>
<td>-0.71%</td>
<td>3,298</td>
<td>-1.11%</td>
<td>3,292</td>
<td>-0.18%</td>
<td>3,049</td>
<td>-7.38%</td>
</tr>
<tr>
<td>No Data</td>
<td>57</td>
<td>-18.57%</td>
<td>71</td>
<td>24.56%</td>
<td>47</td>
<td>-33.80%</td>
<td>67</td>
<td>42.55%</td>
<td>45</td>
<td>-32.84%</td>
</tr>
</tbody>
</table>

*Illustration-Intro.10 Headcount by Gender*

### Disaggregation of Enrollment

Overall student enrollment dropped 11% over the five academic years. Disaggregating enrollment trends by traditional ethnic and racial groupings shows higher than average
declines for students under 22 age group (-13%), females (-13%), Native Hawaiians (21%), Pacific Islanders (-23%), and Pell recipients (-30%).

<table>
<thead>
<tr>
<th>Headcount by Ethnicity</th>
<th>2013 Headcount</th>
<th>Change from Previous AY</th>
<th>2014 Headcount</th>
<th>Change from Previous AY</th>
<th>2015 Headcount</th>
<th>Change from Previous AY</th>
<th>2016 Headcount</th>
<th>Change from Previous AY</th>
<th>2017 Headcount</th>
<th>Change from Previous AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>6,086</td>
<td>-2.47%</td>
<td>5,940</td>
<td>-2.40%</td>
<td>5,782</td>
<td>-2.66%</td>
<td>5,931</td>
<td>2.58%</td>
<td>5,421</td>
<td>-8.60%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>1,589</td>
<td>-3.58%</td>
<td>1,499</td>
<td>-5.66%</td>
<td>1,394</td>
<td>-7.00%</td>
<td>1,450</td>
<td>4.02%</td>
<td>1,260</td>
<td>-13.10%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,181</td>
<td>-2.24%</td>
<td>1,175</td>
<td>-0.51%</td>
<td>1,142</td>
<td>-2.81%</td>
<td>1,138</td>
<td>-0.35%</td>
<td>1,111</td>
<td>-2.37%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>212</td>
<td>6.53%</td>
<td>207</td>
<td>-2.36%</td>
<td>172</td>
<td>-16.91%</td>
<td>180</td>
<td>4.65%</td>
<td>164</td>
<td>-8.89%</td>
</tr>
</tbody>
</table>

Illustration-Intro.11 Headcount by ethnicity

As the ethnicity pie chart shows, a large portion of Honolulu CC’s student population is Native Hawaiian and Filipino. Enrollment of Native Hawaiian students fell substantially in AY 2017, reflecting the general enrollment trend. (See QFE 1, Purposeful Engagement for Student Success).
### Enrollment in Distance Education

Distance education showed large decreases across all modalities except completely online classes. Students who enrolled in at least one completely online class increased by 22% over the five academic years. This increase was possible because of the large drops (28% to 88%) in other distance education modalities and a 14% decrease in the number of students who enrolled in all face-to-face classes. *(See QFE 1, Purposeful Engagement for Student Success).*

<table>
<thead>
<tr>
<th>Headcount by DE Mode</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Headcount</td>
<td>Change from Previous AY</td>
<td>Headcount</td>
<td>Change from Previous AY</td>
<td>Headcount</td>
</tr>
<tr>
<td>All</td>
<td>6,086</td>
<td>-2.47%</td>
<td>5,940</td>
<td>-2.40%</td>
<td>5,782</td>
</tr>
<tr>
<td>At Least One Completely Online Class</td>
<td>1,414</td>
<td>25.69%</td>
<td>1,650</td>
<td>16.69%</td>
<td>1,558</td>
</tr>
<tr>
<td>At Least One Off Site Class</td>
<td>149</td>
<td>-35.78%</td>
<td>104</td>
<td>-30.20%</td>
<td>128</td>
</tr>
<tr>
<td>At Least One DE Class (not online or off site)</td>
<td>282</td>
<td>-14.55%</td>
<td>165</td>
<td>-41.49%</td>
<td>96</td>
</tr>
<tr>
<td>At Least Two DE Classes with DifferentModes</td>
<td>158</td>
<td>-3.66%</td>
<td>95</td>
<td>-39.87%</td>
<td>93</td>
</tr>
<tr>
<td>All Classes Face-to-Face</td>
<td>4,083</td>
<td>-6.97%</td>
<td>3,926</td>
<td>-3.85%</td>
<td>3,907</td>
</tr>
</tbody>
</table>

### Enrollment by Division

The College’s largest student enrollment is in Career and Technical Education (CTE) programs. Although the number of students in the CTE programs has declined over the past five years the declining is less relative to other students those seeking general and pre-professional education.
Honolulu CC has 26 programs. The percentage of female students is 40% of the total enrollment which does not parallel trends at other colleges where female students exceed those of male counterparts. Although programs in trades tend to be dominated by male students, the College has a number of CTE programs that tend to attract female students such as Early Childhood Education, Fashion, and Cosmetology. (See QFE 1 – Purposeful Engagement for Student Success).

A majority of students are part-time. Many work because of the socioeconomic situation of the community the College serves. Average credit loads reveal that most students who attend Honolulu CC are part-time students.
Honolulu CC also has a robust apprenticeship program, with nearly as many students as in the credit program. The Apprenticeship Training program provides instruction to those on Oahu who are apprenticing in various construction and mechanical trades. Training also is offered to journey workers for upgrading skills and obtaining job-related certifications (Intro.12). The College recently provided a presentation to the Board of Regents on the apprenticeship program and other non-credit education activities (Intro.13).

**Apprenticeship Model**

- Enrollment
  - Fall 2017: 3,188 students
    - 430 classes
    - 220 instructors
  - Spring 2018: 2,813+ students
    - 350+ classes
    - 215+ instructors

*Illustration-Intro.17 Apprenticeship students*

Students in state or federally approved apprenticeship programs have an opportunity to earn a Certificate of Achievement or an Associate in Applied Science (AAS) degree. Many students achieve this degree through an apprentice training program administered through a contract between the College and Pearl Harbor Naval Shipyard (Intro.14).
Honolulu CC also partners with high schools to introduce students to construction industry careers and to provide opportunities to explore and develop the technical, academic, and employability skills necessary to make informed choices on possible career opportunities within the construction and other industries (Intro.15).

Continuing Education also is a strong program for the College. Non-credit enrollment exceeds the credit enrollment.
Illustration-Intro.20 Continuing Education

The campus’ s Pacific Center for Advanced Technology Training (PCATT) works with the Department of Labor, DevLeague, National Security Agency (NSA), National Science Foundation (NSF), and other to provide training to teachers and students. PCATT hosts a yearly Apple Institute and recently began working with Amazon Web Services to provide data center technician apprenticeship training (Intro.16).

Illustration-Intro.21 PCATT summer camps
Incoming Student Educational Goals

As a comprehensive, open two-year institution, Honolulu CC has a multi-function mission. Students include those pursuing the first two years of a baccalaureate study with intent to transfer, others who are securing associate degrees in traditional and career and technical field, those out to improve technical job skills to meet current workforce demands on the islands, those who are taking courses to become college ready, and finally others who have goals of lifelong learning.

The following tables show immediate and highest educational goals for new, first-time students for the last four fall terms. Data are only shown for the students with recorded educational goals. This is a relatively new measure in the student database and only four falls of data are shown. Goal data were available for 92%, 96%, 95%, and 98% of the four falls respectively. In the previous fall less than 50% of the new, first-time students had recorded educational goals. All students were enrolled and home based at Honolulu CC at the census freeze date. Dually enrolled high school students (major=SPEA) were excluded. As the pathways initiative takes hold at the college and Hawaiian system, education goal tracking will become more robust. (See QFE 1, Purposeful Engagement for Student Success).

<table>
<thead>
<tr>
<th>Immediate Educational Goals</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn a bachelor's degree (UH Maui College)</td>
<td>2.40%</td>
<td>2.01%</td>
<td>3.45%</td>
<td>2.03%</td>
</tr>
<tr>
<td>Earn a certificate</td>
<td>11.18%</td>
<td>11.17%</td>
<td>11.11%</td>
<td>14.23%</td>
</tr>
<tr>
<td>Earn an associate degree</td>
<td>68.85%</td>
<td>67.58%</td>
<td>68.20%</td>
<td>65.04%</td>
</tr>
<tr>
<td>Not sure (I am not sure any of the above statements apply to me)</td>
<td>5.75%</td>
<td>4.95%</td>
<td>5.94%</td>
<td>3.66%</td>
</tr>
<tr>
<td>Take courses to transfer to another college</td>
<td>11.02%</td>
<td>12.27%</td>
<td>9.77%</td>
<td>12.60%</td>
</tr>
<tr>
<td>Take course, but not toward a degree</td>
<td>0.80%</td>
<td>2.01%</td>
<td>1.53%</td>
<td>2.44%</td>
</tr>
</tbody>
</table>

The most common immediate educational goal across all incoming students was to earn an associate degree (67%). The two highest educational goals of all incoming students were to earn a bachelor’s degree (40%) or earn an associate degree (37%).

Earning an associate degree was the most common immediate educational goal across all disaggregated groups except those with very small numbers (e.g., at least one
distance education course that was not online or off site or at least two distance education courses with different modes) and unclassified students. Unclassified students generally wanted to take courses to transfer to another college (39%) or take courses not toward a degree (27%). (See QFE 1, Purposeful Engagement for Student Success).

There also was a high degree of consistence across most groups in the highest educational goals. Earning a bachelor’s degree (40%) or earning an associate degree were the most common highest educational goals across all disaggregated groups except those with very small numbers (e.g., at least one distance education course that was not online or off site or at least two distance education courses with different modes) and unclassified students. In addition to earning a bachelor’s degree (31%), unclassified students also wanted to earn a graduate degree (22%). (See QFE 1, Purposeful Engagement for Student Success).

### Fall-to-Spring and Fall-to-Fall Reenrollment

Another data element of interest to the college is persistence as defined federally and in the Hawaiian accountability scheme. Sometimes referred to as retention, persistence measures this marker as a momentum, or tipping point, to the reaching of more terminal outcomes such as degree completion or transfer.

Over five fall terms, the percentage of students who reenrolled from fall to spring was approximately 72% and fall-to-fall was approximately 55%. The reenrollment rates for Pacific Islander students were lower.

The goal of the University of Hawai’i Community Colleges is to achieve a 75% persistence rate for fall-to-spring and a 65% for fall-to-fall. The College has implemented a plan to address the reenrollment rates. (See QFE-1 Purposeful Engagement Initiative)

<table>
<thead>
<tr>
<th>Fall to Spring Reenrollment by Age</th>
<th>Fall Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>All</td>
<td>72.71%</td>
</tr>
<tr>
<td>&lt;22</td>
<td>73.77%</td>
</tr>
<tr>
<td>22-24</td>
<td>73.06%</td>
</tr>
<tr>
<td>25-44</td>
<td>71.83%</td>
</tr>
<tr>
<td>&gt;44</td>
<td>67.71%</td>
</tr>
</tbody>
</table>
The tables show fall-to-spring and fall-to-fall reenrollment rates for students enrolled and home based at Honolulu Community College for the last five fall cohorts. No dually enrolled (major=SPEA) students were included in the initial cohort. Reenrollment was counted if a student was enrolled and home based at Honolulu CC at either the spring census date (for fall-to-spring reenrollment) or the second fall census date (for fall-to-fall reenrollment.) Students who graduated with an associate degree or a certificate of Achievement and did not return after the initial fall semester were removed from the cohort. Students who transferred to 4-yr institutions or who were deceased also were removed from the cohort. Student characteristic (e.g., age, Pell status) were determined during the initial fall semester.
The fall-to-spring reenrollment rates for Pacific Islanders averaged approximately 64%, and fall-to-fall rates averaged approximately 43%. *(See QFE 1, Purposeful Engagement for Student Success).*

There also was a discrepancy between Pell recipients and non-recipients. Non-recipients of Pell grants showed approximately 13 percentage points lower fall-to-spring reenrollment rates than Pell recipients. There also was a discrepancy between students who enrolled in at least one completely online class and students who enrolled in all face-to-face classes. *(See QFE 1, Purposeful Engagement for Student Success).*

The online students were approximately 9 percentage points lower in fall-to-spring reenrollment and 7 percentage points lower in fall-to-fall reenrollment rates. *(See Quality Focus Essay 2, Enhance Support for Distance Education Students).* This is an area of keen interest at the college given the action project in the institution’s quality focus essay. Significant enrollment differences exist between all students and students with general and pre-professional majors and unclassified students. *(See QFE 2, Enhanced Support for Distance Education Students).*

General and pre-professional students had fall-to-spring reenrollment rates approximately 8 percentage points lower than all students and unclassified students were approximately 20 percentage points lower than all students. Fall-to-fall reenrollment also showed this difference. General and pre-professional students were approximately 10 percentage points lower and unclassified students were approximately 18 percentage points lower than all students.
General and pre-professional students had fall-to-spring reenrollment rates approximately 8 percentage points lower than all students and unclassified students were approximately 20 percentage points lower than all students. Fall-to-fall reenrollment also showed this difference. General and pre-professional students were approximately 10 percentage points lower and unclassified students were approximately 18 percentage points lower than all students.
Persistence was higher for Career and Technical Education students that it was for those in the Liberal Arts courses.
Institution-Set Standards

Honolulu CC has established standards of achievement success with respect to student success, particularly in relation to progress on the College’s mission (ER 11, Standard I.A.2 and I.B.3). As part of the larger accountability scheme of the University of Hawai’i Community College System, the college has set expectations for both course and program completion, degree and certificate completion, licensing examination passage rates, job placement rates, and transfer rates to baccalaureate institutions. Data on the standards are gathered through the UHCC office and the college and results are analyzed and interpreted to meet college and system wide missions. Importantly, innovations and improvements designed to increase student performance, academic quality and, and institutional effectiveness (ER 11 and Standard I.B.3) are discussed and implemented in cooperation with the UHCC. While centralization of the standards is made by the UHCC office to create systematicity and uniformity in data collection, access and use, colleges provide input and feedback as to the reasonableness of the standards and the potential hurdles to meeting the standards that are unique to each institution. (See QFE 1, Purposeful Engagement for Student Success).

In particular, Honolulu CC has established institution-set standards for student achievement that are appropriate to its mission and assesses how well it is achieving them for continuous improvement. These standards are outlined in a University of Hawai’i Community Colleges (UHCC) policy (I.B.24), which includes both planned targets as well as aspirational goals. (See section I.B.33; ER 11). The UHCC system has gone to great lengths to unify the member colleges and simplify processes by centralizing the data collection efforts to assure an sufficient level of analysis for all of the colleges. The goal also was to use the institution set standards in tandem with Hawai’i’s performance-based funding model so as not to overburden the colleges with multiple measures of analysis and to reduce confusion of metrics measuring progress using alternative definitions.

In this way, many of the set standards are the basis for performance funding from UHCC to the College. For FY 2016, Honolulu CC exceeded all its performance initiatives defined by UHCC (I.B.26) and met nearly all the performance initiatives defined by the University of Hawai’i (I.B.45). Through its initiatives and through efforts by committees and departments, the efforts of the College has focused on student success and student achievement.

1 See, Checklist for Continued Compliance with Federal Regulations and Commission Policies, Student Achievement
Illustration-Intro.33 Performance funding

Course Completion

Course completion is a within-term measure overall satisfactory success in the class achievement and for transfer of credit. Honolulu CC exceeded its target for course completion of 70%, including its aspirational goal of 75%. Course completion is defined by the percentage of students receiving a grade of C or better in a course. The number of students in the course is the number at the end of the official add/drop period.

Over five fall terms course success rates were approximately 75% for all students. As anticipated, there were differences in successful attainment at the course level for traditionally underserved groups and those impacted by poverty and lack of educational opportunity. (See QFE 1, Purposeful Engagement for Student Success).

Course success rates were consistently lower for Pacific Islanders (58%). The College included focus on these students in its strategic plan (I.A.3). Course success rates also were consistently lower for students who enrolled in at least one completely online course (67%) as compared to all students. Recognizing this, the College implemented a plan to address academic and student service support for online students. (See QFE 2, Enhanced Support for Distance Education Students.)

Course success rates also were consistently lower for general and pre-professional education majors (67%) and unclassified students (68%) as compared to all students. The college expects that the increased expectation of educational plans and the review of progress by campus professionals will close these achievement gaps.

---

2 See, Checklist for Compliance, Student Achievement; ACCJC White Paper on Standard I.B.3.
### Course Success by Age

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>All</td>
<td>73.29%</td>
<td>73.65%</td>
<td>75.25%</td>
<td>75.85%</td>
<td>75.51%</td>
</tr>
<tr>
<td>&lt;22</td>
<td>68.57%</td>
<td>70.86%</td>
<td>69.87%</td>
<td>68.52%</td>
<td>70.63%</td>
</tr>
<tr>
<td>22-24</td>
<td>73.88%</td>
<td>72.52%</td>
<td>73.78%</td>
<td>77.32%</td>
<td>74.54%</td>
</tr>
<tr>
<td>25-44</td>
<td>80.37%</td>
<td>78.48%</td>
<td>82.20%</td>
<td>84.68%</td>
<td>81.94%</td>
</tr>
<tr>
<td>&gt;44</td>
<td>75.10%</td>
<td>74.84%</td>
<td>78.99%</td>
<td>76.76%</td>
<td>80.24%</td>
</tr>
</tbody>
</table>

*Illustration-Intro.34 Course success by age group*

Although female students meet the baseline goal, the course success rate is below the aspirational goal. Given the lower rate of capture of female students as reported above, this area of baseline and aspirational goal difference offers to the college an opportunity to focus on female students in target efforts for improved equity in outcomes going forward.

### Course Success by Gender

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>All</td>
<td>73.29%</td>
<td>73.65%</td>
<td>75.25%</td>
<td>75.85%</td>
<td>75.51%</td>
</tr>
<tr>
<td>Female</td>
<td>72.91%</td>
<td>71.77%</td>
<td>73.10%</td>
<td>75.78%</td>
<td>72.94%</td>
</tr>
<tr>
<td>Male</td>
<td>73.42%</td>
<td>74.68%</td>
<td>76.22%</td>
<td>75.89%</td>
<td>76.86%</td>
</tr>
<tr>
<td>No Data</td>
<td>76.51%</td>
<td>72.63%</td>
<td>84.96%</td>
<td>75.51%</td>
<td>74.29%</td>
</tr>
</tbody>
</table>

*Illustration-Intro.35 Course success by gender*

The success rates are for all courses taken by students enrolled and home based at Honolulu CC for the last five fall terms. Dually enrolled high school students (major=SPEA) were excluded. Audited courses and courses with no grades available (Record Delayed or null grades) also were excluded.

Course success for online classes was nearly that of face-to-face classes but the College has implemented a plan to improve it more with more proactive student service support. *(See QFE 2, Enhanced Support for Distance Education Students)*
### Course Success by DE Mode

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>All</td>
<td>Success</td>
<td>Success</td>
<td>Success</td>
<td>Success</td>
<td>Success</td>
</tr>
<tr>
<td>At Least One Completely Online Class</td>
<td>73.29%</td>
<td>73.65%</td>
<td>75.25%</td>
<td>75.85%</td>
<td>75.51%</td>
</tr>
<tr>
<td>At Least One Off Site Class</td>
<td>66.18%</td>
<td>67.28%</td>
<td>64.21%</td>
<td>66.57%</td>
<td>68.31%</td>
</tr>
<tr>
<td>At Least One DE Class (not online or off site)</td>
<td>78.75%</td>
<td>88.24%</td>
<td>83.58%</td>
<td>94.50%</td>
<td>84.00%</td>
</tr>
<tr>
<td>At Least Two DE Classes with Different Modes</td>
<td>71.43%</td>
<td>62.16%</td>
<td>82.35%</td>
<td>60.00%</td>
<td></td>
</tr>
<tr>
<td>All Classes Face-to-Face</td>
<td>74.76%</td>
<td>75.25%</td>
<td>77.44%</td>
<td>77.83%</td>
<td>77.58%</td>
</tr>
</tbody>
</table>

**Illustration-Intro.36 Course success by De mode**

### Degrees and Certificates Awarded

Honolulu CC exceeded its goal and aspirational goal for degree and certificates awarded. Success in this area has not been easy for the College, which lagged far behind in 2013, as the table indicates. This measure will be of keen interest for the college given the likelihood of continued flattening or decline in enrollment counts. Since the institutional marker are counts and not rates, the population declines will cause the college to reconsider the viability and reasonableness of the performance based targets.

<table>
<thead>
<tr>
<th>Degrees and CAs by Age</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Awards</td>
<td>Number of Awards</td>
<td>Number of Awards</td>
<td>Number of Awards</td>
<td>Number of Awards</td>
</tr>
<tr>
<td>All</td>
<td>551</td>
<td>683</td>
<td>725</td>
<td>886</td>
<td>900</td>
</tr>
<tr>
<td>&lt;22</td>
<td>141</td>
<td>127</td>
<td>168</td>
<td>243</td>
<td>186</td>
</tr>
<tr>
<td>22-24</td>
<td>113</td>
<td>150</td>
<td>163</td>
<td>193</td>
<td>195</td>
</tr>
<tr>
<td>25-44</td>
<td>252</td>
<td>369</td>
<td>338</td>
<td>410</td>
<td>471</td>
</tr>
<tr>
<td>&gt;44</td>
<td>45</td>
<td>37</td>
<td>56</td>
<td>40</td>
<td>48</td>
</tr>
</tbody>
</table>

**Illustration-Intro.37 Degrees and certificates by age group**

Through efforts by counselors, the College moved the number of awards to 900 in 2017 from 551 in 2013, a dramatic increase. Awards include the number of Associate Degrees and Certificates of Achievements during the fiscal year. The baseline was established as the three-year average for fiscal years 2013-2015 for the awards data. The aspiration goal was 5% growth per year from the baseline.
The under 22 age group was underrepresented in the number of awards. That age group is approximately 42% of the college population, but they only received 23% of the awards. Similarly, females were underrepresented in the number of awards. They are approximately 43% of the college population, but they only received 32% of the awards. The number of awards for female students was less than one-third of the total granted.

Degrees from Applied Trades were nearly one-third of the total degrees and certificates awarded.
### Total Number of Degrees and Certificates of Achievement Awarded by Program

(All Students)

<table>
<thead>
<tr>
<th>Degrees and CAs by Program</th>
<th>Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td></td>
<td>Number of Awards</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Diesel Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>20</td>
</tr>
<tr>
<td>Electrical Install&amp;Maint Tech</td>
<td>21</td>
</tr>
<tr>
<td>Fashion Technology</td>
<td>10</td>
</tr>
<tr>
<td>Fire &amp; Envir Emergency Resp</td>
<td>27</td>
</tr>
<tr>
<td>Hawaiian Studies</td>
<td>0</td>
</tr>
<tr>
<td>Human Services</td>
<td>12</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>95</td>
</tr>
<tr>
<td>Music &amp; Entertain Learning Exp</td>
<td>9</td>
</tr>
<tr>
<td>Natural Science</td>
<td>0</td>
</tr>
<tr>
<td>Occupational Envir Safety Mgmt</td>
<td>18</td>
</tr>
<tr>
<td>Refrigeration &amp; Air Cond Tech</td>
<td>22</td>
</tr>
<tr>
<td>Sheet Metal &amp; Plastics Tech</td>
<td>11</td>
</tr>
<tr>
<td>Small Vessel Fabrication &amp;Repair</td>
<td>1</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>25</td>
</tr>
</tbody>
</table>

Illustration-Intro.39 Degrees and certificates by program

**Native Hawaiian Degrees and Certificates Awarded**

Honolulu CC achieved its goal, but the efforts have not been easy. A number of initiatives have been focused on this population, including the strategic plan (I.A.3), the AA Degree in Hawaiian Studies (I.A.1 [p. 81]), the Ho‘āla Hou (Renewing a Pathway to Student Success Through Culture-Based Learning), the Po‘i Nalu (II.B.36) program, among others.

The awards include the number of Associate Degrees and Certificates of Achievement given during the fiscal year to students of Native Hawaiian Ancestry.
Pacific Islander students are only around 3% of the college population, but they receive less than 2% of the number of awards. The strategic plan also includes focus on this group of students (I.A.3). This completion difference represents the area of opportunity for the college to apply equity techniques such as the equity index and disproportionate impact analysis to help close the achievement gaps that exist for Pacific Islander students.

Pell Recipient Degrees and Certificates Awarded

Honolulu CC achieved this goal, but success from year to year has been uneven. Wanting to change the trend, the College has initiated a plan to help this population of students by being proactive in the support services the institution provides. (See QFE 1 – Purposeful Engagement Initiative)
Non-Pell recipients and students who enroll in all face-to-face classes also are underrepresented in the number of awards they received. Non-Pell recipients are approximately 80% of the college population and face-to-face students are approximately 67% of the college population. They receive 63% and 51% of the number of awards respectively.

Transfer to Baccalaureate Institutions

Transfer to a four-year institution is a keep component of the college mission. The number of students transferring to baccalaureate institutions during the 2017 academic year increased dramatically to 237 from two years prior of 128. The increases were in all age groups. The under 22 age group averaged approximately 42% of the college population, but that group only produced approximately 36% of the four-year transfers.
Transfer information was obtained from the National Student Clearinghouse, which uses student identifiers to locate students at four-year schools. A problem arises when students transfer and do not apply for financial aid or who indicate that they do not want to participate in data sharing. The result then is an underreporting of transfer counts. While this phenomenon is difficult to predict and assess, the college takes the data provided, extrapolates the impact of the failure to capture student data, and makes the best decisions possible given the limitations of the data techniques. Additional measures are being considered such as tracking transcript requests, and other services provided to transfer students. Transfers to four-year institutions occurred between August 1st and July 31st of the indicated academic year, and were direct from Honolulu CC without any intervening higher education attendance. All students were enrolled and home based at Honolulu CC at the census freeze date during any semester previous to the four-year transfer. Dually enrolled high school students (major=SPEA) at the College were excluded from the analysis. The indicated student characteristics (e.g., age, Pell status) were as of the last semester enrolled and home based at Honolulu CC.

UH System data for students transferring to one of the UH four-year institutions also showed an increase. The baseline for the College’s goal is the three-year average of academic years 2012-2015, with an aspirational 5% growth per year from the baseline.
Native Hawaiians and Filipinos averaged 24% and 20% of the college population, respectively, but they only produced approximately 18% and 17% of the four-year transfers, respectively. (See QFE 1, Purposeful Engagement for Student Success).

<table>
<thead>
<tr>
<th>Academic Year of Transfer</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of 4-Yr Transfers by Ethnicity</td>
<td>Number of 4-Yr Transfers</td>
<td>Number of 4-Yr Transfers</td>
<td>Number of 4-Yr Transfers</td>
<td>Number of 4-Yr Transfers</td>
<td>Number of 4-Yr Transfers</td>
</tr>
<tr>
<td>All</td>
<td>256</td>
<td>228</td>
<td>128</td>
<td>217</td>
<td>237</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>56</td>
<td>45</td>
<td>15</td>
<td>39</td>
<td>45</td>
</tr>
<tr>
<td>Filipino</td>
<td>51</td>
<td>39</td>
<td>20</td>
<td>40</td>
<td>34</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Approximately 80% of the college population was non-Pell recipients, but only 74% of those students transferred.

<table>
<thead>
<tr>
<th>Academic Year of Transfer</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of 4-Yr Transfers by Pell</td>
<td>Number of 4-Yr Transfers</td>
<td>Number of 4-Yr Transfers</td>
<td>Number of 4-Yr Transfers</td>
<td>Number of 4-Yr Transfers</td>
<td>Number of 4-Yr Transfers</td>
</tr>
<tr>
<td>All</td>
<td>256</td>
<td>228</td>
<td>128</td>
<td>217</td>
<td>237</td>
</tr>
<tr>
<td>Pell</td>
<td>60</td>
<td>64</td>
<td>22</td>
<td>77</td>
<td>64</td>
</tr>
<tr>
<td>No Pell</td>
<td>196</td>
<td>164</td>
<td>106</td>
<td>140</td>
<td>173</td>
</tr>
</tbody>
</table>
Students who enrolled in at least one completely online class and students who enrolled in all face-to-face classes averaged 28% and 67% of the college population, respectively, but they only produced approximately 22% and 60% of the four-year transfers, respectively. As the college implements the QFE distance education action project, the collection and review of this distance education data will become more relevant.

<table>
<thead>
<tr>
<th>Number of 4-Yr Transfers by DE Mode</th>
<th>Academic Year of Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td></td>
<td>Number of 4-Yr Transfers</td>
</tr>
<tr>
<td>All</td>
<td>256</td>
</tr>
<tr>
<td>At Least One Completely Online Class</td>
<td>52</td>
</tr>
<tr>
<td>At Least One Off Site Class</td>
<td>19</td>
</tr>
<tr>
<td>At Least One DE Class (not online or off site)</td>
<td>10</td>
</tr>
<tr>
<td>At Least Two DE Classes with Different Modes</td>
<td>6</td>
</tr>
<tr>
<td>All Classes Face-to-Face</td>
<td>169</td>
</tr>
</tbody>
</table>

Illustration-Intro.47 Transfers by DE mode

Career and technical education students were approximately 51% of the college population but produced only 39% of the four-year transfers.

Integrated Postsecondary Education Data System (IPEDS) Student Success Rate

Nationally tracked data from the United States Department of Education (USDOE) is also reviewed by the college. However, traditional tracking by the USDOE has historically focused on first-time, full-time students, which is a relatively small percentage of the students who attend Honolulu CC. Nevertheless, the data are reviewed given the strong mission function of transfer to baccalaureate institutions. The IPEDS success rate increased but the rate was below the goal. Therefore, at Honolulu CC, the IPEDS data does report first-time, full-time students, degree-seeking students who are graduating or transferring to a baccalaureate institution within three years (150% of the time of entry). The rate is based on the Fall 2012 IPEDS cohort and the aspirational goal is to reach a success rate of 50% by FY 2021.
Licensure and Certification Examination Success Rate

There is a strong federal interest in tracking employment and professional licensure rates for community college students. Current measures of assessing license pass rates are still elementary. Better systems of measuring passage rates as well as wage gain are currently underway with the support of the system office. Currently, pass rate for students in a Career and Technical Education (CTE) program based on the number of students taking the exam. Examinations are conducted outside of the institution so licensure and certification data is not available for most programs. Cosmetology reported a 92% success rate for the state exam in 2016, up 61% in 2015. The aspiration goal for the College is 95%.

Job Placement Rate

As with license pass rates, the collection of job placement rates with confidence is still a challenge for all two-year institutions. Many students acquire skills and ‘job out’ of college with little ability to discern the impact the role that matriculation to college played in the employment. Additionally, many students secure employment in fields other than their identified educational goals for a variety of reasons other than via college curriculum. Students without social security numbers secure jobs but remain outside of the tracking systems given the undocumented status of these students. As a result, the job placement rate is reported for each career and technical education program comes from a Perkins annual report. The Perkins program data includes all graduates and concentrators (students who have completed a subset of program courses) who have left the program. The Perkins target (and institutional set standard) is based on a negotiated level of placement within the state plan for Career and
Technical Education that includes an expectation of continuous improvement. Programs with fewer than 10 students exiting the program are not reported.

<table>
<thead>
<tr>
<th>Program</th>
<th>Institution set standard (%)</th>
<th>2016 Job Placement Rate (%)</th>
<th>2015 Job Placement Rate (%)</th>
<th>2014 Job Placement Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice</td>
<td>63.87</td>
<td>63.04</td>
<td>54.55</td>
<td>64.58</td>
</tr>
<tr>
<td>Aeronautics Maintenance Technology</td>
<td>63.87</td>
<td>58.14</td>
<td>56.56</td>
<td>86.36</td>
</tr>
<tr>
<td>Applied Trades</td>
<td>63.87</td>
<td>98.65</td>
<td>20.21</td>
<td>99.31</td>
</tr>
<tr>
<td>Architectural Engineering &amp; CAD Tech</td>
<td>63.87</td>
<td>70.83</td>
<td>75.00</td>
<td>77.27</td>
</tr>
<tr>
<td>Auto Body Repair and Painting</td>
<td>63.87</td>
<td>*</td>
<td>*</td>
<td>73.33</td>
</tr>
<tr>
<td>Automotive Mechanics Technology</td>
<td>63.87</td>
<td>82.93</td>
<td>85.00</td>
<td>75.36</td>
</tr>
<tr>
<td>Carpentry Technology</td>
<td>63.87</td>
<td>71.43</td>
<td>80.00</td>
<td>50.00</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>63.87</td>
<td>66.67</td>
<td>73.08</td>
<td>66.67</td>
</tr>
<tr>
<td>Computing, Electronics &amp; Networking Tech</td>
<td>63.87</td>
<td>67.31</td>
<td>54.72</td>
<td>63.46</td>
</tr>
<tr>
<td>Construction Management</td>
<td>63.87</td>
<td>81.82</td>
<td>68.75</td>
<td>*</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>63.87</td>
<td>44.44</td>
<td>72.97</td>
<td>69.09</td>
</tr>
<tr>
<td>Diesel Mechanics Technology</td>
<td>63.87</td>
<td>73.68</td>
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<td>Electrical Installation &amp; Maintenance Tech</td>
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<td>Welding Technology</td>
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* <10 students in denominator

Illustration-Intro.49 Job placement rates

**Strategic Plan Goal A: Student Success**

Related to the accreditation and state reporting of measures of success and achievement, the college has identified measures for progress on the strategic plan. The plain goal in the future is to identify measures that can measure progress on the institutional mission through the strategic plan that also satisfy federal and state indicators.
Native Hawaiian Student Gap Analysis

Illustration-Intro.50 Native Hawaiian success gaps

Filipino Student Gap Analysis

Illustration-Intro.51 Filipino success gaps

Pacific Islander Student Gap Analysis
Low Income (Pell Recipient) Student Gap Analysis

Associate Degree and Certificates of Achievement Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
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<tr>
<td>2016</td>
<td>717</td>
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<td>2017</td>
<td>738</td>
<td>886</td>
</tr>
<tr>
<td>2018</td>
<td>774</td>
<td>900</td>
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<td>2019</td>
<td>830</td>
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<tr>
<td>2020</td>
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<tr>
<td>2021</td>
<td>915</td>
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</table>

3 Targets are based on the Educational & Strategic Plan 2016-2021. The targets were updated by UHCC in spring 2018 and they will be incorporated into the College’s strategic plan when it is revised in AY 2018-19. See revised data in the Enrollment Management Plan 2017-2020 (Intro.17).
Low Income Student (Pell Recipient) Graduation Targets

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<td>250</td>
<td>263</td>
<td>276</td>
<td>290</td>
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<td>321</td>
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Illustration-Intro.55 Low income student graduation targets

Baccalaureate Transfer Targets

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Illustration-Intro.56 Transfer targets

Native Hawaiian Student Graduation (Associate Degree and Certificate of Achievement) Targets

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<tr>
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Illustration-Intro.57 Native Hawaiian student graduation targets

STEM Targets

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Illustration-Intro.58 STEM targets

Strategic Plan Goal B: Enrollment

Fall High School Going Rate

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High School Graduate Enrollment Targets

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High School Non-Completers and GED Recipients

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Pacific Islander Students

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Working Age Adults

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International Student Population

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<td>68</td>
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</table>
Organization of the Self-Evaluation Process

Honolulu CC’s accreditation self-evaluation process has been collaborative with the full campus involved. The evaluation was an opportunity to look closely and assess the organization, procedures, practices, methodologies, and philosophies to better understand the impact of the institution on student success and student achievement. This thoughtful reflection was widespread through the campus with discussions focusing on many questions: Why do we do this? Is this method the best way? Could we implement a more effective way? How does our actions impact student learning and student success?

Accreditation Self-Evaluation Timeline

| Fall 2016 | • UHCC-wide accreditation training session is offered in September - many Honolulu CC participants attend  
|          | • Accreditation committee forms from the Accreditation Task Force and asks for volunteers to participate on teams  
|          | • Committee decides on leads to oversee Standard I, Standard II, Standard III, and Standard IV  
|          | • Chairs are decided for each of the 10 standard teams as well as lead writers  
|          | • Standard teams meet to organize responsibilities |
| Spring 2017 | • Steering committee begins meeting once a month  
|            | • Standard teams begin gathering evidence  
|            | • First draft of each standard team report is due on April 10 |
| Summer 2017 | • Teams continue to gather evidence  
|            | • New ALO appointed in late May |
| Fall 2017 | • Accreditation town hall meeting is held in August for the campus  
|          | • Standard teams meet  
|          | • Steering Committee begins meeting every other week  
|          | • Survey is conducted for faculty and staff, results disseminated to campus on Sep 26  
|          | • Survey is conducted for students, results disseminated to campus on Oct 2  
|          | • Second draft of each standard team report is due on Oct 2  
|          | • ALO provides comments on the drafts to each standard team  
|          | • Accreditation webpage moved from the Intranet to College’s main website on Nov 9  
|          | • Final draft of each standard team report is due on Nov 13  
|          | • Draft of reports are posted for the campus to view on Dec 19 |
| Spring 2018 | • Accreditation town hall meeting is held in early January for campus  
|            | • Test Your Accreditation IQ quiz begins on Feb 15 and continues weekly to inform the campus  
|            | • First full edit of drafts is posted for the campus on March 13  
|            | • Teams continue to prepare and consolidate evidence  
|            | • Campus polled for ideas on QFE on March 19  
|            | • Town hall meetings held on each Friday in April for Standards I, II, III, IV and QFE  
|            | • Steering committee decides on QFEs and drafts provide to campus on |
May 1
- Final report is provided to UHCC on May 11
- Chancellor presents overview of self-study and process to Board of Regents on May 18
- Report is approved by the Board of Regents on ______

Summer 2018
- Final edits of the report, including final updates to evidence on June 1
- Report and evidence sent to design center for preparation
- Self-Study and Quality Focus Essays submitted to ACCJC in July

Fall 2018
- Campus prepares for accreditation visit
- Accreditation visit on week of October 15

## Organization for the Self-Evaluation 2018

### Steering Committee

<table>
<thead>
<tr>
<th>Accreditation Liaison Officer</th>
<th>Jeff Stearns (Faculty)</th>
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</thead>
<tbody>
<tr>
<td>Standard I</td>
<td>David Panisnick (Faculty)</td>
</tr>
<tr>
<td></td>
<td>Jennifer Higa-King (Interim Dean UC)</td>
</tr>
<tr>
<td></td>
<td>Jerry Saviano (Faculty)</td>
</tr>
<tr>
<td></td>
<td>Fumiko Takasugi (Interim Dean Tech I)</td>
</tr>
<tr>
<td></td>
<td>Kasey Chock (Dean Tech II)</td>
</tr>
<tr>
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<td>Patrick M Patterson (Faculty)</td>
</tr>
<tr>
<td>Standard II</td>
<td>Karen Lee (Vice Chancellor for Academic Affairs)</td>
</tr>
<tr>
<td></td>
<td>Jolene Suda (Director TRIO)</td>
</tr>
<tr>
<td></td>
<td>Erica Balbag-Gerard (Counselor)</td>
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<td></td>
<td>Lara Sugimoto (Dean Student Services)</td>
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<tr>
<td></td>
<td>Wayne Sunahara (Dean Academic Support)</td>
</tr>
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<td></td>
<td>Chiara Logli (Assessment Specialist)</td>
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<td>Bert Shimabukuro (Faculty)</td>
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<td>Jeff Stearns (Faculty)</td>
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<tr>
<td>Standard III</td>
<td>Steven Auerbach (Director PCATT)</td>
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<td>Derek Inafuku (Vice Chancellor for Academic Services)</td>
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<td>Monique Tingkang (Human Resources Manager)</td>
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<td>Michael Meyer (Information Technology Manager)</td>
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<td>Guy Shibayama (Apprenticeship)</td>
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<td>Standard IV</td>
<td>Erika Lacro (Chancellor)</td>
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<td>Cynthia Smith (Faculty)</td>
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<tr>
<td>Institutional Research</td>
<td>Jeffery Arbuckle (Institutional Analyst)</td>
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### Standard Teams

#### Standard I.A

<table>
<thead>
<tr>
<th>David Panisnick</th>
<th>Chair</th>
<th>Faculty, Religion/Philosophy</th>
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<tbody>
<tr>
<td>Jeannie Shaw</td>
<td></td>
<td>Pearl Harbor Naval Shipyard Coordinator</td>
</tr>
<tr>
<td>Fumiko Takasugi</td>
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<td>Interim Dean Tech I</td>
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#### Standard I.B
<table>
<thead>
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<tbody>
<tr>
<td>Keala Chock</td>
<td>Chair</td>
</tr>
<tr>
<td>John DeLay</td>
<td>Faculty, Geography</td>
</tr>
<tr>
<td>Jennifer Higa-King</td>
<td>Interim Dean UC</td>
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<tr>
<td>Pat Patterson</td>
<td>Faculty, History</td>
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<td>Bed Paudyal</td>
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**Standard I.C**

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<tbody>
<tr>
<td>Jerry Saviano</td>
<td>Chair, Faculty, English</td>
</tr>
<tr>
<td>Jess Aki</td>
<td>Faculty, Cosmetology</td>
</tr>
<tr>
<td>Shanon Miho</td>
<td>Counselor</td>
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<tr>
<td>Josephine Stenberg</td>
<td>Registrar</td>
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**Standard II.A**

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<tr>
<td>Karen Lee</td>
<td>Chair, Vice Chancellor of Academic Affairs</td>
</tr>
<tr>
<td>Jeff Stearns</td>
<td>Faculty, English, Division Chair</td>
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<tr>
<td>Ann Abeshima</td>
<td>Faculty, Early Childhood Education</td>
</tr>
<tr>
<td>Tiani Akeo-Basques</td>
<td>Faculty, Hawaiian Programs</td>
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<tr>
<td>Diane Caulfield</td>
<td>Faculty, Cooperative Education</td>
</tr>
<tr>
<td>Clarise Ikeno</td>
<td>Faculty, Mathematics</td>
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<td>Sterling Foster</td>
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<td>Robert Silva</td>
<td>Faculty, Automotive Mechanics Technology</td>
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<td>Shioko Yonezawa</td>
<td>Faculty, Japanese</td>
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<td>Evelyn Greene</td>
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<td>Bert Shimabukuro</td>
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**Standard II.B**

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<td>Jolene Suda</td>
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<tr>
<td>April Ching</td>
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<td>Ina Miller-Cabasug</td>
<td>Retention Counselor</td>
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<tr>
<td>Sarah Myhre</td>
<td>Librarian</td>
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<td>Kenneth Quilantang</td>
<td>Faculty, English</td>
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<td>Wayne Sunahara</td>
<td>Dean Academic Support</td>
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**Standard II.C**

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<tr>
<td>Erica Balbag-Gerard</td>
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</tr>
<tr>
<td>Hillary Brown</td>
<td>Career &amp; Employment Counseling</td>
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<tr>
<td>Kalani Flores</td>
<td>Program Manager Academic Support</td>
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<td>Kimberly Gallant</td>
<td>Counselor Mental Health</td>
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<td>Lara Sugimoto</td>
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<td>Sharleen Nakamoto Levine</td>
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Standard III.A

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<tr>
<td>Irene Mesina</td>
<td>Head Librarian</td>
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<tr>
<td>Renette Sonomura</td>
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<tr>
<td>Cyndi Uyehara</td>
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<td>Eric Shaffer</td>
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Standard III.B

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<td>Stefanie Sasaki</td>
<td>Librarian</td>
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<td>Cassandra Kam</td>
<td>Disability Specialist</td>
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<td>James Niino</td>
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<tr>
<td>Guy Shibayama</td>
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<td>Rheta Kuwahara-Fujita</td>
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<tr>
<td>David Tanaka</td>
<td>Auxiliary and Facilities Services Manager</td>
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</table>

Standard III.C

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Mike Meyer</td>
<td>Chair</td>
</tr>
<tr>
<td>Ross Egloria</td>
<td>Education Technology</td>
</tr>
<tr>
<td>Karadeen Kam-Kalani</td>
<td>Faculty, Speech</td>
</tr>
<tr>
<td>Stacy Rogers</td>
<td>Faculty, Fire and Environmental Emergency Response</td>
</tr>
<tr>
<td>Wayne Sunahara</td>
<td>Dean Academic Support</td>
</tr>
<tr>
<td>Kristi Teruya</td>
<td>Retention Counselor</td>
</tr>
</tbody>
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Standard III.D

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<tbody>
<tr>
<td>Derek Inafuku</td>
<td>Chair</td>
</tr>
<tr>
<td>Jeff Stearns</td>
<td>Vice Chancellor for Academic Services</td>
</tr>
<tr>
<td>Lara Kong</td>
<td>Faculty, English, Division Chair Language Arts</td>
</tr>
<tr>
<td>Beryl Morimoto</td>
<td>Secretary</td>
</tr>
<tr>
<td>Guy Fo</td>
<td>PCATT Training</td>
</tr>
<tr>
<td>Myrna Patterson</td>
<td>Faculty, Architectural, Engineering, CAD Technologies</td>
</tr>
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Standard IV.A & IV.B

<table>
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<tr>
<th>Name</th>
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<tr>
<td>Erika Lacro</td>
<td>Chair</td>
</tr>
<tr>
<td>Cynthia Smith</td>
<td>Chancellor</td>
</tr>
<tr>
<td>Amy Akana</td>
<td>Faculty, History</td>
</tr>
<tr>
<td>Silvan Chung</td>
<td>Financial Aid Specialist</td>
</tr>
<tr>
<td>Dean Crowell</td>
<td>Career and Employment Center</td>
</tr>
<tr>
<td>Alapaki Luke</td>
<td>Faculty, Hawaiian Programs</td>
</tr>
<tr>
<td>Conred Maddox</td>
<td>Faculty, English</td>
</tr>
<tr>
<td>Janina Martin</td>
<td>Faculty, Early Childhood Education</td>
</tr>
</tbody>
</table>
Standard IV.C & IV.D

Provided by UHCC
Organization Information

CHART 1

Chancellor
Erika Lacro

Vice-Chancellor of Academic Affairs
Karen Lee

Vice-Chancellor of Administrative Services
Derek Inafuku

Director of the Pacific Center for Advanced Technology Training
Steve Auerbach

Executive Assistant to the Chancellor
Vacant
CHART 2

Vice-Chancellor of Academic Affairs
Karen Lee

Interim Dean
University College
Jennifer Higa-King

Interim Dean of Transportation & Trades
Fumi Takasugi

Dean of Communication & Services
Keala Chock

Dean of Academic Support
Wayne Sunahara

Dean of Student Services
Lara Sugimoto
CHART 3

Interim University College Dean
Jennifer Higa-King

Language Arts
Division Chair
Jeff Stearns

Chinese (CHN)
East Asian Language & Literature (EALL)
English (ENG)
English as a Second Language (ESL)
Japanese (JNP)
Journalism (JOUR)
Linguistics (LING)
Korean (KOR)
Spanish (SPAN)

Math and Sciences
Division Chair
Brent Rubio

Agriculture (AG)
Astronomy (ASTR)
Biochemistry (BIOC)
Biology (BIO)
Botany (BOT)
Chemistry (CHEM)
Civil Engineering (CE)
Electrical Engineering (EE)
Geology & Geophysics (GG)

Humanities and Social Sciences
Division Chair
Kara Kam

Accounting (ACC)
American Studies (AMST)
Anthropology (ANTH)
Art (ART)
Asian Studies (ASAN)
Economics (ECON)
Geography (GEOG)
History (HIST)
Humanities (HUM)
Music (MUS)
Philosophy (PHIL)
Political Science (POL)
Psychology (PSY)
Religion (REL)
Social Sciences (SSCI)
Sociology (SOC)
Speech (SP)
Theatre (THEA)

Hawaiian Programs
Division Chair
Alapaki Luke

Hawaiian (HAW)
Hawaiian Studies (HWST)

Women's Studies (WS)
Aeronautics Maintenance Technology (AERO)
Applied Trades (APTR)
Architectural, Engineering and CAD Technologies (AEC)
Auto Body Repair and Painting (ABRP)
Automotive Technology (AMT)
Carpentry Technology (CARP)
Construction Academy (CNAC)
Diesel Mechanics Technology (DISL)
Electrical Installation and Maintenance Technology (EIMT)
Fire and Environmental Emergency Response (FIRE)
Occupational and Environmental Safety and Management (OESM)
Refrigeration and Air Conditioning Technology (RAC)
Sheet Metal and Plastics Technology (SMP)
Small Vessel Fabrication and Repair (MARR)
Welding Technology (WELD)
CHART 5

Dean of Communication & Services
Keala Chock

Communication & Services Division Chair
John Viera

Administration of Justice (AJ)
Communication Arts (CA)
Computing, Electronics, and Networking Technology (CENT)
Cosmetology (COSM)
Early Childhood Education (ECE)
Fashion Technology (FT)
Human Services (HSER)
Information and Computer Science (ICS)
Music & Entertainment Learning Experience (MELE)
CHART 6

Dean of Academic Support
Wayne Sunahara

Career Services
Design Center
Disability Services – Student ACCESS
Educational Technology Center
Library
Policy Planning Institutional Research
Retention Services – CARE
Student Success Center
Testing and Tutoring
TRIO-SSS

CHART 7

Dean of Student Services
Lara Sugimoto

Academic Counseling
Admissions & Records
Financial Aid
Health Office
IPASS
Outreach
Student Life & Development
Wellness Center
CHART 8

Vice-Chancellor
Derek Inafuku

Director of Facilities
David Tanaka

Director of Human Resources
Monique Tingkang

Business Office Manager
Myrna Patterson

Security Manager
John Schell
# University of Hawai‘i Community Colleges and Honolulu CC Functional Map

<table>
<thead>
<tr>
<th>Accreditation Topic</th>
<th>UH Community College System/UH System</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A Mission</td>
<td>The UH mission is adopted by the Board of Regents and reflected in UH policy. All colleges are expected to conform their mission statements to the UH mission.</td>
<td>Individual college missions are derived from the UH system mission and approved by the Board of Regents. Colleges are responsible for disseminating the mission statement and ensuring that college planning and resource allocation decisions reflect the mission statement.</td>
</tr>
<tr>
<td>1.B Academic Quality</td>
<td>UH Community Colleges establish system-wide institution set standards as well as system metrics and goals to achieve student success. System student success metrics are used in planning and resource allocation at the UHCC system level.</td>
<td>Colleges manage the process of establishing course and program based student learning outcomes and assessment and are responsible for using the assessment information to improve student learning.</td>
</tr>
<tr>
<td>1.B Institutional Effectiveness</td>
<td>Both the UH System and UHCC system provide data analytics to measure student success, including differentiating the outcomes by targeted student populations. The UHCC system also provides data to the colleges in support of program review and accreditation compliance.</td>
<td>Colleges use data analytics provided by the UH System and UHCC system, along with their own analysis of assessment and achievement results, to improve student success. Data pertinent to student achievement are disaggregated to allow analysis of sub-populations.</td>
</tr>
<tr>
<td>1.C Institutional Integrity</td>
<td>UH System and UHCC system publish information for prospective students, including cost of attendance. Some policies regarding institutional integrity exist in University system policies or system-wide collective bargaining agreements.</td>
<td>Colleges are primarily responsible for communicating accurate information, including accreditation information, to students, prospective students, and the general public.</td>
</tr>
<tr>
<td>2.A Instructional Programs</td>
<td>Policies relating to degrees and certificates are established at the UHCC system level. Degree programs and Certificates of Achievement require Board of Regents approval after review by the college, the UHCC system, and the UH system. Internal UH articulation agreements, general education core agreements, and transfer policies are established at the UH system and UHCC system level.</td>
<td>Colleges are responsible, through their internal curriculum processes, for approving all courses and programs, including course and program SLOs, and ensuring that both programs and courses meet commonly understood higher education standards. Some methods of assessment or evaluation of student performance may be covered in curriculum review.</td>
</tr>
<tr>
<td>2.B Library and Learning Support Services</td>
<td>UH System provides a common library services software and shared services agreements to all ten UH campuses. Some learning support services such as course management software and on-line tutoring, are provided by the UH and/or UHCC system to all students.</td>
<td>Colleges establish the on-campus library and learning support services, assess their effectiveness, and improve services as appropriate.</td>
</tr>
<tr>
<td>Accreditation Topic</td>
<td>UH Community College System/UH System</td>
<td>College</td>
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</tr>
<tr>
<td>2.C Student Support</td>
<td>UHCC system provides shared services for back office financial aid and coordinates other delivery of student support services.</td>
<td>Colleges are responsible for on-campus student support services, including establishing service level outcomes, assessment, and analysis of the services for different sub-populations. All co-curricular services are based at the colleges. Some UHCCs have intramural athletic programs.</td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.A Human Resources</td>
<td>HR policies and classifications are determined by UH and UHCC system and applicable collective bargaining agreements. UHCC System facilitates the establishment of faculty academic qualifications for both regular and adjunct faculty. UH and UHCC system act as appeal levels on HR related matters. System and colleges share professional development responsibilities.</td>
<td>Colleges implement the applicable HR policies and CB contracts. Most hiring and other HR decisions are based on the campus. Selected higher level appointments and classifications require system approval.</td>
</tr>
<tr>
<td>3.B Physical Resources</td>
<td>Development of long-range physical plans and implementation of capital improvement projects is a shared responsibility of UH System, UHCC System and the colleges.</td>
<td>Colleges take the lead in creating and maintaining their own long-range development plans, and provide input into plans and priorities for capital projects. Colleges are responsible for regular maintenance of the physical plant at the college.</td>
</tr>
<tr>
<td>3.C Technology Resources</td>
<td>Technology resources including network infrastructure and enterprise software systems are managed by UH System. UH System and UHCC System plan and coordinate system wide on-line learning support and program delivery.</td>
<td>Colleges are responsible for on-campus networks, technology resources, and technology support. College are responsible for training faculty in the use of online delivery and management.</td>
</tr>
<tr>
<td>3.D Financial Resource</td>
<td>UH System and Board of Regents set reserve policies, approve the annual operating budgets, and approve the UH request for new operating funds submitted to the State legislature. The development of the budget and budget requests are based on a policy paper derived from the strategic plan and approved by the Board of Regents. The UHCC system is appropriated funds by the State legislature and allocates those funds to the colleges. The UHCC system does not receive funds on an FTE or other formula basis from the Legislature.</td>
<td>Colleges are involved in the system budget planning, including adhering to all reserve requirements established by the Board. Colleges are responsible for internal allocation of funds based on the allocations and revenue generated by the colleges.</td>
</tr>
<tr>
<td>Planning</td>
<td></td>
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</tr>
<tr>
<td>3.D Financial Resource</td>
<td>University fiscal systems are managed by UH System. Regular audits are conducted of the UH system, including separate schedules for the UHCC system. The UH internal auditor conducts several audits per year focusing on internal controls and management processes. UH System centrally manages all extramural funds.</td>
<td>Colleges implement fiscal systems in accord with University fiscal policies. When audits identify weaknesses or needed improvements, colleges respond with improvement plans that are incorporated into the audit reports.</td>
</tr>
<tr>
<td>Stability</td>
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<tr>
<td>Accreditation Topic</td>
<td>UH Community College System/UH System</td>
<td>College</td>
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</tr>
<tr>
<td>3.D Financial Resource Liabilities</td>
<td>Fringe benefits, including post-retirement pensions and other post-retirement benefits are not managed or funded by the University. These expenses and liabilities are funded and managed by the State of Hawai‘i. UH System manages all UH debt obligations.</td>
<td>Colleges monitor loan default rates and implement action plans as appropriate.</td>
</tr>
<tr>
<td>3.D Contractual Agreements</td>
<td>UH System establishes and manages all contracts in accordance with State procurement laws.</td>
<td>Colleges adhere to UH policies and practices in the procurement of all contracts for goods, services, and professional services.</td>
</tr>
<tr>
<td>4.A Decision-making Roles and Responsibilities</td>
<td>Board of Regents policy establishes a commitment to shared governance. UH System and UHCC System confer regularly with college governance groups. Formal consultation with collective bargaining units is governed by State statute.</td>
<td>Colleges implement shared governance policies and processes for internal college decision-making.</td>
</tr>
<tr>
<td>4.B Chief Executive Officer</td>
<td>UH System and UHCC System delegate to the college CEO authority for college operations within the policy limits of the UH System.</td>
<td>College CEOs are responsible for all college actions, subject to UH policies and delegation of authority as reflected in Board of Regents policy, UH executive policy, and UHCC system policies.</td>
</tr>
<tr>
<td>4.C Governing Board</td>
<td>The Board of Regents is established by statute. Members are selected by the Governor with the consent of the Senate from a list recommended by a review committee. Board policies are regularly reviewed and posted. Board by-laws govern Board and Board member behavior. All Board actions are subject to State open meeting and public information laws and regularly published. The VP for UHCC acts as the liaison to the Board of Regents for all CC matters, including accreditation.</td>
<td>Colleges submit action items to the Board of Regents through the VP for UHCC and the UH System.</td>
</tr>
<tr>
<td>4.D Multi-College Districts or Systems</td>
<td>The Board of Regents appoints the UH System president who is responsible for the entire 10-campus system of higher education in Hawai‘i. The UH President appoints the VP for Community Colleges who is responsible for the 7-campus community college system. The VP appoints and supervises the individual community college Chancellors. UH System is responsible for UH executive policies, UH system planning and coordination, and for selected system wide support services such as financial services, facilities planning, UHCC system is responsible for CC wide policies, CC budget and resource allocation, and CC system planning and coordination, and selected system services.</td>
<td>Colleges operate within the policy and planning framework established by the UH System and UHCC System.</td>
</tr>
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# Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Standard</strong></td>
</tr>
<tr>
<td><strong>A. Mission</strong></td>
</tr>
<tr>
<td>A.1 The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)</td>
</tr>
<tr>
<td>A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.</td>
</tr>
<tr>
<td>A.3 The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.</td>
</tr>
<tr>
<td>A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)</td>
</tr>
<tr>
<td><strong>B. Assuring Academic Quality and Institutional Effectiveness Academic Quality</strong></td>
</tr>
<tr>
<td><strong>B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.</strong></td>
</tr>
<tr>
<td><strong>B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)</strong></td>
</tr>
</tbody>
</table>
### B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

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The UHCC system has adopted common institution set standards to assure alignment with strategic goals and to provide a common framework for the colleges. Standards have both baseline minima and improvement goals. Colleges are responsible for assessing and addressing improvements in pursuit of the standards.

### B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

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All levels of the organization use assessment data to establish goals to improve student achievement and learning. Colleges are responsible for the use of assessment data at the course and program level and for service level outcomes at the college.

### Institutional Effectiveness

### B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

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UHCC and UH System are responsible for policies relating to program review and program planning and assessment. Both also provide analytic information and tools to support college level review. Colleges are responsible for full implementation of the policies on campus and for integration of the assessment data into college processes and improvement efforts.

### B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

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Analytic information at both the system and college level is disaggregated. The system strategic goals identify specific populations that are a priority for eliminating performance gaps. Colleges address improvements based on the results within their own programs and campuses.

### B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

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Primary responsibility for program review rests with the colleges. UHCC and UH System establish governing policies, provide supporting data, and monitor compliance. All levels of the organization regularly evaluate and update policies, as appropriate. In some instances, UHCC wide policies and practices are adopted to address improved service and/or student achievement.

### B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

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Each level of the organization is responsible for sharing with the public and with internal constituencies the performance of the colleges and the system.
<p>| B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19) | SH | SH | SH | UH System and UHCC policies establish the requirements and framework for integrated planning. UH System undertakes long-term program and facilities planning across the ten campus higher education system. UHCC addresses planning within the seven college community college system. Colleges are responsible for the development of the planning systems within the college. The planning systems are designed to be integrated and interdependent. |
|---|---|---|---|
| C. Institutional Integrity | | | |
| C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20) | P | S | S | The college is primarily responsible for the accuracy of information. Some public information is also maintained on UHCC and UH System websites for use by students and the general public. |
| C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (ER 20) | P | S | S | College catalogs are the responsibility of the colleges. |
| C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19) | P | S | S | All public information is consistent with known assessment and evaluation information and is accurately reported to the various constituencies. |
| C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. | SH | SH | SH | Degree and certificate types are defined by UHCC policy. Colleges are responsible for accurately reporting the content, course requirements, and expected learning outcomes for its degree and certificate programs. |
| C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. | SH | SH | SH | All levels are responsible for the periodic review or policies, procedures, and publications under their jurisdiction and control. |</p>
<table>
<thead>
<tr>
<th>C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.</th>
<th>P</th>
<th>S</th>
<th>S</th>
<th>The college is responsible for posting total cost of education to prospective and current students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)</td>
<td>SH</td>
<td>S</td>
<td>SH</td>
<td>The Board of Regents and UH System has adopted policies related to academic freedom and responsibility. Policies are also addressed in faculty collective bargaining agreements. Colleges are responsible for the implementation of these policies.</td>
</tr>
<tr>
<td>C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>Colleges are responsible for implementing policies and procedures relating to academic honesty.</td>
</tr>
<tr>
<td>C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>Colleges are responsible for implementing policies and procedures relating to faculty presentation of information and ideas.</td>
</tr>
<tr>
<td>C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.</td>
<td>SH</td>
<td>SH</td>
<td>SH</td>
<td>Generic codes of conduct are promulgated for various constituencies, including Board members, administrators, faculty, and students. There are no codes of conduct related to specific beliefs or world views..</td>
</tr>
<tr>
<td>C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>No college operates in a foreign location at this time.</td>
</tr>
</tbody>
</table>
C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

SH SH SH

All levels of the organization are expected to comply with accreditation rules and regulations.

C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

SH SH SH

All levels of the organization are expected to act with integrity. Colleges are responsible to proper notification of accreditation status and/or changes in accreditation status.

C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

NA NA NA

The colleges have no relationship with investors, parent organizations, or external interests and operate solely as a component of the University of Hawai‘i System.

Standard II: Student Learning Programs and Support Services

<table>
<thead>
<tr>
<th>Standard</th>
<th>College</th>
<th>UHCC</th>
<th>UH Sys</th>
<th>Comments</th>
</tr>
</thead>
</table>

A. Instructional Programs

A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

SH SH SH

Colleges develop and initiate all instructional programs. New programs or termination of programs requires approval by UHCC and UH System. Programs comply with UHCC and UH System policies relating to the type of credential and must be congruent with college mission and scope.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Rating</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.2</td>
<td>Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.</td>
<td>P S S</td>
<td>Responsibility for quality control and improvement of instruction and services resides primarily with the instructional faculty.</td>
</tr>
<tr>
<td>A.3</td>
<td>The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.</td>
<td>P S S</td>
<td>Responsibility for the creation, assessment, and communication of student learning outcomes resides with the college.</td>
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<td>A.4</td>
<td>If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.</td>
<td>SH SH S</td>
<td>Policies relating to course numbering and application of credits toward degrees are set at the system level. Colleges implement these policies. The UHCC system plan has a major focus on successful developmental education for students who are not yet college ready.</td>
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<td>A.5</td>
<td>The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)</td>
<td>SH SH S</td>
<td>UHCC system policies define credit length and rigor for all degrees and certificates. Colleges are responsible for assuring that learning outcomes within the programs are at common higher education levels.</td>
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<tr>
<td>A.6</td>
<td>The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)</td>
<td>P S S</td>
<td>Colleges manage course scheduling and student advising to assure timely completion of certificates and degrees. UHCC and UH System provide tools to support guided pathways and other systems to promote student completion.</td>
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<tr>
<td>A.7</td>
<td>The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.</td>
<td>P S S</td>
<td>Colleges offer a variety of teaching methodologies and assess student success against those methodologies.</td>
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### A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

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Where applicable, colleges are responsible for the validation of department or program wide examinations.

### A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

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UHCC System policies establish credit and contact hour requirements for college credits and number of credits required for degrees and certificates. Colleges are responsible for adhering to these policies and for ensuring that the awarding of course credit aligns with student learning outcomes. At present no courses are offered on a clock hour basis.

### A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

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UH System and UHCC policies govern student transfer among the ten campus system. Articulation agreements with non-UH institutions may be developed either as UHCC wide agreements or as individual college agreements. Courses accepted as transfer meet all student learning outcomes and satisfy all degree requirements and course pre-requisites satisfied by the college course. Students may view all articulated courses through a publicly available web site.

### A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

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Program learning outcomes covering the topics indicated are incorporated into one or more courses within the program. The depth of competency is tied to the expectations of the employment or transfer curriculum for which the student is being prepared.
| A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12) | P  S  S | General education outcomes covering the required topics are included in all degree programs. The depth of the general education program varies by program type. While the specific general education courses are determined by the college, the UH system has articulated general education outcomes across the system. |
| A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level of key theories and practices within the field of study. | P  S  S | The design of the core program focus is based on input from employers and/or transfer baccalaureate requirements. |
| A.14 Graduates completing career technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. | SH  SH  S | UHCC policy sets institution set standards for all programs requiring external licensure and certification. |
| A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. | SH  SH  SH | By Board of Regents policy, students must be able to complete a terminated program within a reasonable period of time. The UH System must approve all terminations, including a specific plan for program completion. Colleges are responsible for designing and implementing the completion plan. |
| A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. | SH | SH | SH | Board of Regents and UH System Executive policy establish program review requirements. The UHCC further establishes CC system review policies and provides data and other information to support program review. Colleges are responsible for program and service level reviews for programs at the college, including the improvement efforts based on the reviews. |
|---|---|---|---|
| **B. Library and Learning Support Services** | | | |
| B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17) | SH | S | SH | Students have access to all libraries within the UH system. Library software is managed by UH Mānoa for all libraries. Colleges are responsible for local library services and all on-campus learning support. On-line services such as library services, tutoring services, learning management systems, and other academic support are available to all students, including distance education students, through central services. |
| B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. | P | S | S | Colleges are responsible for instructional and learning support equipment on campuses. A central funding pool is maintained by the UHCC for capital equipment replacement for items over $5000. |
| B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. | P | S | S | Colleges are responsible for program and service level review of library and other learning support services. |
B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

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Other than shared services within the UH system, there are no contractual or other relationships with external colleges or entities to provide library or learning resources.

Some services, particularly for on-line tutoring, are contracted to outside third parties.

C. Student Support Services

C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

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Colleges are responsible for program and service level review of student support services.

C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

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Colleges include assessment and achievement results in the program review process and identify areas for improvement, especially for targeted sub-populations of students.

UHCC strategic plan identifies enrollment and achievement goals for targeted populations.

C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

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Most student support services are delivered and assessed by the colleges. Some services, particularly back office support services, are centralized to provide more consistent and efficient service to students.

C.4 Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

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Co-curricular programs are the responsibility of the colleges. There are no athletics programs within the UHCC system.
C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.  

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<tr>
<td>Colleges are responsible for providing the counseling and academic advising programs for students.</td>
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C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)  

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| General college admission standards are set by law and UH System policy and are generally open admission. Some programs have program specific admission criteria.  
UHCC and UH System provide system software tools to provide both college personnel and students with information on their pathways, degree or transfer requirements, and their progress toward degree. |

C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.  

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| UHCC system evaluates common placement instruments and practices.  
Colleges evaluate admission practices for select admissions programs. |

C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.  

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<td>Colleges are responsible for maintaining all documents managed by the colleges. UH System manages all electronic student records, including provision for secure back-up. UH system policies govern record retention and data use.</td>
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### Standard III: Resources

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<th>College</th>
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<tr>
<td>A. Human Resources</td>
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</table>
### A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

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Faculty, professional staff, and executive/managerial personnel are Board of Regents appointees subject to classification and qualification rules established for these employees. Support staff including clerical and grounds and maintenance staff are State of Hawai‘i civil service employees subject to civil service classification and qualification rules. All employees, except executive/managerial are subject to collective bargaining agreements.

Hiring authority varies by employee type. Generally, the primary hiring decision and compliance with EEO and HR procedures in the hiring process, are the responsibility of the college, subject to review.

All recruitment includes publication of duties, responsibilities, and qualifications required.

### A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

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Faculty classification including duties, academic qualifications, generic job descriptions, and criteria for tenure and promotion are established at the UHCC level for all faculty. Academic qualifications for lecturers (adjunct) are identical to those for regular faculty.

Colleges use these system policies in hiring, retention, and promotion decisions.

### A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

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Duties, academic qualifications, and job descriptions, are established at the UH System level for all professional support personnel (APT) and executive/managerial employees.

Colleges use these system policies in hiring, retention, and promotion decisions.

### A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

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UH System policies and practice are consistent with the standard and colleges must comply with the policy.
A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

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Evaluation policies and processes are established by the UH System and/or UHCC system for each classification of employee – executive/managerial, faculty, lecturer(adjunct), APT (professional staff), and civil service. The evaluation processes and frequency vary for each classification. Colleges comply with these policies in the evaluation of college employees.

A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

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Community college faculty classification and duties and evaluation processes (contract renewal, tenure and promotion, and post-tenure evaluations) include the use of the results of learning outcomes as a duty and criteria for evaluation. Lecturers (adjunct) evaluation also includes this criteria. UHCC policy also includes assessment of learning outcomes as a component of executive/managerial evaluation.

A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

| P  | S  | S |

While no formal policy governs the ration of full-time to part-time/adjunct faculty, the ratio is monitored by UHCC system and the colleges to assure compliance with the standard.

A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

| SH | SH | SH |

Lecturers (adjunct) teaching half-time are members of the faculty collective bargaining unit and covered by the collective bargaining agreement. UHCC policies govern the step advancement and evaluation of lecturers (adjunct). Colleges are responsible for the orientation, oversight, evaluation, and professional development of lecturers.

A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

| SH | SH | S |

UHCC positions are controlled through legislative appropriation. By policy, UHCC system reallocates positions that have gone unfilled by colleges. Colleges may also reallocate positions within their authorized number of position counts. While no formal staffing ratios are established, the staffing levels for various classifications of employees are reviewed and compared across the colleges.
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<th>A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)</th>
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<th>UHCC positions are controlled through legislative appropriation. By policy, UHCC system reallocates positions that have gone unfilled by colleges. Colleges may also reallocate positions within their authorized number of position counts. While no formal administrative staffing ratios are established, the staffing levels for executive/managerial employees are reviewed and compared across the colleges.</th>
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<td>A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.</td>
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<td>Personnel policies are established and published at multiple levels, including Board of Regents, UH Executive Policies, UHCC System policies, and college policies. Additionally, collective bargaining agreements govern personnel actions for the covered employees. Policies are periodically reviewed and updated.</td>
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<td>A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and service that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.</td>
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<td>Formal EEO/Affirmative action analysis is conducted by the UHCC system office on a regular basis and is incorporated into the recruitment/hiring processes.</td>
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<td>A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.</td>
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<td>Formal ethics policies and procedures are established by the UH System for various employee classifications. All employees are also subject to State of Hawai’i ethics rules and regulations.</td>
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<td>A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</td>
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<td>Primary responsibility for professional development is with the college. UH System and UHCC also provide professional development opportunities for personnel at all colleges.</td>
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<td>A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.</td>
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<td>Records retention policies, including security and confidentiality, are established by the UH system in accord with law and collective bargaining agreements. Colleges maintain records under their control in accord with these policies.</td>
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| B. Physical Resources |
### B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

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Facilities planning and management is shared among the different levels of the organization. Major capital projects are managed by UH System, minor projects, including all repair and maintenance and health and safety repairs, are managed by UHCC system, and regular maintenance of the buildings and campus are managed by the college. Campus security and safety is managed by the college with UHCC system providing training and oversight for compliance with Clery act and workplace violence reporting and training.

### B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

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Long range building and land use planning is managed by UH System and UHCC system with input from the colleges.

### B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

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All facilities are monitored on a regular maintenance schedule, including planning for deferred maintenance, by the UHCC and UH system. Priorities are established for addressing both regular and deferred maintenance.

UHCC system maintains a regular program of review/replacement for capital equipment for the colleges.

### B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

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Planning for new facilities, including total cost of ownership is managed by UHCC and UH System for major new projects.

### C. Technology Resources

#### C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

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Technology support is shared by the UH System for major enterprise systems and for the UH technical infrastructure and by the colleges for on-campus support for students and staff using college technology resources.

#### C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

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UH System is responsible for planning and replacement of enterprise software and hardware systems. Colleges are responsible for replacement of college computers and other technology equipment.
### C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

- **Status:** SH
- **Implementation:** S
- **Self-Evaluation:** SH

UH System is responsible for establishing policies and programs for information security. Colleges are responsible for implementing and complying with the security policies and for managing the on-campus computing networks.

### C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

- **Status:** SH
- **Implementation:** S
- **Self-Evaluation:** SH

UH System provides training and support for enterprise level software. Colleges provide direct support to faculty and staff and to students on the campus.

### C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

- **Status:** SH
- **Implementation:** S
- **Self-Evaluation:** SH

UH System has policies governing the use of technology by faculty, staff, and students. Colleges monitor and implement these policies on the campus.

### D. Financial Resources Planning

#### D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

- **Status:** SH
- **Implementation:** SH
- **Self-Evaluation:** SH

UH System establishes policies relating to long term financial planning, tuition rate setting, and reserve. UHCC manages the combined UHCC budget in accordance with these policies and develops the allocation methodology to the colleges. Colleges are responsible for managing funds within their allocations, including revenue generating programs, and carrying out business practices in compliance with financial rules, regulations, and good practice.

#### D.2 The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

- **Status:** SH
- **Implementation:** SH
- **Self-Evaluation:** SH

Community college mission and goals are integral to the financial planning carried out by the UH System. The UHCC system considers the individual college mission in planning and allocation. The allocation methodology includes outcomes funding based on common goals but with specific targets established for each college.

#### D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

- **Status:** SH
- **Implementation:** SH
- **Self-Evaluation:** SH

Colleges are responsible for the development of college budgets and internal allocation decisions, including participation by various constituencies in budget development. Requests to the Legislature for new State funding are made within the context of Board of Regents policy and submitted through the UHCC to the UH System following system procedures.
<table>
<thead>
<tr>
<th>Fiscal Responsibility and Stability</th>
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<tbody>
<tr>
<td>D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.</td>
</tr>
<tr>
<td>D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.</td>
</tr>
<tr>
<td>D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.</td>
</tr>
<tr>
<td>D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</td>
</tr>
<tr>
<td>D.8 The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.</td>
</tr>
<tr>
<td>D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.</td>
</tr>
<tr>
<td>D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.</td>
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<tr>
<td>Liabilities</td>
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<tr>
<td><strong>D.11</strong> The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.</td>
</tr>
<tr>
<td><strong>D.12</strong> The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.</td>
</tr>
<tr>
<td><strong>D.13</strong> On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.</td>
</tr>
<tr>
<td><strong>D.14</strong> All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.</td>
</tr>
<tr>
<td><strong>D.15</strong> The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.</td>
</tr>
</tbody>
</table>

**Contractual Agreements**

| **D.16** Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. | S | S | P | All contractual agreements are subject to University policies and UH system approval. Colleges may not enter into contractual relationships on their own authority. |
## Standard IV: Leadership and Governance

<table>
<thead>
<tr>
<th>Standard</th>
<th>College</th>
<th>UHCC</th>
<th>UH Sys</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>A. Decision-making Roles and Processes</td>
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<tr>
<td>A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.</td>
<td>SH</td>
<td>SH</td>
<td>SH</td>
<td>Leaders at all levels are expected to focus on student achievement and learning and create a climate of innovation and continuous quality improvement. Establishment of major goals, policy changes, or improvements are vetted through multiple layers of the organization.</td>
</tr>
<tr>
<td>A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.</td>
<td>SH</td>
<td>SH</td>
<td>SH</td>
<td>The Board of Regents has established University wide policies affirming the commitment to shared governance. UH System, UHCC System, and college policies define the structures and methods of engagement of the various constituencies in the shared governance process.</td>
</tr>
<tr>
<td>A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.</td>
<td>SH</td>
<td>SH</td>
<td>SH</td>
<td>The shared governance policies provide for and describe the role of faculty and administrators in the various governance structures.</td>
</tr>
<tr>
<td>A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.</td>
<td>.</td>
<td>S</td>
<td>S</td>
<td>By policy, faculty curriculum committees and faculty senates have primary responsibility for course and program decisions, subject to review by academic administrators and compliance with system academic guidelines.</td>
</tr>
<tr>
<td>A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.</td>
<td>SH</td>
<td>SH</td>
<td>SH</td>
<td>The shared governance system is intended to provide multiple views while allowing timely decisions. In addition to shared governance, public input is sought on major directions or decisions and strong working relationships are established with outside organizations including State and Count departments, Department of Education, and external business and community organizations.</td>
</tr>
</tbody>
</table>
### A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

- **SH**
- **SH**
- **SH**

Each level of the organization is responsible for communicating the decision-making processes as well as the resulting decisions and/or actions.

### A.7 Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

- **SH**
- **SH**
- **SH**

Periodic assessment of the governance structures is carried out at different levels of the organization and changes/improvements made as appropriate.

### B. Chief Executive Officer

#### B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

- **P**
- **S**
- **S**

The role of the college CEO is defined in the executive/managerial classification and in the job description for the CEO.

#### B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

- **P**
- **S**
- **S**

The CEO is responsible within the authority delegated by the UH System and UHCC system to carry out these responsibilities.

#### B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: •establishing a collegial process that sets values, goals, and priorities; •ensuring the college sets institutional performance standards for student achievement; •ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; •ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; •ensuring that the allocation of resources supports and improves learning and achievement; and •establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

- **P**
- **S**
- **S**

The CEO is responsible within the authority delegated by the UH System and UHCC system to carry out these responsibilities.
|   |   |   | **Honolulu Community College Institutional Self Evaluation Report 2018**  
|---|---|---|---|
| **B.4** The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. | SH | SH | S  
| The college CEO has responsibility for accreditation standards and compliance for all college related standards. The Vice-President for Community Colleges has responsibility for UHCC system related standards including acting as liaison to the UH System and Board of Regents on accreditation matters. |   |   |   |
| **B.5** The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. | P | S | S  
| The CEO is responsible within the authority delegated by the UH System and UHCC system to carry out these responsibilities. |   |   |   |
| **B.6** The CEO works and communicates effectively with the communities served by the institution. | P | S | S  
| The CEO is responsible within the authority delegated by the UH System and UHCC system to carry out these responsibilities. |   |   |   |

### C. Governing Board

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| **C.1** The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7) | S |   | S  
| The Board of Regents is established by statute that provides the authority addressed in the standard. |   |   |   |
| **C.2** The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. | S | S | P  
| Board of Regents by-laws stipulate the requirement to act as a collective entity. |   |   |   |
| **C.3** The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system. | S | SH | SH  
| The Board of Regents selects and evaluates the University of Hawai‘i’s System President. The President is delegated the authority to select and evaluate the Vice-President for Community Colleges who is delegated authority to select and evaluate the college CEOs. |   |   |   |
| **C.4** The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7) | S | S | P  
<p>| The Board of Regents independence and role in setting policy and advocating for the University is embodied in the State Constitution and statute. |   |   |   |
| C.5 | The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. | S | S | P | These responsibilities are reflected in Board policies and in statute. |
| C.6 | The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures. | S | S | P | All Board policies, by-laws, agendas, and minutes are published on the BOR link from the University home page. |
| C.7 | The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary. | S | S | P | The Board of Regents (and UH executive policy) system identifies the last date the policy was revised and the next scheduled review date. This information is publicly available. |
| C.8 | To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. | S | S | P | The Board of Regents approves the University strategic directions including specific improvement goals for student success. The Board also reviews specific programmatic improvements through its committee structure. |
| C.9 | The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. | S | S | P | Board development, including new member orientation is encoded in Board by-laws. The membership of the Board, including staggered terms, is proscribed by statute. |
| C.10 | Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices And performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness. | S | S | P | The evaluation process for the Board of Regents is described in Board by-laws. |</p>
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<th>Notes</th>
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<tr>
<td>C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)</td>
<td>S</td>
<td>S</td>
<td>P</td>
<td>The Board of Regents ethics policy and its implementation are described in the Board by-laws. Board members are expected to publicly disclose and recuse themselves from any matter in which they may have a conflict of interest.</td>
</tr>
<tr>
<td>C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.</td>
<td>S</td>
<td>S</td>
<td>P</td>
<td>The primary governance relationship is between the Board of Regents and the University of Hawai‘i System President. Authority delegated to the President is clearly delineated in Board policy, including whether the President may further delegate the authority to the UHCC Vice-President for Community Colleges and/or the Community College Chancellors.</td>
</tr>
<tr>
<td>C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.</td>
<td>S</td>
<td>SH</td>
<td>SH</td>
<td>The UHCC system office is responsible for liaison with the Board of Regents on all matters, including accreditation. Primary communication to the Board on accreditation matters is through the Academic and Student Affairs Committee. All self evaluation reports, as well as other submittals to the ACCJC, are made available to the full Board.</td>
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<td>D. Multi-College Districts or Systems</td>
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<tr>
<td>D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.</td>
<td>S</td>
<td>SH</td>
<td>SH</td>
<td>The UH Community College system operates as a system within the larger University of Hawai‘i system. The VP for Community Colleges oversees the seven community college system, including establishing system policies, budget allocations, system strategic directions, and carrying out other responsibilities as defined by the Board of Regents and the University President.</td>
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<tr>
<td>Section</td>
<td>Description</td>
<td>Score</td>
<td>Compliance</td>
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<tr>
<td>D.2</td>
<td>The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.</td>
<td>S</td>
<td>SH</td>
<td>S</td>
</tr>
<tr>
<td>D.3</td>
<td>The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.</td>
<td>S</td>
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<tr>
<td>D.4</td>
<td>The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.</td>
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<tr>
<td>D.5</td>
<td>District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.</td>
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<td>D.6</td>
<td>Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.</td>
<td>SH</td>
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<tr>
<td>D.7</td>
<td>The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
<td>S</td>
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Certification of Continued Institutional Compliance with Eligibility Requirements

CERTIFICATION OF CONTINUED COLLEGE COMPLIANCE WITH ELIGIBILITY REQUIREMENTS 1-5

Honolulu Community College has examined its policies and practices considering the expectations of the Eligibility Requirements (ERs) as required for the completion of the Institutional Self Evaluation Report. Requirement 1 through 5, inclusive, are summarized separately in this section; the analysis of the remaining ERs is included in the narrative responses to the standards, as relevant. Relevant evidence demonstrating continued compliance with the ERs is included, as relevant.

1. Authority

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

The College has been continuously accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

Honolulu CC operates under the University of Hawai‘i System of Higher Education, and is a duly authorized postsecondary institution by the State of Hawai‘i to award degrees and certificates appropriate for two-year institutions. The University of Hawai‘i Community College (UHCC) system is responsible for the quality of the community colleges and operates through a centralized office. Honolulu CC awards degrees approved by the UHCC and the Board of Regents.

Conclusion

The College has full authority from the State of Hawai‘i as part of the University of Hawai‘i system and complies with Eligibility Requirement 1, Authority.

Evidence
• Certificate of Incorporation
• ACCJC Certification
• UHCC Member Institution Certificate

2. Operational Status

Since its inception in 1920, Honolulu Community College has been in continuous, uninterrupted operation. The college has a student headcount of 3,563 and full time equivalent student count of 1,184. Students who attend Honolulu CC are principally degree and transfer seeking students. In addition, the institution also offers certificates, in career and technical education and workforce readiness fields, pre-collegiate courses in mathematics and English to develop college readiness for further academic study, and noncredit and community education.

College operations are robust and organized to best meet the college mission. (See, Standard I.A.) The college has an annual budget of approximately $38,369,655 with 155 full-time faculty and 154 administrative and support staff.

Conclusion

The College complies and has continually complied with Eligibility Requirement 2, Operational Status. Honolulu CC is member institution of the University of Hawai’i system.

Evidence

• College Catalog
• Class Schedule
• See, Detailed Discussion, Instructional Programs, Standard I.A

3. Degrees

The seeking of a post-secondary award is the principal goal of most Honolulu Community College students. In fact, for the 2016-2017 academic year, Honolulu CC awarded 652 associate degrees and 248 certificates of achievement. As discussed in Standard II.A, associate degrees consist of traditional two-year degrees with appropriate unit acquisition based on well-recognized traditions in higher education. Honolulu CC has an established catalog that acts as the principal document establishing degree and other award expectations for students and setting forth conditions for enrollment and matriculation at the institution. Potential and current studies use the catalog for educational planning. The Honolulu CC Faculty senate has established a curriculum committee that establishes reviews and updates course and program information for
currency and relevance. The college and system governing board approves all new and existing programs of study through a robust scheme of curriculum oversight and review.

Conclusion

The College complies and has continually complied with Eligibility Requirement 3, Degrees. Honolulu CC awards associates degrees and certificates based on successful accumulation of course units. The awards are consistent with the University of Hawai‘i system colleges with articulation and transfer of credit to other accredited colleges in the region. Faculty in disciplines create and approve through faculty-led processes of content review. The College examines all existing curriculum for relevance, currency based on academic, career, and technical education standards.

Evidence

- College Catalog
- Class Schedule
- See, Detailed Discussion, Instructional Programs, Standard II.A

4. CHIEF EXECUTIVE OFFICER

The college has a chief executive officer duly appointed by the board with the exclusive and full-time responsibility is to execute the board policies. The chief executive officer at Honolulu Community College is a chancellor with the title of President reserved for the head of the UHCC system. The college appointed the current chief executive officer on July 2, 2012, and the accrediting commission has been timely notified of all executive leadership changes. There are established UHCC system policies for the hiring and evaluation of the CEO. Delegation of authority to administer the board policies are likewise governed by established board policy.

Conclusion

The College complies and has continually complied with Eligibility Requirement 4, Chief Executive Officer. The State of Hawai‘i has authorized Honolulu CC to operate as a post-secondary educational institution in California and to award degrees by the University of Hawai‘i system and the State of Hawai‘i. A CEO who has the responsibility for the academic quality of the institution leads it. The CEO’s responsibility is full time and a person whose principal responsibility is the welfare of the institution holds the position.

Evidence
• Chancellor Job Description
• See, Detailed Coverage contained in Standard IV.B

5. FINANCIAL ACCOUNTABILITY

The financial operations and systems at Honolulu CC as well as the UHCC undergo strict internal and external controls. Financial processes are reviewed by independent audit performed by an neutral certified public accountant. When reviewing financial operations, Honolulu CC and the UHCC apply generally accepted accounting principles for its operations and for audit. Each year, the Honolulu CC budget and the UHCC budget are presented to the public and reviewed and approved by the governing board. All financial evaluations include a thorough review of internal financial systems and compliance with Hawai‘i and federal laws and regulations. Since the College is part of the UHCC System of Higher Education, all audits are examined by the UHCC and UH financial offices, as well. The last audit was completed on June 30, 2017.

The college is also authorized to award financial aid under federal Title IV. The college is following the required components of the Title IV of the federal regulations and all findings from any audits and program or other review activities by the USDE are held maintained by the college. All financial responsibility requirements, program record-keeping, etc. are appropriately stored and maintained in secure college record keeping systems. Honolulu CC has a Vice Chancellor dedicated to review of fiscal and administrative capacity and to address current and future financial obligations. Student loan default rates at Honolulu CC are well within the acceptable range defined by the USDE for our institution.

Conclusion

The College complies and has continually complied with Eligibility Requirement 5, Financial Accountability. Honolulu CC is a financially stable state supported institution with has external audits conducted regularly and with proper systems of internal controls to monitor financial and budgetary requirements.

Evidence

• 2017 Independent Financial Audit
• Title IV Authorization for Federal Aid
• See, Detailed coverage, Financial Resources, Standard IV.D
• See, Checklist for Compliance with Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Title IV Compliance
Certification Continued Institutional Compliance with Commission Policies

In the self-evaluation process, Honolulu CC evaluated its compliance with ACCJC policies and Federal Regulations, including those noted within the standards themselves. The College has stayed up-to-date with the ACCJC policies by the Commission’s correspondence and through its training sessions held in Honolulu. The College also has referred to the *Manual for Institutional Self Evaluation, Guidelines for Preparing Institutional Reports to the Commission, Guide to Evaluating and Improving Institutions*, among other documents, in preparing the self-evaluation. Compliance to policies, including evidence of compliance, is embedded in the evidence of meeting the standards in the report.

Honolulu CC has created a matrix to assist the team in its work to review the college’s performance in these areas. The College determined that we ourselves should review the checklist items and assess our own performance. To this end, we have reviewed each policy, identified the evidence, connected the standards and eligibility requirements, and analyzed and evaluated our performance. The matrix makes reference to and crosswalks findings in the institutional self-evaluation report with the conclusions in the matrix for each item.
**Public Notification of an Evaluation Visit and Third-Party Comment**  
Regulation citation: 602.23(b)

<table>
<thead>
<tr>
<th>Item One: The Institution has made an appropriate and timely effort to solicit third party comment in advance of the comprehensive evaluation visit.</th>
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</table>

**Analysis and Evaluation**

- The Accreditation webpage was moved to the College’s main website from the Intranet on November 9, 2017 to make activities available to the general public. Besides basic accreditation information, the webpage includes a link for third party comments (Comp.1). The campus was advised of the ability to provide comment orally, in accreditation documents and on the webpage (Comp.2).
- First drafts of the report were posted for campus viewing on the College website on December 19, 2016. Feedback was solicited (Comp.3).
- A town hall meeting for the campus was held on January 5, 2018 to give an overview of accreditation (Comp.4) with calls for feedback on the draft document, and a follow-up email was sent to the campus providing a copy of the presentation and a basic timeline (Comp.5).
- The campus was advised of a schedule of additional town hall meetings to provide feedback on a revised draft (Comp.6). Suggestions were provided at the meetings, which were held during April 2018.
- A final version of the self-evaluation report was published on the Accreditation webpage on May 11, 2018.
- On May 18, 2018 the Board of Regents approved the self-evaluation report.

**Standards**

- Standards I.C.5, I.C.12

**Eligibility Requirements**

- Eligibility Requirement 21

**Additional Evidence**

- Evidence will be provided to the site team and the Commission and the visiting team should any third-party comments be received prior to time of the site visit.
<table>
<thead>
<tr>
<th>Item Two: The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
</tr>
<tr>
<td>• The College has not received any notification of any third-party comments up to the time of the publication of the self-evaluation report. Comments received after the publication date will be shared with the Commission and the visiting team.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td>• Standards I.C.5, I.C.12</td>
</tr>
<tr>
<td><strong>Eligibility Requirements</strong></td>
</tr>
<tr>
<td>• Eligibility Requirement 21</td>
</tr>
<tr>
<td><strong>Additional Evidence</strong></td>
</tr>
<tr>
<td>• Evidence will be provided to the site team and the Commission if third party comments are received between publication of the report and the time of the site visit.</td>
</tr>
<tr>
<td>Item Three: The Institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comments.</td>
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</tr>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
</tr>
<tr>
<td>• Honolulu CC has provided a link to the college community and to the public so that third party comment can meet the Commission requirements.</td>
</tr>
<tr>
<td>• The Chancellor has led communications with the public for comment within Commission expectations in ample time for meaningful feedback for the site visit.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td>• Standards I.C.5, I.C.12, IVB.1</td>
</tr>
<tr>
<td><strong>Eligibility Requirements</strong></td>
</tr>
<tr>
<td>• Eligibility Requirement 21</td>
</tr>
<tr>
<td><strong>Additional Evidence</strong></td>
</tr>
<tr>
<td>• There have been no third party comments to date. Evidence will be provided to the site team and the Commission if any third-party comments.</td>
</tr>
</tbody>
</table>
# Standards and Performance with Respect to Student Achievement

| Item One: 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. |
| Analysis and Evaluation |
| • Honolulu CC has established institution-set standards at the institution level for planning and institutional improvement. |
| • Successful course completion is one of the measures of analysis in the institution set-standards under University of Hawai‘i policy and accountability. |
| • The College met its target for course completion in FY 2018. |
| • Successful completion of classes is included in the Annual Review of Program Data that all programs analyze each year. |
| • Other set-standards that monitor student achievement include degrees and certificates awarded, transfers to baccalaureate institutions, licensure and certification examination success rates, and job placement rate, which are tied to the strategic plan and mission of the institution. |
| • Institution set standards and the strategic plan are reviewed annually by the Planning Council. |

| Standards |
| • Standards I.A.2, I.B.2, I.B.3, I.B.5 |

| Eligibility Requirements |
| • Eligibility Requirement 11 |

| Additional Evidence |
| • Section on Student Achievement Data and Institution-Set Standards |
**Item Two:** 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.

<table>
<thead>
<tr>
<th>Analysis and Evaluation</th>
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<tbody>
<tr>
<td>• All Honolulu CC’s programs analyze student achievement performance in Annual Review of Program Data. The data includes course completion, persistence, degrees awarded, transfers, technical skills achieved, job placement, among other student success data.</td>
</tr>
<tr>
<td>• All community colleges follow the UHCC policy of indicators from the system office. Career and Technical Education programs set job placement rates based on the Federal Perkins Core Indicator Reports. Data is reviewed annually in the ARPD reviews.</td>
</tr>
<tr>
<td>• Student achievement performance is identified in the College’s strategic plan and institution set-standards, which includes licensure and certificate examination success rates and job placement.</td>
</tr>
<tr>
<td>• Job placement rates and licensure examination pass rates along with set-targets are reported to the ACCJC in Annual Reports.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>• Standards I.B.2, I.B.3, II.A.1, II.A.13, II.A.14</td>
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<table>
<thead>
<tr>
<th>Eligibility Requirements</th>
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<tbody>
<tr>
<td>• Eligibility Requirement 11</td>
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</tbody>
</table>

<table>
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<tr>
<th>Additional Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Section on Student Achievement Data and Institution-Set Standards</td>
</tr>
</tbody>
</table>
### Item Three:
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 allocating resources, and to make improvements.

<table>
<thead>
<tr>
<th>Analysis and Evaluation</th>
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</thead>
<tbody>
<tr>
<td>The Planning Council reviews, evaluates, and discuss the College’s performance on goals and outcomes and makes recommendations when necessary to the chancellor and other campus committees.</td>
</tr>
<tr>
<td>Twice a year, the Vice President of Community Colleges visits the College to review in campus town hall meetings to review the institution’s set-standards as well as that of the community colleges as a whole.</td>
</tr>
<tr>
<td>The College met all its UHCC funding initiates and most of its UH funding initiatives, indicating the impact of campus reviewing its goals and outcomes for student success and student achievement.</td>
</tr>
<tr>
<td>Student performance metrics are the basis for the Annual Program Data Review analysis. All programs and student services are involved in the analysis of the ARPD.</td>
</tr>
<tr>
<td>ARPD analyses for each program are available to the campus community and housed on the UHCC website. The ARPD analyses allow programs to compare how they contribute to student success in relation to the overall results of the College.</td>
</tr>
<tr>
<td>The ARPD analyses allow faculty and staff to incorporate the information in program and department planning.</td>
</tr>
<tr>
<td>In addition to program level analysis of institution set standards, the college uses set standards to guide larger, institutional level discussions on progress on the mission through the strategic plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>Standards I.B.2, I.B.3, I.B.5, I.A.1</td>
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<th>Additional Evidence</th>
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<tbody>
<tr>
<td>Section on Student Achievement Data and Institution-Set Standards</td>
</tr>
</tbody>
</table>
**Item Four:** 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.

<table>
<thead>
<tr>
<th>Meets</th>
<th>Analysis and Evaluation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Student performance metrics that are in the institution set-standards are included in the Annual Program Data Review, except IPEDS data.</td>
</tr>
<tr>
<td></td>
<td>• Programs analyze the ARPD to determine student performance and the analyses are used for improvement.</td>
</tr>
<tr>
<td></td>
<td>• Programs base requests for supplemental program funding to improve their programs on the ARPD analyses, the College’s strategic plan and the institution’s mission.</td>
</tr>
<tr>
<td></td>
<td>• The College met all its UHCC funding initiatives and most of its UH funding initiatives, indicating the impact of campus reviewing its goals and outcomes for student success and student achievement.</td>
</tr>
<tr>
<td></td>
<td>• The college now examines aspirational goals in addition to reviewing floors of expected levels of performance.</td>
</tr>
</tbody>
</table>

**Standards**

• Standards I.B.2, I.B.3, I.B. 6, II.A.1

**Eligibility Requirements**

• Eligibility Requirement 11

**Additional Evidence**

• Section on Student Achievement Data and Institution-Set Standards
### Credits, Program Length, and Tuition

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

<table>
<thead>
<tr>
<th>Item One:</th>
<th>Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).</th>
</tr>
</thead>
</table>
| **Analysis and Evaluation** | • Honolulu CC conforms to a commonly accepted minimum program length of at least 60 semester credit hours awarded for achievement of an associate degree, including the Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS), and Associate in Technical Students (ATS) degrees.  
• The minimum 60 semester credit hours awarded for degrees are specified in UHCC policy (II.A.1).  
• Credit hours are defined in UHCC policy (II.A.46) and in UH policy (II.A.9).  
• Programs and courses are approved by the Committee on Programs and Curricula (CPC), which is a subcommittee of the Faculty Senate Executive Committee. The CPC takes into consideration of the definition of credit hours for courses and the policy on credit hours awarded for degrees. |
<p>| <strong>Standards</strong> | • Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12 |
| <strong>Eligibility Requirements</strong> | • Eligibility Requirements 9, 10, 12 |
| <strong>Additional Evidence</strong> | • College Catalog (I.A.1 [pp. 73, 76]) |</p>
<table>
<thead>
<tr>
<th>Item Two: 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).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
</tr>
<tr>
<td>• The Committee on Programs and Curricula (CPC) reviews all programs and courses assuring appropriate credit hours for courses and program lengths for degrees. The CPC is a subcommittee of the faculty senate.</td>
</tr>
<tr>
<td>• The CPC does not distinguish differences between distance education and face-to-face course proposals in the approval process. All courses meet the same criteria, no matter what the delivery mode.</td>
</tr>
<tr>
<td>• The CPC assures that all programs meet the minimum 60 semester credit hours for associate degrees.</td>
</tr>
<tr>
<td>• Distance education courses must be approved by the CPC, while proposals for conducting courses online are reviewed and overseen by the Distance Education Advisory Board.</td>
</tr>
<tr>
<td>• The College follows the policies set by UHCC and UH for course credit hours and degree program length and CPC procedures for course and program approval. CPC procedures and guidelines are outlined in the CPC manual.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td>• See Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12</td>
</tr>
<tr>
<td><strong>Eligibility Requirements</strong></td>
</tr>
<tr>
<td>• Eligibility Requirements 9, 10, 11, 12</td>
</tr>
<tr>
<td><strong>Additional Evidence</strong></td>
</tr>
<tr>
<td>• CPC Reference Manual (II.A.10)</td>
</tr>
</tbody>
</table>
### Item Three: Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).

**Analysis and Evaluation**

- Honolulu CC is a community college with open admission. The authority to establish tuition schedules for University of Hawai‘i campuses resides with the Board of Regents.
- Tuition is set at a uniform rate per unit. Resident tuition is $126 per credit and non-resident tuition $340 per credit during the academic year, consistent with all the Hawai‘i community colleges. Summer tuition and off-campus education program tuition is higher. Tuition rates, activity fees, and other costs are published in the college catalog and on the college website.

**Standards**

- Standards I.B.2 I.B.3, I.C.2, I.C.6, II.A.1

**Eligibility Requirements**

- Eligibility Requirement 11

**Additional Evidence**


### Item Four: Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.

**Analysis and Evaluation**

- The College does not offer clock-hour based courses.

**Standards**

- Standard II.A.9

**Eligibility Requirements**

- Not applicable

**Additional Evidence**

- Not applicable
<table>
<thead>
<tr>
<th>Item Five: The institution demonstrates compliance with the <em>Commission Policy on Institutional Degrees and Credits.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
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<td>• Programs and courses are reviewed and approved by the Committee on Programs and Curricula (CPC), which is a subcommittee of the Faculty Senate Executive Committee. The CPC takes into consideration the definition of credit hours for courses and the policy on credit hours awarded for degrees.</td>
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<tr>
<td><strong>Eligibility Requirements</strong></td>
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<tr>
<td>• Eligibility Requirement 11</td>
</tr>
<tr>
<td><strong>Additional Evidence</strong></td>
</tr>
<tr>
<td>• College Catalog (I.A.1 [pp. 73, 76])</td>
</tr>
<tr>
<td>Item One: Transfer policies are appropriately disclosed to students and to the public.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
</tr>
<tr>
<td>• Policies and procedures on the transfer of credit are in the college catalog (I.A.1 [pp. 53-56])</td>
</tr>
<tr>
<td>• Policies and procedures for transfer of credit are also available on the College website.</td>
</tr>
<tr>
<td>• The College website provides students with Transcript Evaluation Request Form. Students are encouraged to meet with counselors in the application process to have transcripts evaluated.</td>
</tr>
<tr>
<td>• The College has processes to evaluate transcripts for credit and participates in discussions about the articulation of Honolulu CC courses at other institutions.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td>• Standards II.A.1, II.A.10</td>
</tr>
<tr>
<td><strong>Eligibility Requirements</strong></td>
</tr>
<tr>
<td>• Eligibility Requirement 20</td>
</tr>
<tr>
<td><strong>Additional Evidence</strong></td>
</tr>
<tr>
<td>• Honolulu CC Catalog (I.A.1. [pp. 53-56])</td>
</tr>
<tr>
<td>Item Two: Policies contain information about the criteria the institution uses to accept credits for transfer.</td>
</tr>
<tr>
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<tr>
<td><strong>Analysis and Evaluation</strong></td>
</tr>
<tr>
<td>• Courses taken at other University of Hawai‘i campuses are guided by the UH Articulation Agreement.</td>
</tr>
<tr>
<td>• For non-UH transfers, College policies require courses awarded as credit for satisfying degree requirements to be from institutions accredited by U.S regional accrediting associations.</td>
</tr>
<tr>
<td>• The College also provides details for accepting other learning credits in its policies and procedures in its catalog and on its website.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td>• Standards II.A.1, II.A.10</td>
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<tr>
<td><strong>Additional Evidence</strong></td>
</tr>
<tr>
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</tr>
</tbody>
</table>
**Item Three:** The institution complies with the Commission Policy on Transfer of Credit.

<table>
<thead>
<tr>
<th>Meets</th>
<th>Analysis and Evaluation</th>
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<tbody>
<tr>
<td></td>
<td>• Faculty members in the discipline decide if a course will be accepted for transfer credit and the status of the transfer credit in meeting general education requirements, program requirements, or elective credits.</td>
</tr>
<tr>
<td></td>
<td>• The courses are entered into a Transfer Database so future students transferring from the same institutions will receive the designated credit.</td>
</tr>
<tr>
<td></td>
<td>• Courses taken at other University of Hawai‘i campuses are guided by the UH Articulation Agreement.</td>
</tr>
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</thead>
<tbody>
<tr>
<td>• Honolulu CC College Catalog Catalog (I.A.1. [pp. 53-56])</td>
</tr>
</tbody>
</table>
**Item One:** 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.

### Analysis and Evaluation

- All the College’s courses, regardless of delivery mode, must follow the same curriculum process for approval or modification. The Committee on Programs and Curricula (CPC), a subcommittee of the faculty senate, manages the curriculum process.
- Courses, regardless of delivery mode, meet measures of program length and objectives for degrees or certificates with student achievement and student success in mind, in line with the mission of the College.
- The College does not offer correspondence education.
- The College uses a secure learning management system (Laulima) for online, hybrid, and face-to-face instruction, which requires students and faculty to input a unique user name and password. Laulima is managed by University of Hawai‘i ITS for all the 10 colleges in the system.
- Faculty teaching courses in any delivery mode must meet the same education qualifications, established by the institution.
- Support services are available to online students as well as those in face-to-face classes. The College website provides distance education resources for students, including an introduction for online students to get started and learn about resources available.
- Discipline faculty in academic programs complete course assessment in the same way as face-to-face classes, which includes student success metrics. Assessment is disaggregated for online and face-to-face modes of delivery.
- The College has a Distance Education Advisory Board that has oversight of online instruction.

### Standards

- Standards II.A.1, II.B.1, II.C.1

### Eligibility Requirements

- Eligibility Requirements 9, 15, 17

### Additional Evidence

- Distance Education Supplement
- Quality Focus Essay 2, Enhanced DE Support Initiative
**Item Two:** 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)

**Analysis and Evaluation**

- All the College’s courses, regardless of delivery mode, must follow the same curriculum process for approval or modification. The Committee on Programs and Curricula (CPC), a subcommittee of the faculty senate, manages the curriculum process.
- Courses, regardless of delivery mode, meet measures of program length and objectives for degrees or certificates with student achievement and student success in mind, in line with the mission of the College.
- The Distance Education Advisory Board has oversight of online instruction and approves distance education courses, based on College policy. Regular and substantive interaction initiated by the instructor is one of the criteria for approval. The policy requires online courses to have the frequency of instructor contact with students to be the same as face-to-face courses (DE.11).
- The College does not offer correspondence education.
- Discipline faculty in academic programs complete assessment, which includes student success and achievement metrics. Assessment is disaggregated for online as well as face-to-face modes of delivery.
- Dialog about assessment in online courses occurs in faculty meetings and in the Distance Education Advisory Board.
- The College provides professional development through the Faculty Development Committee.
- Faculty have access to the College’s Distance Education Handbook that provides information on all aspects of teaching an online course.
- Faculty also have access to the University of Hawai’i ITS website that also provides distance education resources, including faculty manuals, tutorials, and videos on course material development and use of technical resources.

**Standards**

- Standards II.A.1, II.B.1, II.C.1

**Eligibility Requirements**

- Eligibility Requirements 9, 15, 17

**Additional Evidence**

- Distance Education Supplement, QFE Enhanced DE Support Initiative
- Quality Focus Essay 2, Enhanced DE Support Initiative
<p>| Item Three: 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. |
| Analysis and Evaluation |
| • The College uses a secure learning management system (Laulima) for online, hybrid, and face-to-face instruction, which requires students and faculty to input a unique user name and password. Laulima is managed by University of Hawai‘i ITS for all the 10 colleges in the system. |
| • The Laulima (Sakai) platform provides a wide-range of course support including communication, posting assignments, progress tracking, grading, and testing. |
| • The College does not offer correspondence education. |
| Standards |
| • Standards II.A.1, II.B.1, II.C.1 |
| Eligibility Requirements |
| • Eligibility Requirements 9, 15, 17 |
| Additional Evidence |
| • Distance Education Supplement |
| • Quality Focus Essay 2, Enhanced DE Support Initiative |</p>
<table>
<thead>
<tr>
<th>Item Four: The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
</tr>
<tr>
<td>• Technology needs are identified and supported through technology plans of both the institution’s Information Technology Services and the University of Hawai‘i ITS.</td>
</tr>
<tr>
<td>• Distance Education resource needs are discussed in the Distance Education Advisory Committee meetings, which take place monthly.</td>
</tr>
<tr>
<td>• The College does not offer correspondence education.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td>• Standards II.A.1, II.B.1, II.C.1, III.C</td>
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<tr>
<td><strong>Additional Evidence</strong></td>
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<tr>
<td>• Distance Education Supplement</td>
</tr>
<tr>
<td>• Quality Focus Essay 2, Enhanced DE Support Initiative</td>
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</tbody>
</table>
### Item Five: The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

#### Analysis and Evaluation

- The Distance Education Advisory Board has oversight of online instruction and approves distance education courses, based on College policy. Regular and substantive interaction initiated by the instructor is one of the criteria for approval. The policy requires online courses to have the frequency of instructor contact with students to be the same as face-to-face courses (DE.11).
- All the College’s courses, regardless of delivery mode, must follow the same curriculum process for approval or modification. The Committee on Programs and Curricula (CPC), a subcommittee of the faculty senate, manages the curriculum process.
- Courses, regardless of delivery mode, meet measures of program length and objectives for degrees or certificates with student achievement and student success in mind, in line with the mission of the College.
- The College does not offer correspondence education.
- Faculty teaching courses in any delivery mode must meet the same education qualifications, established by the institution.
- Support services are available to online students as well as those in face-to-face classes.
- Discipline faculty in academic programs complete course assessment in the same way as face-to-face classes, which includes student success metrics. Assessment is disaggregated for online and face-to-face modes of delivery.
- The College provides professional development through the Faculty Development Committee.
- Faculty have access to the College’s Distance Education Handbook that provides information on all aspects of teaching an online course.
- Faculty also have access to the University of Hawai‘i ITS website that also provides distance education resources, including faculty manuals, tutorials, and videos on course material development and use of technical resources.

#### Standards

- Standards II.A.1, II.B.1, II.C.1

#### Eligibility Requirements

- Eligibility Requirements 9, 15, 17

#### Additional Evidence

- Distance Education Supplement
- Quality Focus Essay 2, Enhanced DE Support Initiative
### Student Complaints

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

| Item One: 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. |
| Analysis and Evaluation |
| Meets |

- Honolulu CC has defined policies and procedures for student with complaints and grievances, which are articulated in the College catalog and online through Policies on the College's website.
- Student complaint forms for general issues, suggestions, exception requests are available online on the Dean of Student Services webpage.
- For academic grievances, the website includes a discussion of the rights and responsibilities of students, related definitions, procedures for the resolution of academic grievances, and responsibilities and procedures of the academic grievance committee.
- Both the catalog and website provide information on procedures and contacts for nondiscrimination affirmative action issues as well as for Title IX discrimination.
- The College follows the University of Hawai‘i system policy on student conduct (Comp.9) as well as its own related procedures (Comp.10).

| Standards |
| • Not applicable |

| Eligibility Requirements |
| • Eligibility Requirement 21 |

<p>| Additional Evidence |
| • Honolulu CC catalog (I.A.1 [pp. 63-67], College website (Comp.8)) |</p>
<table>
<thead>
<tr>
<th>Item Two: 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Analysis and Evaluation</td>
</tr>
<tr>
<td>- Student complaint files involving discrimination, harassment, and sexual assault (including Title IX issues) are held by the Title IX Coordinator. The academic deans maintain files on student academic grievance complaints that escalate to them, while the Dean of Student Services maintains student complaint records on all other issues.</td>
</tr>
<tr>
<td>- Student complaint files are maintained for the previous six years (since the last comprehensive site visit are available to the site team for review.</td>
</tr>
<tr>
<td>- The files demonstrate accurate implementation of the complaint policies and procedures</td>
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<tr>
<td>Standards</td>
</tr>
<tr>
<td>- Not Applicable</td>
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<tr>
<td>Eligibility Requirements</td>
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<tr>
<td>- Eligibility Requirement 21</td>
</tr>
<tr>
<td>Additional Evidence</td>
</tr>
<tr>
<td>- Honolulu CC catalog</td>
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</tbody>
</table>
### Item Three: The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.

<table>
<thead>
<tr>
<th>Analysis and Evaluation</th>
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<tbody>
<tr>
<td>• The College is prepared for any inquiry that the team members may have about the complaint files, procedures or policies.</td>
</tr>
</tbody>
</table>

**Standards**
- Not applicable

**Eligibility Requirements**
- Eligibility Requirement 21

**Additional Evidence**
- None

<p>| Item Four: 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. |</p>
<table>
<thead>
<tr>
<th>Analysis and Evaluation</th>
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<tbody>
<tr>
<td>• The College lists all of the required information from the ACCJC on the College’s main accreditation page.</td>
</tr>
<tr>
<td>• The College lists on its website all the programmatic accreditors and licensing agencies that accredit, approve, or license the institution, and identifies a link for any student complaints.</td>
</tr>
</tbody>
</table>

**Standards**
- Not applicable

**Eligibility Requirements**
- Eligibility Requirement 21

**Additional Evidence**
- None
<table>
<thead>
<tr>
<th>Item Five: The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
</tr>
<tr>
<td>• The College complies with the Policy on Representation of Accredited Status by posting public notifications of all accreditation statuses on the campus website.</td>
</tr>
<tr>
<td>• The College also complies with the Policy on Student and Public Complaints Against Institutions.</td>
</tr>
<tr>
<td>• Honolulu CC provides students with clear policies and procedures on student academic grievances, discrimination, and sexual harassment, which are outlined in the college catalog and on its website.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td>• Standards I.B.2, I.B.3, II.A.1</td>
</tr>
<tr>
<td><strong>Eligibility Requirements</strong></td>
</tr>
<tr>
<td>• Eligibility Requirement 21</td>
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<tr>
<td><strong>Additional Evidence</strong></td>
</tr>
<tr>
<td>• Not applicable</td>
</tr>
<tr>
<td><strong>Institutional Disclosure and Advertising and Recruitment Materials</strong></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>[Regulation citations: 602.16(a)(1)(vii); 668.6.]</td>
</tr>
</tbody>
</table>

| **Item One:** The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. |
| **Meets** |

**Analysis and Evaluation**

- The college catalog is available in both print and on the website. Integrity of the catalog is assured by including up-to-date curriculum changes and through review by those responsible for content before publication.
- Depending upon the publication, responsible parties ensure the accuracy of the information before dissemination to the public.
- The class schedule is provided online and updated continually to reflect current status prior to the start of classes each semester.
- College personnel and faculty who are well versed in the College admissions procedures and programs manage student recruitment.

**Standards**

- Standards I.C.2, I.C.4

**Eligibility Requirements**

- Eligibility Requirement 21

**Additional Evidence**

- None
**Item Two:** The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

### Analysis and Evaluation

- The College ensures all publications and advertising disseminated to the public are clear, accurate, and free of any misrepresentations. All documents and webpages are reviewed for accuracy and completeness.
- The catalog includes accurately depict required information:
  - official name, address(es), telephone number(s), and website address of the institution (p. 3)
  - institutional mission statement, purposes, and objectives (pp. 14-15)
  - entrance requirements and procedures (pp. 43-49)
  - basic information on programs and courses with required sequences and frequency of course offerings explicitly stated (pp. 85-239)
  - degree, certificate, and program completion requirements, including length of time required to obtain a degree or certificate (pp. 69-83)
  - faculty with degrees held and the conferring institution (pp. 254-257)
  - institutional facilities readily available for educational use (p. 16)
  - rules and regulations for conduct (pp. 63-68)
  - the institution’s academic freedom statement (p. 65)
  - tuition, fees, and other program costs (pp. 30-33)
  - opportunities and requirements for financial aid (pp. 34-40)
  - policies and procedures for refunding fees and charges to students who withdraw from enrollment (p. 33)
  - policies related to the transfer of credits from other institutions (pp. 53-55, 76)
  - statements of nondiscrimination (p. 65)
  - publications where other institutional policies may be found (p. 3)
  - members of the Governing Board (n/a)
  - accredited status of the institution (p. 14)
- Program accreditation required for licensure or employment are noted in the catalog for each program.
- College personnel and faculty who are well versed in the College admissions procedures and programs manage student recruitment.
- The use of the term “accredited” is used only in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

### Standards

- Standards I.C.1, I.C.2, I.C.5, I.C.13

### Eligibility Requirements

- Eligibility Requirement 21

### Additional Evidence

- None
### Item Three: The institution provides required information concerning its accredited status as described above in the section on Student Complaints

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<tbody>
<tr>
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<td>• The College lists all the required information from the ACCJC on the College’s main accreditation page.</td>
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<th>Eligibility Requirements</th>
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<tr>
<td>• Eligibility Requirement 11</td>
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<table>
<thead>
<tr>
<th>Additional Evidence</th>
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</thead>
<tbody>
<tr>
<td>• Honolulu CC catalog</td>
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</tbody>
</table>
### Title IV Compliance

[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.]

<table>
<thead>
<tr>
<th>Item One</th>
<th>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.</th>
</tr>
</thead>
</table>
| **Meets** | **Analysis and Evaluation**  
- Honolulu CC ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and with several quality improvement strategies with professional development of financial aid staff.  
- The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education’s Federal Student Aid Self-Assessment guide. Financial Aid Office staff also attend regular conferences, workshops, on site and web training offered by the US Department and Professional Financial Aid Association to ensure the College complies with current Title IV financial aid regulations.  
- The Honolulu CC Financial Aid Office’s last Federal A-133 Audit was completed for the 2015-2016 award year and no audit findings were noted. |
| **Standards** |  
- Standard III.D.15  
**Eligibility Requirements**  
- Eligibility Requirement 5  
**Additional Evidence**  
- None |
### Item Two: 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

<table>
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<tr>
<th>Meets</th>
<th>Analysis and Evaluation</th>
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<tbody>
<tr>
<td></td>
<td>The USDE has not identified any issues with the College’s financial responsibility, including student financial aid responsibility.</td>
</tr>
</tbody>
</table>

**Standards**
- Standard III.D.15

**Eligibility Requirements**
- Eligibility Requirement 5

**Additional Evidence**
- None.

### Item Three: 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

<table>
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<tr>
<th>Meets</th>
<th>Analysis and Evaluation</th>
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<tr>
<td></td>
<td>Honolulu CC is not required to have an official Default Prevention Plan since the campus' Cohort Default Rate has not been close to 30%.</td>
</tr>
</tbody>
</table>

**Standards**
- Standard III.D.15

**Eligibility Requirements**
- Eligibility Requirement 5

**Additional Evidence**
- None
<table>
<thead>
<tr>
<th>Item Four: 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.</th>
</tr>
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<tbody>
<tr>
<td>Meets</td>
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<tr>
<td><strong>Analysis and Evaluation</strong></td>
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</table>
| • Contractual relationships for education, library, and student support services are appropriate for an institution of higher education.  
• Contract agreements support the mission, goals, and priorities of the institution.  
• The College’s contractual agreements follow the guidelines of Board of Regents and UH System policies. The policies cover purchase of goods and services, extramurally funded grants, and contracts. Contracts over $25,000 are reviewed by the UH System Procurement Office, which ensures they conform to requirements and procedures.  
• University of Hawai‘i policies and procedures govern acceptance of contracts and provide guidelines to ensure all fiscal resources are expended in accordance with the goals, objectives and mission of the university and in compliance with federal and state laws and regulations, university policies and procedures, sponsor terms and conditions of the contract, and common business and regulatory practices. |
| **Standards** |
| • See Response to Standard III.D.16, II.B.5 |
| **Eligibility Requirements** |
| • Eligibility Requirement 5 |
| **Additional Evidence** |
| • None |
**Item Five:** The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

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<tr>
<td><strong>Analysis and Evaluation</strong></td>
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<tr>
<td>• Honolulu CC ensures compliance with Title IV responsibilities and expectations through an internal system of oversight and system processes. The College has designated personnel with signing authority for contracts, which have details identifying the work or services, the period of the agreement, and responsibilities of the contracted organization and the institution.</td>
</tr>
<tr>
<td>• University of Hawai‘i policies and procedures govern acceptance of contracts and provide guidelines to ensure all fiscal resources are expended in accordance with the goals, objectives and mission of the university and in compliance with federal and state laws and regulations, university policies and procedures, sponsor terms and conditions of the contract, and common business and regulatory practices.</td>
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<tr>
<td>• The Financial Aid Office staff conducts compliance requirement checks on an annual basis by following the US Department of Education’s Federal Student Aid Self-Assessment guide. Financial Aid Office staff also attend regular conferences, workshops, on site and web training offered by the US Department and Professional Financial Aid Association to ensure the College complies with current Title IV financial aid regulations. The Honolulu CC Financial Aid Office’s last Federal A-133 Audit was completed for the 2015-2016 award year and no audit findings were noted.</td>
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<tr>
<td>• Standards III.D.15, III.D.16</td>
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<table>
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<tr>
<th>Additional Evidence</th>
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</thead>
<tbody>
<tr>
<td>• None</td>
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</table>
Evidence List

Comp.1 Accreditation (www.honolulu.hawaii.edu/accreditation)
Comp.2 Accreditation web page update 11.9.2017
Comp.3 Accreditation Draft Report 12.19.2017
Comp.4 Accreditation Town Hall presentation - January 5, 2018
Comp.5 Accreditation town hall meeting notes 1.9.2018
Comp.6 Accreditation standard town hall meetings 3.20.2018
I.A.1 Honolulu CC College Catalog-2017-2018.pdf
II.A.6 Program Learning Outcomes Screen shot (www.honolulu.hawaii.edu/amt)
II.A.1 UHCCP 5 203 - Program Credentials Degrees and Certificates
II.A.9 SLO list Screen Shot (www.honolulu.hawaii.edu/assessment)
II.A.46 EP 5.203 University of Hawaii Program Credentials
III.D.4 RP 6.201, Authority to Set Tuition and Fees
DE.11 HCCP Distance Education.pdf
Comp.7 Transfer information (www.honolulu.hawaii.edu/transfer)
Comp.8 Student Academic Grievance Procedures (www.honolulu.hawaii.edu/node/46)
Comp.9 EP 7.208 Student Conduct
Comp.10 student conduct policies-scc-procedures.pdf
Standard I: Mission, Academic Quality and Instructional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continually and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A: Mission

I.A.1 The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Evidence of Meeting the Standard

Honolulu Community College is an open access comprehensive two-year institution operating as part of the University of Hawai‘i Community Colleges (UHCC) under the auspices of the University of Hawai‘i system (I.A.24). It’s unique mission to provide broad educational opportunities in a vibrant learning environment for the diverse community it serves aligns with greater mission and purpose of community colleges in Hawai‘i to deliver effective teaching of remedial/developmental education, general education, career and workforce and introductory liberal arts, pre-professional, and selected baccalaureate courses and programs. The mission of Honolulu CC is embodied in the mission of the University of Hawai‘i Community Colleges, outlined in its Strategic Directions (I.A.7) and its policy on strategic planning (I.A.4).

The College’s mission is memorialized in a statement that captures the essence of the college and its purpose (I.A.1 [p. 15]). Specifically:

*Honolulu Community College provides accessible educational opportunities through an engaging learning environment that values academic excellence and personal growth of all students, with a kuleana (responsibility) to Native Hawaiians and our community, through career, liberal arts, technology, transfer, and professional training programs.*

The mission of Honolulu CC was updated in the 2016-2017 academic year.
In support of Honolulu CC’s mission, the College has established a set of core values, also noted in the college catalog (I.A.1 [p. 15]):

- **Student-Centered and Student-Focused** - offering a supportive, high quality learning environment that guides students through their college pathway to become contributing members and leaders of our community.

- **Community and Industry Partnerships** - fostering educational partnerships with state-registered apprenticeship programs, local industries, and other organizations to create diverse academic and training opportunities.

- **Indigenous Serving** - supporting the Native Hawaiian community and its language, history, and culture.

- **Sustainability** - creating a culture of social responsibility around the conservation of resources and creating a foundation for environmental stewardship.

- **Diversity and Equity** - maintaining an equitable multicultural environment where all aspects of diversity are appreciated and respected.

The College’s mission statement and core values provide a foundation that forms and guides institutional decisions and actions. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. It emphasizes the importance of an engaging learning environment and academic excellence, and addresses a core value of sustainability.

The mission statement and core values address all four aspects of the standard.

1) The institution’s **educational purpose**: Honolulu CC provides “educational opportunities through an engaging learning environment that values academic excellence and personal growth....” The core values of being student-centered and student-focused support this concept.

Honolulu CC provides formal general education and transfer curriculum, workforce training, and lifelong learning opportunities. The College is a center for cultural, artistic and athletics

2) The **student population**: Honolulu CC provides the opportunities to “all students, with a kuleana (responsibility) to Native Hawaiians and our community.” The core values bolster this concept by being indigenous-serving and with diversity and equity.

Students attending Honolulu CC are remarkably diverse including recent high school graduates, students returning to postsecondary education after raising families or securing work, individuals seeking to enter or retool for the local workforce, veterans and second language learners. The institution’s mission is to help each of the students
meets their unique educational objectives. (See Introduction)

3) Types of degrees and credentials: Honolulu CC addresses the needs of the community “through career, liberal arts, technology, transfer, and professional training programs.” Both the core values for student-centered and student-focused learning as well as building community and industry partnerships support this initiative. (See section II.A)

Each year, Honolulu CC awards approximately 900 degrees and certificates, with about 515 students transferring each year to private and public institutions both in Hawai‘i and in other states and nations. Career and technical education is robust at Honolulu CC with 25 programs. The programs are built under an umbrella of state policies and regulations that assure rigor and breadth. The college courses are articulated to the state university curriculum patterns and local private institutions regularly accept Honolulu courses for transfer credit. (See Introduction, section II.A.14).

4) Commitment to learning and achievement: Honolulu CC envisions its education as providing the “personal growth of all students.” This commitment is supported by the student-centered and student-focused core value.

The College examines the learning competencies in knowledge, skills and abilities gained at all learning levels, both within and outside the classroom, through formal student learning assessment (See section II.A.3, section II.C.2). Moreover, the college examines student success at key milestones along the educational pathway and at regular completion points, setting standards for institutional performance (See section I.B.3, ER11) and completing regular program review. (See section I.B.9)

Student success is a specific goal of the strategic plan (I.A.3 [pp. 4-6]).

Analysis and Evaluation

Honolulu CC meets this standard. The College’s mission accurately describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The reflection on the mission has informed the college’s consideration of increased, purposeful engagement, to help students reach their educational goals.

---

4 ACCJC Glossary, Learning.
5 ACCJC Glossary, Achievement.
I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College bases its institutional priorities and the needs of students on effective use of data.

Data is collected systematically by the institution’s Office of Policy, Planning, and Institutional Research (PPIR), which compiles a yearly fact book, issues periodic data briefs, and provides other data analysis to the campus.

The Honolulu Community College Fact Book 2017 (I.A.2) includes data on student demographics, student achievement data, course success rates, retention, degree and certification completions, four-year college transfer rates, among other information.

PPIR office supports the mission of the college by providing accurate, timely, and reliable information to respond to the needs of various institutional constituencies. In addition, the PPIR office works with the college's Assessment Task Force to engage in and support processes for determining and documenting the effectiveness of programs and services and of the institution as a whole to foster continuous quality improvement.

The Integrated Planning, Resource Allocation, and Assessment policy (I.A.4) is integral to clarifying the educational momentum of the College and demonstrates the connection between the mission and the strategic plan. The policy is in line with the University of Hawai‘i Community Colleges policy on Strategic Academic Planning (I.A.5). The common mission for the University of Hawai‘i as stipulated by the Board of Regents (I.A.6 [p. 1]) includes goals of providing the people of Hawai‘i equal opportunity for quality college education and embracing responsibility to the indigenous people of Hawai‘i as well as the indigenous language and culture. These goals are reflected in Honolulu CC’s mission and strategic plan. These values also are reflected in the University of Hawai‘i Community Colleges’ Strategic Directions, 2015-2021 (I.A.7).

The Planning Council charter (I.A.8) outlines the committee’s scope to organize annual reviews and updates of the College’s strategic plan, integrating assessment and program evaluations. The committee also reviews the mission statement, set standards, and
supplementary program funding, and monitors the processes related to institutional research and institutional effectiveness. The Planning Council reviews and updates the strategic plan, integrating assessment and program review, which are integrated into the decision-making process. The council endeavors to align the campus and other decision-making bodies in making decisions for student learning and student achievement.

The Planning Council articulates how data is used in determining how effectively the College is accomplishing its mission. For example, the Assessment Task Force has developed SLO-PLO-ILO mapping to achieve more comprehensive understanding of course assessments. The College also piloted Ad Astra (I.A.9) for the community college system to strategically offer courses at the best times for students and used the Velocity tool to bring in new frameworks for managing assessment.

The institution uses assessment results to set institutional priorities and improve practices and processes toward meeting the mission.

Institution-set standards are examined and whether the institution is meeting these set goals is evaluated. Moreover, prioritization of the groups is also reflected in future planning and projection, as shown in the Educational & Strategic Plan 2016-2021 (I.A.3), which is aligned with the UHCC and UH System plans (I.A.10, I.A.25).

The Hulili Ke Kukui Hawaiian Center infuses the educational experience at the College with place-based learning, and the college has begun working toward becoming a model indigenous-serving institution. The Title III Grant, Ho’ala Hou—Renewing a Pathway to Student Success Through Culture-Based Learning—both establishes an enrollment pathway to the college for Hawaiian students and a program of faculty, staff, and administration development involving infusing Hawaiian culture in teaching, learning, and service, in order to support student success and completion. The institution has implemented these structures and processes to assess how well it is meeting the mission.

Also new to the mission statement (core values) finalized in 2017 (I.A.11) and the Educational & Strategic Plan 2016-2021 is the goal of sustainability. The 2016-2018 Honolulu CC Sustainability Implementation Plan (SIP) includes specific energy reduction and renewable targets to meet the UH System Executive Policy mandate to increase energy efficiency and reliance on renewables (I.A.12 [p. 5]). To aid in meeting these targets, the College’s strategic plan identifies measures of campus resource usage and emissions to be compiled and reported (I.A.3 [pp. 13-14]). A Greenhouse Gas Inventory was issued in 2016; an updated report will be issued for academic year 2017-2018. Additional processes for systematic collection and reporting of campus achievement of sustainability goals are under development. Reports will be issued under
supervision of the Sustainability Coordinator. In addition, continued growth in the number of Honolulu CC Sustainability Designation courses is reported bi-annually to the UH Office of Sustainability.

Analysis and Evaluation

Honolulu CC meets this standard. The College uses data from a variety of sources to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the education needs of students. The College uses the strategic plan and the statewide reporting on performance based measures on the Hawai‘i accountability scheme to assess progress on the mission. Additionally, the institution set standards identify the floors of expected performance as well as aspirational goals. The review of these data have informed both the QFE action projects. (See QFE 1, Purposeful Engagement for Student Success).

I.A.3 The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Honolulu CC is a student-centered and student-focused college. The programs and services aligned with its mission evolve from this primary assumption, as does institutional decision-making, planning, and resource allocation, which then inform institutional goals for student learning and achievement.

The College collects data on the student population and its needs. It uses these data to determine the kinds of programs and services that best accommodate our student population. Academic and non-academic student services support success in these programs. These programs and services are aligned with the College’s mission and contribute to student learning and student achievement.

Assessment at the instructional level is aligned with program and institutional outcomes. The Program Review process is designed to ensure that programs and services are consistent with its mission. Data collected from these reviews guide the institution in making necessary improvements in student learning and achievement. Student
Learning Outcome (SLO) assessment results influence decision-making, planning, and resources allocation. Program Review assessment results and course SLO results are factored into budget requests, which must demonstrate alignment with the College’s mission ([I.A.13 (Section II), I.A.26]).

The College’s commitment to General Education, a commitment to ensuring that students acquire a broad and comprehensive education, whether in Liberal Arts or Career Technical Education, is reflected in its Institutional Learning Outcomes (ILO), which are published in the college catalog ([I.A.1 (p. 15)].

In 2014, the Planning Council revised its Institutional Learning Outcomes (ILO) based on the consensus that the existing ILOs were unsuitable for assessment. The ILOs reflect the mission of providing “educational opportunities through an engaging learning environment that values academic excellence and personal growth.” The ILOs too are consistent with an institution of higher learning: Critical Thinking, Information Literacy, Effective Communication, Quantitative Reasoning, Career Preparation, and Community Awareness and Social Responsibility.

The mission statement defines who we are. The core values address why we do what we do. The ILOs describe how we meet our mission.

Department, instructional, and student services units assess student learning, student achievement, and efficiency measures to review performance and goals met and unmet. Necessary adjustments, including proposed initiatives, often including grant proposals are based on the analysis of data. This influences decision-making regarding existing funds, requests for new funds, and resources allocation. Personnel across the campus understand and participate to further the mission of the College [See Standard IV B.4].

Analysis and Evaluation

Honolulu CC meets this standard. The intended student population, its demographics and educational goals, described in the mission statement, is directly related to the programs and services offered by the College. Instructional, Program, Services, and Institutional review processes demonstrate alignment with the mission statement. The mission statement influences planning, decision-making, and resource allocation. Committees like the Planning Council monitor and facilitate compliance with the mission and the strategic plan. The college will focus on student engagement as a key area of study for its quality focus essay, action project 1. (See QFE 1, Purposeful Engagement for Student Success).
I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard

The Planning Council, as stipulated by its charter, reviews the mission statement annually and makes revisions when appropriate (I.A.8). The Planning Council revised the mission statement in Fall 2016 (I.A.14) and after extensive campus-wide discussion and vetting by governance committees and other constituencies (I.A.15, I.A.16), adopted the current mission statement in Fall 2016 (I.A.17). Attempts to translate the mission statement into Hawaiian proved to be a challenge. Some of the words in the statement do not easily translate into Hawaiian. However, the translation was completed and sent to the Board of Regents for approval (I.A.11).

The University of Hawai‘i Board of Regents approved the mission statement and its Hawaiian translation in May 2017 (I.A.18). The mission is published in the college catalog (I.A.1 [p. 15]). The mission statement can also be found on the Honolulu CC website (I.A.19) and on bulletin boards around the campus.

In the 2017 Self Study Survey for Faculty, Staff, and Administration, 94.1% of respondents indicated that they strongly agreed or somewhat agreed that they knew and understood the College’s mission. About 60% of respondents also agreed the mission is communicated outside the institution (I.A.20 [pp. 8, 10]). Among students, 64.81% strongly agreed or somewhat agreed that the mission is clear (I.A.21 [p. 12]). And yet, when asked about the various components of the mission, the positive responses were significantly higher (I.A.20 [pp. 8-11]).

The College is exploring strategies for communicating the mission outside the campus, especially in the community most served by the College. Efforts to address this issue through the use of social media have been discussed and implemented (I.A.22). The College has also recognized the importance of building partnerships with alumni to raise awareness, reputation, and good will in the community (I.A.23).

Analysis and Evaluation

Honolulu CC meets this standard. The mission statement is published in print and on
the College website. The Board of Regents approved the mission statement. The Planning Council has primary responsibility for reviewing the mission statement on an annual basis and revising it when deemed necessary. Once revised, governance committees vet the mission statement before being submitted for approval by the Governing Board.
Evidence List – Standard I.A

I.A.1 Honolulu CC College Catalog-2017-2018.pdf
I.A.2 Honolulu CC Fact Book 2017
I.A.3 Honolulu CC Educational & Strategic Plan 2016-2021.pdf
I.A.4 UHCCP 4.101 Strategic Academic Planning.pdf
I.A.8 PC CHARTER V5.1-1.27.2018.pdf
I.A.9 Town Hall Minutes December 1, 2015.pdf
I.A.10 Crosswalk of UH System, UHCC,Campus Strategic Plans.pdf
I.A.12 HonCC Sustainability Implementation Plan 2016-18.pdf
I.A.13 Budget Request and Proposal Form.pdf
I.A.14 Planning Council minutes 4 23 2016.pdf
I.A.15 FSEC Minutes 1 13 2016.pdf
I.A.16 Kupu Ka Wai Minutes 1 23 2016.pdf
I.A.17 Planning Council Minutes 1 27 2017.pdf
I.A.18 BOR Minutes May 18, 2017 .pdf
I.A.19 Mission Statement - website Screen Shot
I.A.20 2017 Self Study Survey for Faculty, Staff and Administration.pdf
I.A.21 2017 Self Study Survey for HCC Continuing Students.pdf
I.A.23 Alumni Engagement Strategic Plan.pdf
Standard I.B: Assuring Academic Quality and Institutional Effectiveness

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Honolulu CC recognizes the importance that dialog and conversation about data plays to make meaningful use of evidence in decision-making and resource allocation to improve student learning and success. The college fosters dialog in a variety of settings, both face-to-face and virtual, providing multiple opportunities for all members of the college to participate in dialog through town hall meetings and through moderated and un-moderated email lists. The college provides an Intranet system for archiving and disseminating information that can be accessed by all members of the institutional community, and can be edited by committee chairs and recorders.

Committee minutes are posted online (I.B.1), and key campus-wide committees including the Faculty Senate Executive Committee (FSEC), the Staff Senate Executive Committee (SSEC), and the Planning Council also post meeting minutes for the campus to view. In addition, members of committees whose job is to report to, or collect information from constituents and stakeholders communicate using both email and the college Intranet, and solicit information via email. A majority of faculty and staff who participated in the survey agree that the Campus engages in substantive and collegial dialog regarding continuous improvement of student learning (I.A.20).
The College's structure for dialog is based on its organizational chart for administration and governance. Communication flows vertically (e.g., from the Chancellor's office to Academic Affairs, from Academic Affairs to Student Services) and horizontally (e.g., between UC college and the Transportation and Trades divisions, among disciplines within a division). The College uses a variety of modes for communicating information and providing opportunities for dialog. These include email, town hall gatherings, committee meetings, chancellor "talk story" hours, assessment showcases, and general college meetings that occur during a semester. Products of the dialog are posted on the College intranet (I.B.2).

Dialog also occurs through face-to-face meetings (e.g., among members of a discipline), group meetings (e.g., town hall gatherings, showcases, Deans and Division Chair meetings, Planning Council meetings), and online discussions and methods (e.g., Community on Programs and Curricula, General Education Board). The frequency of dialog varies. For example, a campus-wide general college meeting occurs at the beginning of each semester (I.B.2). The Campus Committee on Institutional Effectiveness (CCIE) and Committee on Student Affairs (COSA) meet once a month. The Deans and Division Chairs Committee (DDC) meets every two weeks.

**Student Outcomes, Academic Quality**

The impact of the dialog on student learning is captured in student learning outcome inventories and assessment (I.B.3). Learning findings are reviewed at the course, program, and institutional levels by faculty for methodological pedagogical
improvements and curriculum design or improvement. These measure student learning. Completion and passing rates gauge student achievement are analyzed in the Annual Reviews of Program Data (ARPD), Program Review, and the College fact book (I.B.4, I.A.2).

To evaluate student learning and student achievement, the Campus Student Success Council (established in 2015) became a mechanism to focus discussion and initiatives on student outcomes, student equity, and academic quality. The council uses data and feedback from faculty to make recommendations to the administration about student success and completion as well as helping to implement and do work around different campus or system initiatives related to student success (I.B.5).

![Illustration-Standard-I.2 Pathways](image)

Student Success Pathways have been a key focus of the CSSC, discussing ways of improving student outcomes throughout the college experience. For example, in the Prepare stage, entering students are assessed for college readiness to be prepared for success on the first day of classes. Students are to successfully complete pre-college work in math and English within their first semester or year.

**Student Equity**

Broad and extensive dialog about student equity are ingrained in all campus committees, in line with the mission and strategic plan of the College, which note a responsibility to Native Hawaiians and our community. Specific committees also were establish for discussions of student equity including the Kupu Ka Wai Council (KKW), which has a mission to nurture and to sustain the institution as a Hawaiian place of learning, and the Committee on Social Equity (COSE), which addresses existing and
potential bias issues on age, culture, gender, among issues affecting students, faculty, or staff.

Institutional Effectiveness

The dialog leads to a collective understanding of the importance of using data and research in evaluating student learning. This can be seen in assessment showcases (I.B.6), annual program reviews (I.B.4), minutes and reports from the Campus Council on Institutional Effectiveness (CCIE) (I.B.7), Assessment Task Force (AsTF) (I.B.8), and the Accreditation Task Force (AcTF) (I.B.9), which is now represented by the Accreditation Steering Committee (I.B.10). The College’s Educational and Strategic Plan 2016-2021 also provides goals for the institution to achieve in its planning (I.A.3).

Data from academic and support department is collected and compiled by the institution’s Office of Policy, Planning and Institutional Research (PPIR), which disseminates graphics and data sheets to the campus for analysis (I.B.11). The PPIR also issues an annual fact book (I.A.2), among other documents. The College is committed to using assessment to improve institutional effectiveness. For multi-campus data, the University of Hawai’i Community Colleges (UHCC) gathers and makes analytical information available (I.B.12, I.B.13) as well as the University of Hawai’i Institutional Research (I.B.14).

Analysis and Evaluation

Honolulu CC meets this standard. The institution has a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Ample opportunities exist for the college community to participate in dialog and assessments that affect student learning and achievement. Importantly, the conversations lead to improvement and change in systems and processes that improve student learning and achievement. Finally, the faculty and administrative leadership at the College fosters conversations and discussions about evidence. Dialog about student learning and achievement in the pathway has informed the engagement and distance education action projects in the QFE. (See QFE 1, Purposeful Engagement for Student Success).

I.B.2. The institution defines and assesses Student Learning Outcomes for all instructional programs and student and learning support services. (ER 11)
Evidence of Meeting the Standard

Learning Outcomes

The College created an official institutional assessment structure in 2001 by introducing Student Learning Outcomes (SLO) in instructional units. By 2005, after the development of the Planning Council, the College required all courses to have SLOs and began the development of Service Area Outcomes (SAO) for non-instructional units. The Planning Council also developed Program Learning Outcomes (PLO) for all instructional units of the College, and mandated a schedule and structure for Program Review.

By 2012 the College successfully integrated SLOs into all instructional programs, and instituted Program Review across all College units. SAOs were developed. Next, the College revised its Institutional Learning Outcomes (ILO) and finally its mission statement. Outcomes highlight skill and knowledge competencies at the various stages of learning: course, program, and institutional.  

The survey results below indicate that the overwhelming majority of faculty and staff agree that the institution defines and assesses SLOs for instructional programs and student services.

![Survey Results](image)

6 See, ACCJC Glossary, Learning
Illustration - Standard-I.3 Survey results – campus assessment

The College worked to assess SLOs, SAOs, and PLOs across all units. The College also endeavored to clarify the relationships between SLOs to PLOs and PLOs to ILOs, thus creating an atmosphere of data-driven continuous improvement from the course and service to the institutional level. Constituents review assessment of all outcomes to "close the loop," making changes to improve areas where outcomes are not met and striving for successful achievement of goals.

Curriculum Development and Learning Outcomes

Faculty serve on curriculum committees to develop and evaluate courses, programs, and certificates. Academic support groups, student services, and other campus units also gather and monitor evaluations of their services. The Annual Reviews of Program Data (APRD) are completed each fall.

Faculty complete course SLO assessment each semester. The procedures require faculty to close the loop in their reports by showing what adjustments have been made to improve the outcomes of student achievement. This process guides improvement of courses and programs. The Institutional Assessment Specialist gathers and compiles all the data for comprehensive review.

As a part of curriculum development, learning outcomes are organized into a hierarchy, course SLOs nested under PLOs, which are nested under ILOs. Course SLOs are mapped to PLOs in the campus’ curriculum management software Kuali CM, and as part of assessment activities, all PLOs have been mapped to ILOs (I.B.15). The curriculum maps for each program highlight the student outcomes on the pathways to graduation.

The college mandates SLOs for all courses, PLOs for all programs, certificates, and degrees on both the credit and non-credit sides of the institution. The College also mandates that all non-instructional and administrative units have SAOs related to their mission that are aligned with ILOs. All PLOs must also align with one or more of the ILOs for the College as a whole.

The Committee on Programs and Curricula (CPC), which is the highest curriculum body on campus, requires all instructional programs to maintain and publish PLOs and SLOs (I.B.16, I.B.17). Curriculum development is incorporated into the mission and purpose of the University of Hawai‘i System (I.B.18). The CPC is a committee that operates under
the Faculty Senate Executive Committee (FSEC) as noted in its reference manual and charter (I.B.19, I.B.41).

SLOs for courses are approved by the CPC. The CPC is in the process of moving paper archives to its new electronic KSCM curriculum management program, which is used for approval of new and modifications of courses and programs.

SLOs also are the basis for evaluating whether courses fit within core requirement areas, including Writing Intensive, Foundations, and Diversifications designations. SLOs are mapped to PLOs and ILOs (I.B.19). A full-time Assessment Specialist was hired on August 1, 2017. In Fall 2017 the coordinator began holding departmental workshops and one-on-one consultations within 6 instructional and 6 non-instructional divisions on SLO/SAO assessments (e.g., methods, data collection/analysis, implemented actions, and planned resolutions for the future) and is facilitating the design of content and timeline for cycles of SLO/SAO assessment as well as distinct PLO and ILO assessment.

In addition, the coordinator is supporting the creation of processes to streamline SLO/SAOs, PLOs, ILOs across all campus platforms (e.g., syllabi, KSCM, website, other databases).

The campus is evaluating assessment-specific reporting systems to launch a comprehensive assessment effort. The specialist is a resource for trainings on assessment-related topics (e.g., transforming course objectives into SLOs; creating rubrics; conducting analysis; mapping SLO-PLO-ILO; entering data) (I.B.20).

All non-instructional units of the College are required to maintain SAOs, the non-instructional equivalent of SLOs, for all activities (I.B.21). All SAOs are inventoried annually and used as the basis for closing the loop in regard to the Annual Report of Program Data that is used for the College’s Program Review process. These SAOs are therefore the basis of the measurement of success for all non-instructional activities on campus, and their evaluation provides service units with ways to continuously improve their services to students and to the campus. They are also the basis for budget requests for all units. In this way, assessment is built into the core of the non-instructional organization of the College. Learning outcome assessments are the basis for regular evaluation of all courses and programs, including non-credit instruction, student services, and learning support services.

**Distance Education**

In addition to classroom-based courses on the College campus, The Distance Education Advisory Committee (DEAC), and Distance Education Coordinator oversee the
development of courses offered in Distance mode (I.B.22). Distance course descriptions, student learning objectives, and Diversification and Foundation designations (the University of Hawaiʻi System Core Curriculum) are subject to the same policies and institutional processes that guide the development and evaluation of traditional courses. However, Distance courses are also subject to an application and evaluation process specific to the mode of delivery (I.B.23). This process is designed to ensure that faculty teaching Distance mode courses fulfill both the SLO and assessment requirements of the relevant discipline, but also offer courses via Distance Education that are substantially the same as classroom-based courses in terms of content, interaction, teaching methods, and outcomes. To do this, the DEAC monitors all newly approved courses for an entire semester to be certain that they are operating according to DEAC set standards for delivery and interaction. Courses that do not meet the standard are removed from the Distance mode offerings at the College (I.B.23).

The DEAC has established standards for quality in distance courses. In the interest of maintaining a standard of excellence in education, correspondence courses are not offered at the College. The College has also nearly finished eliminating cable television-based courses, and has concentrated delivery of all new distance courses on the Internet. This allows the College to maintain more rigor in delivery, more opportunities for interaction between distance faculty and their students, and more control over the standard parts of the courses, including the Laulima Gradebook, the Syllabus tool, and the Announcements tool. Such standardization has allowed the College to provide consistently high-quality distance courses in which students can always reach the instructor, know where they are in the course, and be assured that they are receiving the same rigor as the course includes in the physical classroom. Quality and continuous improvement of distance courses is facilitated by the fact that a majority of faculty who serve on the DEAC also teach distance education courses. The assessment process requires instructors to evaluate courses in any mode of delivery. All Honolulu CC distance courses are subject to an application and regular evaluation process at three-year intervals that is specific to distance education.

The College works toward continuous improvement through this system in two key ways: by working to continuously close in on achievement of outcomes already set through constant evaluation and adjustment, and through the evaluation of the outcomes themselves to determine whether outcomes have been met and need to be replaced by new outcomes, to learn whether changes in fields, student and institutional needs, and economic and social context require reevaluation of the mission of a unit and hence changes in outcomes and methodology. The college thus expects this system to carry it forward into the future through a continuous adjustment to higher education needs and contexts. One key to the consistent usefulness of this system will be to
maintain and expand the College's commitment to communication between all constituencies.

Analysis and Evaluation

Honolulu CC meets this standard. The College requires that all units, whether instructional or non-instructional maintain a clear set of outcomes and assess those outcomes with the goal of continuously improving performance. The SLOs, SAOs, PLOs and ILOs are clearly defined, publicized, aligned, and drive the performance initiatives carried out at all levels and units. Further, evaluation of achievement toward all outcomes is done through data gathering and analysis, which drives conversations within disciplines and service units and across campus. Decisions on what and how to change result from those conversations, and are then evaluated in turn to close the loop by addressing issues of concern and then evaluating the solutions.

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Evidence of Meeting the Standard

The College has established institution-set standards for student achievement and student success to assess how the college is maintaining those measures with the effort to continually improve. The results of the set standards are published by the Office of Policy, Planning, and Institutional Research (PPIR) in a fact book on the College website.

Institution Set Standards

The components of the set standards are determined by UHCC policy (I.B.24) so the data can be compiled for all the Hawai‘i community colleges. The goals cover targets set from 2016 to 2021, with data compiled by the University of Hawai‘i Institutional Research and Analysis Office (IRAO). Set standards establish criteria for student achievement (I.B.24) for the College to set its priorities and actions. The College is committed to improving student achievement and student success in line with its
mission. The standards identified by the state follow the Commission model for system driven measures for performance review.7

The standards include

- Course completion
- Degrees and Certificates Awarded
- Native Hawaiian Degrees and Certificates Awarded
- Pell Recipient Degrees and Certificates Awarded
- Transfer to Baccalaureate Institutions
- Integrated Postsecondary Education Data System (IPEDS) Student Success Rate
- Licensure and Certification Examination Success Rate
- Job Placement Rate8

The achievement goals are set as specific yearly percentage increases on the baseline values, which are determined differently for different standards. A complete discussion of the college’s performance indicates is found in the Introduction Section of this report.

The College discusses course completion, program completion, and other student success initiatives at General College Meetings, at presentations by the Vice President of the Community Colleges, in Campus Student Success Council meetings, Planning Council meetings, among other venues. The Planning Council reviews the set standards each year (I.A.8). As the targets are set by UHCC, The Vice President of the Community Colleges also visits the campus each year to review the campus performance (I.B.25). (ER11)

Performance Based Initiatives

These discussions have been instrumental in helping the College meet all of its performance initiatives (I.B.26) for fiscal 2018, which overlap with the set standards. In most cases the College exceeded the targets. These targets include

- Degrees and certificates
- Native Hawaiian degrees and certificates
- STEM degrees and certificates

7 See, ACCJC White Paper, I.B.3 and I.B.6
8 (See, Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Student Achievement)
• Pell Recipients degrees and certificates
• Transfers to 4-year colleges

The UH System has additional measures for the campus to achieve (I.B.27) and the College met nearly all of them. The UH System also provides the campus with a scorecard (I.B.28).

The institution’s fact book (I.A.2 [p. 36-103]) details set-standard metrics aligned with the College’s strategic plan. The Fact Book includes student achievement data disaggregated for major, gender, and ethnicity.

Illustrations from the Fall 2017 survey (I.A.20) indicate that a majority of faculty and staff surveyed agree that the institution sets standards for student achievement, sets standards appropriate to the mission and assesses their achievement, pursues continuous improvement, and publishes assessment results and how the results are used for continuous improvement.

Illustration-Standard-I.4 Survey results – standards of student achievement
Illustration-Standard-I.5 Survey results – mission and achievement of standards

Illustration-Standard-I.6 Survey results – continuous improvement
The survey shows how much faculty and staff are aware of the importance of the set standards and how they are used to improve student achievement in line with the mission of the institution (I.A.20).

Locally Identified Measures

In addition to the federal and state identified areas of performance measurement, Honolulu CC has identified measures that are important to the community that we serve and are unique to the college mission. ...

Analysis and Evaluation

Honolulu CC meets this standard. As part of the Hawai‘i Community College system the college participates in a broad scheme of using performance measures for evaluating performance as well as for goal setting. The institution considers federal, state and local measures to guide its progress on the mission. Moreover, adjusting the institution-set standards to accommodate needs for change in programs, college goals, and economic and social realities will become a part of the overall assessment process of the college. Making certain that the standards meet the mission, and that the mission meets community and UHCC needs and goals is the key to closing the loop on the College’s performance vis-à-vis the State of Hawai‘i and the students who attend. (See QFE 1, Purposeful Engagement for Student Success, QFE 2, Enhanced Support for Distance Education Students).
I.B.4 The Institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Assessment data drives the College’s planning to improve student learning and student achievement. Student achievement is discussed at the General College meeting at the beginning of the fall and spring semesters and the Vice President of Community Colleges visits the campus each semester to discuss achievement results for institutional set-standards, performance initiatives, strategic plans, and other objectives. As part of UHCC, the College also participates in multi-year national scale efforts such as Achieving the Dream, which tracks other has measurable goals for improvement (I.B.29).

In addition to the Honolulu CC’s Office of Policy, Planning, and Institutional Research (PPIR), the UHCC provides assessment data for all the seven community colleges. Data is provided for student achievement and student success as discussed in I.B.3 and for ARPD (Annual Review of Program Data). PPIR publishes a fact book of data about student demographics, student achievement, and instructional programs (I.A.2).

Program reviews are conducted each year, based on data provided for each program (ARPD). The reviews analyze the data to determine the strength of the program and address strategies for improvement. These program analyses are made available to the campus and used for requests in supplementary program funding that is overseen by the Planning Council. Decision on the funding encompasses the other major governing committees, including the Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), Kupu Ka Wai Council, and Student Government, which review the ARPDs as part of the process.

The Institutional Assessment Specialist, hired in fall 2017, is tasked with collecting and organizing assessment data information that is used by campus units and committees as part of a process to support student learning and achievement. Instructional divisions discuss discipline and course level assessment data as well as the ARPD. Non-instructional units discuss the assessments of services they provide and include the results and plans in their ARPD analyses.
The campus has held showcases and workshops periodically over the past years to inform the campus about assessment strategies and techniques, but from fall 2017, the Institutional Assessment Specialist began systematically organizing workshops for the campus and departments, and working with department representatives on the Assessment Task Force.

In recent semesters the restructuring of math and English courses has been instituted across those programs based on assessment of student achievement, and the results are being monitored to evaluate the success of the instituted changes.

Based on student achievement data, the English and math programs redesigned developmental courses to improve student achievement by the shortening the time to completion of college-level courses. Low success rates spurred the change.

The English program, for example, eliminated developmental education classes in Fall 2016, moving to a co-requisite model putting all students in college-level ENG 100 courses. Of the 434 students who enrolled in the lowest developmental level class between fall 2013 and spring 2016, only 24.88% successfully completed ENG 100 by fall 2016. Of the students who enrolled in co-requisite ENG 100/100T in fall 2016, 61.24% successfully completed the course (I.B.42).

In an effort to improve student achievement, the College, along with the other community colleges, moved from placement testing to high school grades, grade point averages, SAT, ACT, or other scores to determine appropriate first-semester English and math courses. The UHCC gathers the data for English and math to assess which of the multiple measures are most effective for placement. As part of the process, a UHCC Cognitive Assessment Committee meets each year to review the measures and adjust them if needed. The committee met in December 2017 and proposed several adjustments to the placement measures (I.B.30).

Data assessment and analysis drives college planning to improve student learning and student achievement. A majority of faculty and staff participating in the campus survey agreed that the institution uses assessment data and processes to support learning and achievement.
The Office of Planning, Policy and Institutional Research (PPIR) assists in the assessment of student achievement, including enrollment and transfer rates for which data briefs are periodically reported through the campus public web page (I.B.31). These data sheets stimulate discussions in the Campus Student Success Council (CSSC), among other committees (I.B.32). PPIR also provides specific or customized data to administration, divisions, departments, and other units for analyzing programs, courses, student success, or other operations of the institution. The CSSC includes a data group tasked to specifically analyze ways to improve student achievement. The
PPIR’s comprehensive fact book further provides assessment data to help guide initiatives (I.A.2).

Analysis and Evaluation

Honolulu CC meets this standard. The College gathers assessment data and uses the assessment information to organize its processes to support student learning and student achievement. The college research office provides critical information to all constituent groups in a variety of settings and levels of analysis to guide decision-making. The planning and governance systems support the use of evidence providing venues and voices to the analysis of data. As a result, the college keeps central the use of evidence for making decisions and fosters a culture of inquiry for the institution.

I.B.5 Institutional Effectiveness: The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, Student Learning Outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by the program type and mode of delivery.

Evidence of Meeting the Standard

The College has both an annual and a five-year program review schedule. Each academic year, each program assesses data generated by institutional research, and then writes a description of the program and its goals (program learning outcomes) in an Annual Review of Program Data (ARPD) analysis (I.B.4, I.B.36, I.B.37, I.B.38, I.B.39, I.B.40). This report reviews assessments of program effectiveness in reaching those goals. This report is reviewed by the deans and becomes the basis for supplementary funding requests. (See Standard I.A.2; I.A.3)

Every five years a program goes through (on a revolving basis) a more comprehensive review built upon the ARPD. This review summarizes the program success in meeting program learning outcomes (PLO) and charts a long-term plan for program improvement and change if necessary. University of Hawai‘i Community Colleges (UHCC) system uses common data sets for annual assessments and program reviews.
A Program Review process has been in existence at Honolulu CC since 2005. The Program Review information and data collected is available to the public, and drives the processes of program funding and program improvements by "closing the loop." The Program Review process is the end result of assessment done at every level in instructional, non-instructional, and administrative units of the College organizational structure. Faculty use Student Learning Outcomes linked to Program Learning Outcomes to design curriculum and evaluate its effectiveness. Non-instructional units use Service Area Outcomes to determine their service objectives and measure those objectives.

The Process of Program Review is used to evaluate the success of those objectives from the point of view of student success during college, student retention, transferability, and employability. These are all rolled into the Program Review process, through which each unit of the College has the opportunity to analyze its direction and rate of success and propose changes, as well as request resources to meet the needs of those changes. The Program Review process is an integral to the way the College works on a daily, semester-by-semester, and academic year basis.

A majority of faculty and staff participating in the campus survey agree that the campus uses program review and SLOs to assess the accomplishment of the institution’s mission.
The college has a two-tiered approach to planning, approval, evaluation, and review of courses offered in DE mode. The college does not offer correspondence education. The first review process is the standard curriculum review system designed and led by the faculty at Honolulu CC. Each division plans its courses, and all course additions, changes, and deletions are processed first through Division Curriculum Committees (DCC). Those courses are then sent to the Committee on Programs and Curricula (CPC), which is a campus-wide committee where final decisions on course changes and inclusion in the catalog are made along with decisions on campus-wide curriculum policy.

Once the course has passed through the CPC and therefore officially exists as a course at the college, it can be proposed as a DE course. Such courses must be reviewed and accepted by the Distance Education Advisory Committee (DEAC). This committee meets several times at the beginning of each semester to review and evaluate courses. Courses are subject to members of the DEAC auditing through the first semester so that the committee can see the course in action, and can be recommended for review again at any time. Courses must be re-evaluated every five years to continue to be a part of the DE catalog.

Faculty teaching DE courses evaluate SLOs just as any face-to-face class. The assessment of the SLOs are gathered and can be compared with results of face-to-face classes.
The college has established and uses program review processes for ongoing evaluation of program services using student learning and student achievement data. The processes are used for continual improvement.

Analysis and Evaluation

Honolulu CC meets this standard. The institution assesses accomplishment of its mission through program review and evaluation of objectives and goals, SLOs, and student achievement. Quantitative data are disaggregated for analysis by the program type and mode of delivery. Qualitative data helps discover new areas and phenomenon facing students as they progress towards their educational goals. The mission of the college drives all of the program and support services and progress on the mission is assessed and changes are made to meet the institution’s purpose.

I.B.6 Institutional Effectiveness: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The college identifies significant trends among subpopulations of students disaggregated by gender, age range, and ethnicity, among other criteria. Native Hawaiians, PELL recipients, STEM majors, and transfers to 4-year institutions are subpopulations for which key performance indicators have been established (I.B.24). PPIR updates the data on subpopulations and provides advice on interpreting the data for use in program review and institutional planning purposes (I.B.31, I.A.2).

When asked in a survey, a majority of respondents agreed that the campus uses disaggregated data to address performance gaps.
After identifying the needs of various sub-populations of students, the College uses the data and college resources to address achievement gaps. Initiatives to improve the achievement of Native Hawaiian students have produced results exceeding targets, as discussed in previous sections. The enrollment and achievement of Pacific Island students was identified as another gap from disaggregated data and addressed by offering a summer English program for students graduating from high school.

The College also analyzes data to identify the needs of other underserved groups such as veterans and students with disabilities. Data-driven assessment helps improve the
success for all students. The institution disaggregates and analyzes learning outcomes and achievement for Native Hawaiian, Filipino, Pacific Island, and low-income students, breaking down the gap analysis further for degrees and certificates in general as well as for STEM fields.

**Analysis and Evaluation**

Honolulu CC meets this standard. When the institution identifies performance gaps, as it has in the case of the graduation success rate and academic performance of Native Hawaiian students, the College further closes the loop by assessing the methods used to addressing the gaps. (*Note: This section is no longer needed.*)

**I.B.7 Institutional Effectiveness:** The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource managements, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

**Evidence of Meeting the Standard**

The College regularly evaluates its policies and practices, assuring effectiveness in maintaining academic quality and accomplishment of the mission. The Chancellor reviews all policies within a five-year cycle as noted in a separate policy for this purpose (**I.B.33**). The policies are available to the campus on the Intranet.

The College also is governed by University of Hawai‘i, which include system-wide Executive Policies that encompass all 10 campuses in the UH System, system-wide administrate procedures, and system-wide administrative rules. Some of the policies and procedures affect only UH Mānoa, UH West Oahu, or UH Hilo campuses. Also governing the 10 campuses are the Board of Regents policies.

More pertinent to just the seven community colleges are the UHCC policies, which focus on transfer degrees, review of established programs, employee performance evaluations, contract renewal and promotion procedures, financial operation oversight, among other areas. All the UH, Board of Regents, UHCC policies and procedures are available to the
camps at the UHCC website. These policies also are reviewed regularly, the review
dates noted on the policies.

In addition to the policies and procedures, Honolulu CC regularly reviews its programs.
All programs provide yearly analysis of their program data (ARPD) and more
comprehensive analysis in their five-year reviews.

For campus governance, the Planning Council reviews each academic year the mission
statement, institution set standards, institutional learning outcomes, strategic plan, and
provides dates to the campus for program review since it is tied to supplementary
funding.

The supplementary program funding process, overseen by the Planning Council, takes
place each academic year. All programs or departments, such as learning support
services, are eligible to apply for funds that support academic quality. Proposals are tied
to the mission, strategic plan, and program reviews to focus on student success and
achievement to improve academic quality. The proposals are ranked by the other four
governing bodies – Faculty Senate Executive Committee (FSEC), Staff Senate Executive
Committee (SSEC), Kupu Ka Wai Council (KKW), and Student Government, ensuring
representation by the whole campus. Funds are then allocated in order of the rankings.

The Institutional Assessment Specialist gathers and reviews course learning outcome
assessment to promote course and program improvement, which the Committee on
Programs and Curricula (CPC) continually discusses and implements new and modified
courses and programs to improve academic quality.

The Assessment Task Force meets monthly to review the assessment process, including
learning outcome data, data evaluation and similar issues. Assessment workshops
provide the College with an understanding of assessment activities in other units, and
stimulate discussion in the Deans and Division Chair committee (DDC), FSEC, Planning
Council, CPC, and other committees.
Analysis and Evaluation

Honolulu CC meets this standard. The College regularly reviews its policies and practices and uses its institutionalized assessment processes at all levels to evaluate its policies and practices. Assessment practices are followed across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes.

I.B.8 Institutional Effectiveness: The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Institutional effectiveness metrics are communicated to the campus at the General College meetings at the beginning of the fall and spring semesters. These presentations are all posted on the Intranet for the campus to view (I.B.2). Each semester the Vice President of Community Colleges visits the campus to discuss the metrics and results, comparing them to the other community colleges, and providing deeper understanding of how they play into the objectives of the UHCC, detailing strengths and weaknesses.
The discussions help the campus focus on improving shortcomings and pushing on with strengths. The visit also allows the campus to ask questions and provide feedback to the UHCC (I.B.34, I.B.25).

Program Reviews occur annually and are made available on the UHCC website. Even past reviews are archived (I.B.4). The Annual Review of Program Data (ARPD) provide 'health calls' that show the degree to which each program is achieving stated objectives. The programs evaluate the health calls and the data, and they provide a narrative explaining what the numbers indicate about the success or weaknesses of helping students achieve academic success.

College’s Council on Institutional Effectiveness (CCIE) appointed a subcommittee, the Assessment Task Force, with the task of analyzing the institution’s strengths and weaknesses as reflected in the Program Reviews. The results are disseminated to the campus through the committee’s web link and to governance bodies and committees for further action (I.B.7, I.B.8). These reviews also are discussed for program and division planning and used for supplementary program funding requests. Each year the Planning Council holds a town hall meeting for funding requests where the campus can ask questions about methods or practices that can affect the achievement of the programs to determine whether to support funding.
In Fall 2017 the College conducted a comprehensive survey that included questions about the College's communication and use of assessment results. The data provided by that survey was used to gauge planning of further communication efforts to improve awareness of assessment activities and results across all parts of the campus, including strengths and weaknesses.

The survey indicated that faculty, staff, and administrators generally agree that dialog regularly occurs about student success, student equity, academic quality, and institutional effectiveness. There is also a display of information and data on the main college website (I.B.31).

Analysis and Evaluation

Honolulu CC meets this standard. The institution communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. The survey concurs that faculty, staff, and administrators are aware of the assessment and evaluation communication to improve the institution.

I.B.9 Institutional Effectiveness: The institution engages in continuous, broad-based, systematic evaluation and planning. The institution also integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Evidence of Meeting the Standard

Honolulu CC has a systematic evaluation and planning of programs and services in a process to accomplish its mission, improve institutional effectiveness, and attain academic quality. Three basic processes achieve these goals through program review, strategic plan, and supplementary program funding.

Program Review
For program review, both instructional and service units go through evaluations each year. The Annual Review of Program Data (ARPD) for analysis by program is provided to the program and department leaders from the UHCC (or UH System) institutional research office. Instructional programs analyze demand indicators, efficiency indicators, effectiveness indicators, and performance measures, among other data. These evaluations note the strength and deficiencies of the programs and propose action plans to address them. The action plans typically include discussion of resources needed to achieve the goals and the supplementary funding that would be required. These reviews, including the data, are available on the UHCC website (I.B.4).

As part of the program review process, programs consider both the mission of their department and the mission of the institution with an eye towards continuous improvement. In their process of reflection, review, and planning, program leaders consider both systems and processes changes as well as resource needs to help the program improve.

Importantly, program review also encompasses student services as well as academic support. Data (ARPD) are provided in a similar format for student services review and includes academic advising, career counseling, job placement assistance, financial aid advising, student organization, transfer credit assistance, and student services for people with disabilities. Academic support reviews the APRD for library, technology resources, testing services, and tutoring services.

These reviews are carried out annually and work to improve institutional effectiveness and academic quality. Programs also provide five-year reviews to evaluate longer-term needs. In their reviews, the units also address short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

*Educational and Strategic Planning*

The Educational and Strategic Plan 2016-2021 is the basis for planning for the campus and focuses on student success, enrollment, training and workforce development, campus community, and infrastructure, sustainability and technology. The strategic plan looks over a five-year span when it was last developed and reviewed every year by the Planning Council. The plan addresses both short-term and long-term goals for the institution.

*Supplementary Funding*
The strategic plan, mission, and program reviews are used to justify the requests for supplementary program funding. The proposals must explain how the request is in line with the mission, detail how the request supports the strategic plan, and show justification from the program’s ARPD (I.B.35). Governing committees then rank the requests. The process integrates program review, planning, and resource allocation through a comprehensive procedure that guides the College to accomplish its mission and improve its effectiveness and academic quality. Plans are prioritized for funding based on the improvement to existing processes and the ways the plan helps the college meet the college mission.

The Integrated Planning, Resource Allocation and Assessment Policy (I.A.4) guides the above process. The policy calls for planning and resource allocation to be consistent with the mission, that it follow the strategic plan, consider the community, and be based on the assessment of programs and services.

Programs and services have been using the results from their assessments to make action-oriented modifications towards program improvement. This is evidenced through various changes in degree programs and student support services. Two examples are the College’s Fire Science program and the establishment of the Campus Student Success Council to assist in the implementation of the Student Success Pathway. As a result of the evaluation we have significantly redesigned our developmental math and English courses, reducing the amount of time students spend in remedial work and moving them into college level programs. Introduction of the new STAR guided pathway system aids students in registration and minimizes course repetition. The pathway requires instructional, student and academic support programs to work more collaboratively toward increasing student success and completion.
The campus survey results indicate that a majority of faculty and staff agree that the institution makes a priority of systematic evaluation and planning for continuous improvement.

The APRD for instructional programs also collect and provide faculty with data for distance education courses. Not all programs, particularly those working with CTE, offer on-line classes, but those that do include analyses in their reports. The analyses look at the fill rate of classes, successful completion, and persistence. The Liberal Arts program, which offered over 80 DE courses in academic year 2015-16, noted a fill rate higher than face-to-face courses but saw a lower completion rate. This would be addressed by providing additional support services for students.

Besides programs, the Distance Education Advisory Committee (DEAC) also endeavors to promote high quality instruction, aiming for it to equal or surpass traditional classroom delivery. The committee also provides support for distance learning offerings including instruction, assessment, student services, technology support, and faculty development training.

The DEAC, which works under the Committee on Programs and Curricula (CPC), aims to ensure clear policies, procedures, and guidelines so all courses have appropriate content and rigor. It also ensures that course assessment is consistent and aligned with face-to-face instructional standards.

**Analysis and Evaluation**

Honolulu CC meets this standard. The College has a systematic evaluation and planning framework. The program reviews, strategic planning, and resource allocation is geared to accomplishing the mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. Program review is the key driver for change keeping decision making closest to where decisions are being made.
Evidence List – Standard I.B

I.A.2 Honolulu CC Fact Book 2017
I.A.3 Honolulu CC Educational & Strategic Plan 2016-2021.pdf
I.A.4 UHCCP 4.101 Strategic Academic Planning.pdf
I.A.8 PC CHARTER V5.1-1.27.2018.pdf
I.A.20 2017 Self Study Survey for Faculty, Staff and Administration.pdf
I.B.1 Committees Intranet screenshot.pdf
I.B.2 Campus Communication Website.JPEG
I.B.3 Assessment webpage Screen Shot
I.B.4 Honolulu CC Program Review and ARPD.JPG
I.B.5 HonCC Pathway Presentation Final 2.0 (1).pdf
I.B.6 August 2015 Assessment Showcase.pdf
I.B.7 Campus Council on Institutional Effectiveness.JPG
I.B.8 Assessment Task Force website.JPG
I.B.9 Assessment Task Force Page.PNG
I.B.10 Accreditation Reports.PNG
I.B.11 PPIR Data Briefs.PNG
I.B.12 UHCC Career data screen shot
I.B.13 UHCC Graduation Initiative data screen shot
I.B.14 UH Institutional Research Screen Shot
I.B.15 PLO-ILO_Map 20121211.pdf
I.B.16 CPC-minutes-2017-01-20 (example).pdf
I.B.17 CPC Minutes screen shot.JPG
I.B.20 Assessment webpage screen shot
I.B.21 Assessment webpage SAO screen shot
I.B.23 DEAC-approval_procedures 2010
I.B.24 UHCCP_4_203_Institution-Set_Standards.pdf
I.B.25 OVPCC Campus Visit Fall 2017 HonCC.pdf
I.B.26 fy2018 uhcc performance initiatives.pdf
I.B.27 UH Strategic Directions Measures Screen Shot
I.B.29 Achieving the Dream.PNG
I.B.30 UHCC SSC Cognitive Assessment Committee screen shot
I.B.31 PPIR Data Briefs Webpage Screen Shot
I.B.32 Campus Student Success Council Webpage Screen Shot
I.B.33 HCCP 0.00 Policy on policy review (revised)
I.B.34 VPCC visits webpage Screen Shot
I.B.35 Supplemental program funding form explanation.pdf
I.B.36 Annual Reports of Program Data AMT (Example)
I.B.37 Annual Reports of Program Data Analysis AMT (Example)
I.B.38 Annual Reports of Program Data Cosmetology (Example)
I.B.39 Annual Reports of Program Data Analysis Cosmetology (Example)
I.B.40 Annual Report on Program Data webpage Screen shot
I.B.41 Faculty Senate Executive Committee Charter-May2014
Standard I.C: Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Through regular review, Honolulu CC ensures that information provided to students, stakeholders, and public is clear and accurate in regards to mission, learning outcomes, educational programs, student support services, and accreditation status. The College uses a variety of media platforms to inform its constituents about its mission, educational programs, learning outcomes and services. Publications are updated annually to provide timely and accurate information to current and potential students, including the College Catalog (I.A.1), which features the mission statement, institutional and program learning outcomes, accreditation status, descriptions of educational programs as well as student support services. The catalog is updated on the College website to reflect recent changes.

THE COLLEGE MISSION

The Honolulu CC mission is the very purpose for the college, and information on the mission is kept current, displayed prominently, and reviewed regularly by the college’s Planning Council on an annual basis. The mission statement is included in the College Catalog (I.A.1 [p. 15]), on the College website (I.A.19) and on posters hung throughout the campus in high traffic areas and classrooms (I.C.1).

The Chancellor works with the College’s Planning Council to ensure the integrity of information related to the mission. Whenever the mission is revised, the Planning Council engages in a comprehensive effort to seek campuswide input on any proposed revisions. The Chancellor takes any approved revisions to the mission statement to the University of Hawai‘i Board of Regents. In Academic Year 2017, Honolulu CC revised its mission statement, and the revised mission was translated into the Hawaiian language and is available alongside English versions. The Board of Regents approved the mission statement in May 2017 (I.A.18), and noted in the Planning Council minutes (I.A.11, I.C.2, I.A.17).
LEARNING OUTCOMES AND SERVICE AREA OUTCOMES

Student learning and student success are the foundations of the college. To realize these goals, the college assesses outcomes at all instructional levels (institution, program, and course) as well as in student services and service areas in general. The college mandates Student Learning Outcomes (SLO) for all courses as well as Program Learning Outcomes (PLO) for all programs, certificates, and degrees on both credit and non-credit programs. The Committee on Programs and Curricula (CPC) requires all instructional programs to maintain and publish SLOs for every course. SLOs for all courses are inventoried as a regular part of the curriculum process. All new course proposals must include SLOs as well as be mapped to PLOs in order to be approved by the CPC.

All course syllabi at Honolulu CC include SLOs. Syllabi for all courses offered at the College can be accessed through the College’s Assessment Learning Outcomes webpage (I.C.3). The official source of SLOs are stored in Kuali CM, the electronic curriculum management system, which all faculty are able to access. The SLO for courses also are available on the Assessment Learning Outcomes webpage (I.C.4).

The College also mandates that all non-instructional and administrative units have Service Area Outcomes. All College SAOs can be found on the same webpage (I.C.4).

EDUCATIONAL PROGRAMS

The College catalog is the most comprehensive source of knowledge about the College’s educational programs and student support services. The catalog is updated every year to make sure that its content is current and that it reflects the latest changes to the curriculum. Educational program information is listed in the catalog by program and includes required course work and sequences, program learning outcomes, career/transfer information, and certificate information (I.A.1 [pp. 72-157]).

Although the catalog is an in-depth source, additional information on programs is available through the College website’s Programs of Study. These include the Liberal Arts degree programs, Career and Technical Education programs, and Special Programs and Courses. The website also has outlines for Continuing Education and Lifelong Learning programs, which include courses for Advanced Technology, Early Childhood Educations, and Introduction to College English. Overviews of educational programs also are publicly shared through brochures and other literature. Distance Education information is available through Services for Students (I.C.5) and includes a link to DE classes offered (I.C.6).

STUDENT SUPPORT SERVICES
The Honolulu CC catalog contains general information about the College’s student support services, including current information about financial aid, tutoring, academic counseling, health services, support information for Native Hawaiian students as well as services for students with disabilities.

The website provides comprehensive Student Support Service information through a link on the main page (I.C.7).

**ACCREDITATION STATUS**

Honolulu CC communicates its accreditation status to students and the public through a link on the College’s website (I.C.8). The College’s accreditation webpage links to the ACCJC website and includes relevant accreditation reports, news, committees, contacts, and certified programs.

Related to the activities, and Institutional Learning Outcomes, Program Learning Outcomes, Service Area Outcomes, and links to individual Course Descriptions and Student Learning Outcomes.

The College fulfills Eligibility Requirement 20. Clear and accurate literature and information about the institution are provided to the campus community, going through comprehensive and systematic review procedures for printed and electronic catalog publications. General information about the college as well as details about courses, programs, degrees, financial, aid, admissions, fees, regulations, acceptance and transfer of credits, grievance and complaint procedures, sexual harassment, and other information, requirements, and policies affecting students are included in the college catalog. The electronic version of the catalog is available through the institution’s main webpage.

The Communications and External Affairs office and the office of the Vice Chancellor for Academic Affairs are responsible for creating and maintaining procedures for communication.

**Analysis and Evaluation**

Honolulu CC meets this standard. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status. All information about the College’s accreditation status is noted on the website as well as the catalog.
I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Evidence of Meeting the Standard

The college catalog is the most comprehensive source of knowledge about the institution including detailed descriptions of educational programs and student support services. The catalog is updated every year to insure that its content is current and that it reflects the latest changes to the curriculum. To further ensure the currency of content, the catalog is available through a link at the bottom of the College website.

The college catalog contains general information about the institution, including the addresses and maps of the main campus and offsite locations, telephone numbers, and the website. Also included are the mission, accreditation status, names and degrees of administrators and faculty, and names of governing board members.

The publication additionally provides information about course, program, and degree offerings, the academic calendar, program lengths, academic freedom, financial aid, learning resources, and learning outcomes for programs and degrees. It also spells out the requirements for admission, student fees, other financial obligations, degrees, certificates, graduation, and transfer (I.C.9).

The catalog also notes the major policies affecting students, such as academic regulations, academic honesty, nondiscrimination, acceptanc and transfer of credits, transcripts, grievance and complain procedures, sexual harassment, and refunding of fees. The publication is available in printed form as well as on the College website. It provides integrity in communication with the public and meets ER 20 (I.C.9).

The Office of the Vice Chancellor for Academic Affairs ultimately ensures the accuracy and currency of all information published in the catalog through a system of regular review and approval each semester.

The college catalog undergoes a rigorous review process. The Registrar is responsible for assembling the catalog, soliciting changes for non-curriculum edits, and setting deadlines for Division Chairs, Program Coordinators, Administrators, and all who
Contribute to creating the catalog annually. All changes to the catalog involving programs or curriculum are made through the Committee on Programs and Curricula (CPC). Since the faculty have primary responsibility for curriculum content, subject matter, and methods of instruction, the CPC represents the faculty's interest in maintaining the quality of curriculum at Honolulu CC. Information on the CPC itself as well as a record of CPC actions can be found on the College’s intranet (I.C.10).

All curriculum changes to the catalog are kept for future review if necessary. The record of these changes can be accessed by using a curriculum management system, Kuali CM. These protocols ensure that the catalog presents accurate, current, and detailed information about programs and policies. Other course specific information, such as delivery mode, expected interaction between faculty and staff to students, and accessibility is detailed in course syllabi.

The annual catalog for Honolulu CC provides precise, accurate, and current information. The electronic catalog is a mirror of the printed version. Both versions make it accessible to all interested parties.

Analysis and Evaluation

Honolulu CC meets this standard. The catalog includes all of the information required in ER 20 and serves as an accurate, clear, and complete source of information about the college and its programs. The catalog is regularly reviewed and updated to reflect changes in academic, regulatory, and administrative policy and procedures.

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College’s Office of Institutional Policy, Planning, and Institutional Research (PPIR) is responsible for collecting, analyzing, and publishing student achievement data, available to the campus and the public, including current and prospective students. PPIR’s fact book (I.A.2) is available on the campus website as well as data briefs that focus on enrollment, transfers, majors of incoming students, or other analyses (I.B.31).
Among the data PPIR analyzes are course success rates, persistence, full-time/part-time status by major, degree and certificate completion, degree and certificate competition by program, changes in enrollment, and transfer to four-year institutions. The data are viewed by gender, ethnicity, age, distance education, and so on, depending upon the data.

The fact book also includes data for each program showing demand, efficiency, effectiveness of the programs as well as the success of distance education courses (if offered), Perkins core indicators, and performance measures. These Annual Reviews of Program Data (ARPD) are generated by institutional research of UHCC (or UH System) and provided to all the community colleges (I.B.40).

Each program assesses the ARPD and writes a description of how the program is meeting the goals. This report assessing the program’s effectiveness is reviewed by the deans and the Assessment Task Force and is the basis for budget requests for each program. In addition, every five years every program must go through a Program Review that assesses program success in meeting Program Learning Outcomes (PLO) and that charts a long-term plan for improvement if necessary. The reviews are posted on the UHCC website, with links from the College website (I.B.4).

Honolulu CC also uses student learning and achievement data as key sources to communicate the quality of its programs and services to the public. The College produces an Annual Report (I.C.12), which contains information on performance measurement, specifically data on student achievement in order to communicate to the public progress on the College mission. It also communicates to the public the College’s budget and planning activities and relevant state and federal initiatives (I.C.13 [pp. 36-43], I.C.14 [pp. 28-35]).

The Institutional Assessment Specialist compiles and publishes a report on SLO monitoring and makes it available to the campus each semester. This report includes “Closing the Loop” information showing specific methods of course improvement (I.C.15 [SLO Spreadsheet]).

The College fulfills Eligibility Requirement 19. Student achievement and success reports for outside agencies, the state and federal government, the public, and students are complete and accurate. Data is available through links on the College’s website and Intranet. The College annually reviews institution-set standards and assesses the College’s performance on those standards and the College’s strategic plan. The College regularly reviews and makes available to the public information on learning and achievement outcomes.
Analysis and Evaluation

Honolulu CC meets this standard. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. Information about student learning is housed in a database system which provides access to faculty and others for discussion and dialog and inclusion in program review. Student learning outcomes for courses are shared with students at the beginning in class and program outcomes are shared in public documents for students to access.

1.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The college catalog is the most comprehensive source about certificates and degrees offered at Honolulu CC (I.A.1 [pp. 69-84]). The catalog details the purpose, content, course requirements, and the program learning outcomes (PLO) for each degree and certificate (I.A.1 [pp. 85-160]).

The catalog also includes descriptions for all courses in the programs (I.A.1 [pp. 170-241]) and the Institutional Learning Outcomes (ILOs) (I.A.1 [p. 15]). The Office of the Vice Chancellor for Academic Affairs (VCAA) and the Registrar ultimately ensure the accuracy and currency of all information published in the catalog through a system of regular review and curriculum approval each semester.

The primary goal of most students at Honolulu CC is the pursuit of a degree, certificate, or transfer; the expectations and requirements of each pathway in attainment of this objective, including program and student learning, and course descriptions are described in the Catalog and instructional and support literature.

The complete college catalog is on the College’s website and viewable by distance education students.

Student Learning Outcomes (SLOs) for specific courses are included on syllabi, which
are distributed at the beginning of each class. Division chairs keep copies of syllabi for courses offered in their units. SLOs for currently offered courses also are available on the College website (I.C.15).

In Fall 2017 the Institutional Assessment Specialist reviewed syllabi of all offered courses to insure SLOs were included and were current. Some discrepancies were discovered, largely due to the transition between paper files and the online curriculum management system Kuali CM. The Institutional Assessment Specialist, VCAA, division chairs, Committee on Programs and Curricula (CPC), and faculty have worked to update the course SLOs in Kuali CM, which is to become the main source.

Analysis and Evaluation

Honolulu CC meets this standard. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes through its college catalog, available in print and online. The programs and awards are created by faculty and meet the University of Hawai‘i system requirements. The contents and expectations are included in the web version of the catalogue and in program literature.

1.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

In keeping with best practices, Honolulu CC reviews all its policies at least every five years. The Chancellor initiates the five-year policy and procedure review. Policies or procedures are updated if necessary or eliminated if they no longer apply to the College’s mission.

The College’s has a policy to regularly review of policies and procedures (I.C.16). The purpose of this policy is to measure the language and intent against the outcomes and actual functioning of the policy, using data where relevant, based on assessment measures where applicable.
The College also follows policies and procedures issued by the UHCC and the UH System, which are reviewed by those entities.

Honolulu CC uses a variety of media platforms to inform its constituents about its mission, educational programs, learning outcomes and services. In order to provide timely and accurate information to current and potential students. The college catalog is the most comprehensive source of knowledge about the College including detailed descriptions of educational and student support services. The catalog is updated every year to make sure that its content is current and that it reflects the latest changes to the curriculum. To further ensure the currency of the catalog content, the catalog also available on the campus website (I.C.17).

The college catalog undergoes a rigorous review process. The College Registrar is responsible for assembling the catalog, soliciting changes for non-curriculum edits, and setting deadlines for division chairs, program coordinators, committees, administrators, and others who contribute to creating the catalog annually. All changes to the catalog involving programs or curriculum are made through the Committee on Programs and Curricula (CPC). Since the faculty has primary responsibility for curriculum content, subject matter, and methods of instruction, the CPC represents the faculty's interest in maintaining the quality of curriculum at Honolulu CC. Information on the CPC itself as well as a record of CPC actions can be found on the College’s intranet (I.C.10).

Past catalogs are archived on the institution’s website (I.C.17).

The College updates publications on an annual basis. Such material includes marketing and outreach information such as brochures, fact sheets, and program rack cards. The website also reflects these changes on an on-going basis. The publications include an Annual Report for Honolulu CC. The Annual Report contains information on the College’s Educational and Strategic Plans, performance measurement outcomes, financial information, and efforts at community relations and outreach (I.C.12).

The institution regularly reviews and evaluates its policies and procedures according to review policy (I.C.16). Key publications such as the College catalog and annual reports are reviewed and updated on a regular basis.

Analysis and Evaluation

Honolulu CC meets this standard. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. The UHCC system also has a regular calendar and process for review of the system policies and updates and amendments are shared with
the colleges in communications and in dialog at system meetings.

1.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Honolulu CC informs current and prospective students of the total cost of education, including tuition, fees, textbooks, and other required instructional materials. Information is provided through a variety of online and printed resources.

The college catalog provides details about tuition, other costs, tax credits, and financial aid (I.A.1 [pp. 30-40]). The College’s webpage on Services for Students (I.C.7) includes a section on Tuition and Fees (I.C.7 [Paying for College]).

Required textbooks and other costs that may be associated with courses are available to students when registering for classes through the online registration system. The College’s Services for Students webpage also has a link to the College bookstore (I.C.7 [Other Resources]), where students can check textbook prices. In addition, students have the ability to rent books in person at the bookstore and online through the bookstore’s website.

Honolulu CC has twenty-two Career and Technical Education (CTE) programs. Sixteen of these programs have additional expenses beyond textbooks. All of these programs have information about additional costs on program webpages, such as for the Diesel Mechanics program (I.C.18).

Not all courses require textbooks or materials. Many faculty are working with Open Educational Resource (OER) initiative to help reduce costs to students.

Additional information on financial support to students is available on the Financial Aid webpage (I.C.19).

Analysis and Evaluation
Honolulu CC meets this standard. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. Fees and tuition are set by the system and documented in the catalogs and schedules. Additional fees for laboratory classes or other incidental learning costs are typical for the subject matter taught and included in student disclosures.

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The University of Hawai‘i Board of Regents (BOR) policy on the Right to Investigate and Disseminate (I.C.20) requires all campuses of the University of Hawai‘i system to recognize “the right of the scholar to inquire and disseminate the results of inquiry according to the established forms of academic freedom.”

The College, under this policy, “guarantees the freedom to inquire of each member of the academic community.” The college catalog notes the BOR policy under General Rights and Responsibilities (I.A.1 [p. 63]).

Additionally, University of Hawai‘i policy on Faculty and Staff Renewal and Vitality Directive stipulates that all UH chancellors and vice presidents create educational cultures of intellectually vitality that include an “unwavering commitment within the faculty and staff, the administration, and the governing board to academic freedom” (I.C.21).

The college catalog also clarifies the institution’s commitment to intellectual freedom for students and faculty:

Honolulu CC embraces those aspects of academic freedom that guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both students and faculty are indispensable and inseparable. Students, whether
from the U.S. or from foreign countries, as members of the academic community are encouraged to develop a capacity for critical judgment and to engage in a sustained and independent search for truth (**I.A.1 [p. 65]**).

### Analysis and Evaluation

Honolulu CC meets this standard. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

1.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

### Evidence of Meeting the Standard

The College has established policies on academic honesty, student conduct, and faculty professional conduct.

All constituencies of Honolulu CC are subject to the [University of Hawai‘i Administrative Rules on Rights and Responsibilities](#) of the University of Hawai‘i Community (**I.C.22**). “The purpose of the university is to pursue the truth through teaching, learning, and research, all in an atmosphere of freedom of body and mind.”

Honolulu CC follows University of Hawai‘i Community Colleges policy on Professional Ethics (Faculty) (**I.C.23**), based on professional ethics from the American Association of University Professors (AAUP). This policy requires that UHCC faculty strive to “accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty.”

The college catalog specifically addresses honesty and conduct in the section on Student Regulations: Academic Integrity, which outlines the responsibilities of students to demonstrate academic integrity by adhering to the University of Hawai‘i Student
Conduct Code:

The integrity of a university depends upon academic honesty, which consists of independent learning and research. Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism, which violate the Student Conduct Code and may result in suspension or expulsion (I.A.1 [63]).

The Student Conduct Code is clearly communicated in both the college catalog and available on the website under College Policies (I.C.24). Listed along side the conduct code are Student Conduct Code Procedures, which explain the process when the code is violated. The UH policy (I.C.25) also covers student conduct for all the colleges in the system. The policy addresses honesty, safety, plagiarism, discrimination, among other behaviors.

Honolulu CC faculty are also subject to University of Hawai‘i policy for Responding to Allegations of Research and Scholarly Misconduct (I.C.26). This policy specifically addresses integrity and ethics for research and scholarly work.

All policies above include specifics relative to honesty, responsibility and academic integrity for all constituencies as well as specifics relative to ethical behavior, academic honesty and consequences for dishonesty.

Analysis and Evaluation

Honolulu CC meets this standard. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty. Student codes of conduct and faculty codes are shared and displayed in college documents.

1.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

All Honolulu CC faculty are subject to the ethical guidelines established in UHCC policy on Professional Ethics (Faculty) (I.C.23). This policy obligates faculty members to
“encourage the free pursuit of learning in their students.” Faculty must “demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct.” All new UHCC faculty members are given a copy of this policy as part of their orientation.

According to the 2017-2021 labor contract between the University of Hawai‘i Professional Assembly (UHPA) and Board of Regents (BOR), “Faculty Members are expected to set forth justly and without suppression the differing opinions of other investigators, and in their conclusions provide factual or other scholarly sources for such conclusions.”

The contract also states that “Faculty Members should be careful not to introduce into their teaching controversial matters that have no relation to their subject. In the conduct of research, Faculty Members shall adhere to legal and ethical standards and procedures” (I.C.27).

As employees of the State of Hawaii, faculty are subject to the State Ethics Code established by the Hawaii State Ethics Commission. Among the guidelines, faculty are prohibited from using their positions “to secure or grant unwarranted privileges, exemptions, advantages, contracts or treatment for yourself or others” (I.C.28).

In addition to the policies, Honolulu CC has an Institutional Learning Outcome (ILO) for Information Literacy requiring that information be evaluated and applied in such a way as to demonstrate awareness of ethical issues (I.A.1 [p. 15]).

Analysis and Evaluation

Honolulu CC meets this standard. Faculty follow guidelines and policies to distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. Opportunities to practice these concepts are included in courses aligned with the general education and institutional level learning outcomes.

1.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give
clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Honolulu CC strives to provide students with an engaging learning environment that values academic excellence and personal growth with a responsibility to Native Hawaiians and our community, as stated in the mission (I.A.1 [p. 15]), but it does not advocate specific beliefs or worldviews to students. The College does not require codes of conduct for faculty, staff, students and administration.

Analysis and Evaluation

Honolulu CC meets this standard. The college does not require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views. The college is an open enrollment, public institution.

1.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Honolulu CC operates within the state of Hawai‘i and does not conduct instructional sites outside of the state or outside of the United States. The college has not made a request to the Commission to operate in a foreign country.

Analysis and Evaluation

Honolulu CC meets this standard. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.
1.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Honolulu CC is accredited by the ACCJC (I.C.29) and complies with commission policies, Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

Reports and commission actions are disclosed on the website. A webpage is dedicated to accreditation and includes reports, news, ACCJC documents, and other information available to the campus and the public (I.C.8). The College also complies with all actions directed by the ACCJC to meet its requirements.

Honolulu CC has an Accreditation Liaison Officer (ALO) who regularly reviews policies and announcements for public disclosure of information. All required language of the Commission is included on the website (I.C.8).

The college catalog also notes: “Honolulu CC is a member of the American Association of Community Colleges and the Western Association of Schools and Colleges, and has been continuously and fully accredited since 1970 by Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges” (I.A.1 [p. 14]).

Analysis and Evaluation

Honolulu CC meets this standard. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting
1.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Honolulu CC maintains honest and effective relationships with several external agencies and complies with all regulations and statutes. The College is consistent in how it represents itself to all external agencies, including the Commission. The College Accreditation webpage (I.C.8) has copies publicly available of interactions between the Commission and the College such as the Commission’s yearly Action Letters and copies of the 2015 Midterm Report, and additional Follow Up Reports.

The College produces an Annual Report that contains information on performance measurement, budgeting as well as the College’s process for educational and strategic planning. The Annual Report also includes information on the College’s interactions with important community constituencies (I.C.12).

Furthermore, several of the College’s Career and Technical Education (CTE) programs work closely with outside licensing and certification organizations, and all of the College’s CTE programs are in good standing with these outside organizations:

- Aeronautics Maintenance Technology (AERO) provides FAA and Federal certification for an Aviation Maintenance Technician. (Mechanic: Airframe, Power Plant, or A&P as appropriate) Instructors must maintain certification (I.A.1 [p. 89]).
- Automotive Technology (AMT) Program is certified by NATEF National Automotive Technicians Education Foundation. NATEF certifies the program and instructors. The upon completion, students are eligible for admission to the Automotive Service Excellence (ASE) licensing exam (I.A.1 [p. 99]).
• Cosmetology (COSM) is regulated by the State of Hawai‘i; Department of Commerce and Consumer Affairs, Professional Vocation Licensing Division. Cosmetology offers preliminary qualification for admission to three different licensure examinations. All program instructors must have maintained two licenses, one in the profession and the other to train (I.A.1 [pp. 110-112]).

• Early Childhood Education (ECED) offers specific preparation to meet the formal training requirement of the National Child Development Associate (CDA) Credential (I.A.1 [p. 115]).

Program descriptions can be found in the catalog (I.A.1 [p. 85]).

Honolulu CC employs multiple methods to describe itself to external agencies, including the catalog, website, annual and midterm reports, program-specific self-studies, and planning documents. Information regarding this compliance is communicated consistently to all external agencies.

Analysis and Evaluation

Honolulu CC meets this standard. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. The college maintains a constant and open dialog with the commission about its institutional quality and issues regarding accreditation and federal compliance.

1.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Honolulu CC has adopted a mission that prioritizes student learning and student achievement. The College’s policies, practices, and ethical guidelines demonstrate that delivering high quality education to a diverse community of learners is our paramount
objective. As a publicly funded, open-access institution, Honolulu CC does not have external investors or parent organizations, nor does the college support any external interests aside from serving our local community and the State of Hawai‘i.

Analysis and Evaluation

Honolulu CC meets this standard. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. The College is a publicly funded and regulated post-secondary institution.
Evidence List – Standard I.C

I.A.1 Honolulu CC College Catalog-2017-2018.pdf
I.A.2 Honolulu CC Fact Book 2017
I.A.17 Planning Council Minutes 127 2017.pdf
I.A.18 BOR Minutes May 18, 2017 .pdf
I.A.19 Mission Statement - website Screen Shot
I.B.4 Program Review and ARPD.JPG
I.B.40 Annual Report on Program Data webpage Screen shot
I.C.1 mission-statement.pdf
I.C.2 Planning Council Meeting Minutes.2017.05.26.APPROVED.pdf
I.C.3 Assessment Learning Outcomes Screen Shot (www.honolulu.hawaii.edu/assessment)
I.C.4 Assessment Learning Outcomes SLOs Screen Shot (www.honolulu.hawaii.edu/assessment)
I.C.5 Distance Education Screen Shot (www.honolulu.hawaii.edu/distance)
I.C.6 DE course offerings Screen Shot (www.hawaii.edu/dl/courses/index.php?action=courselist&sem_id=34&vw_campus_id=6&submit=show+me)
I.C.7 Services for Students Screen Shot (www.honolulu.hawaii.edu/services)
I.C.8 Accreditation Screen Shot (www.honolulu.hawaii.edu/accreditation)
I.C.9 HonCC Catalog Description.pdf
I.C.10 CPC Screen Shot (programs.honolulu.hawaii.edu/intranet/node/330)
I.C.11 ARPD Analysis AMT
I.C.12 HonCC Annual Reports Screen Shot (www.honolulu.hawaii.edu/annualreport)
I.C.13 Honolulu CC annual-report-2016.pdf
I.C.14 Honolulu CC annual-report 2015.pdf
I.C.15 SLO Assessment Screen Shot (www.honolulu.hawaii.edu/assessment)
I.C.16 HCCP 0.000 policy on policy review.pdf
I.C.17 Catalog Screen Shot (www.honolulu.hawaii.edu/catalog)
I.C.18 Diesel mechanics Screen Shot (www.honolulu.hawaii.edu/disl)
I.C.19 Financial Aid Screen Shot (www.honolulu.hawaii.edu/finaid)
I.C.20 RP 12.203 Right to Investigate and Disseminate.pdf
I.C.21 EP 9.201 Faculty and Staff Renewal and Vitality Directive
I.C.22 Title 20, Chap 2 Statement on Rights and Responsibilities.pdf
I.C.23 UHCCP 5.211 Statement on Professional Ethics.pdf
I.C.24 Student Conduct Screen Shot (www.honolulu.hawaii.edu/node/163)
I.C.26 EP 12.211 Policy for Responding to Allegations of Research and Scholarly Misconduct
I.C.27 2017-2021-UHPA Agreement.pdf
I.C.28 Hawaii State Ethics Guide.pdf
I.C.29 ACCJC accreditation-letter-2016-02-05.pdf
Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A: Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All instructional programs at Honolulu CC are offered in fields of study consistent with the institution’s mission (I.C.1), providing educational opportunities for all students through liberal arts, technology, career, transfer, and professional training, as outlined in the College's catalog 2017-18 (I.A.1). Honolulu CC, as part of the University of Hawai’i system, is a key entry point for students pursuing post-secondary education through the two-year pathway. The degrees, certificates and other awards offered by the institution are in line with the overarching mission of the University of Hawaii. (See Standards I.A.1-3).

The Awards Offered

The college offers the following degree programs:
• **Associate in Arts (AA) Degree** - A two-year liberal arts degree transfer pathway designed to provide students with (1) skills and perspectives fundamental to undertaking higher education; and (2) a broad exposure to different domains of academic knowledge. A Hawaiian Studies degree is also available.

• **Associate in Science (AS) Degree** - A two-year Career and Technical-Professional degree consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment, entirely at the baccalaureate level.

• **Associate in Applied Science (AAS) Degree** - A two-year Career and Technical-Professional degree consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment. This degree is not intended nor designed for transfer directly into a baccalaureate program. AAS programs include some baccalaureate level course offerings.

• **Associate in Technical Studies (ATS) Degree** - A two-year Career and Technical-Professional degree consisting of at least 60 semester credits, which provides students with skills and competencies for gainful employment. This degree must be customized by using courses from two or more existing approved programs and is intended to target emerging career areas which cross traditional boundaries. The ATS degree must have educational objectives that are clearly defined and recognized by business, industry, and employers who have needs for specialized training for a limited number of employees. This degree must have advanced approval, and cannot be requested based upon previously completed coursework.

Six certificates and competencies may be granted to students ranging from course or activity participation to advanced professional achievement.

The College also offers these non-degree programs:

• Apprenticeship program training for those already in the workforce.

• Pacific Center for Advanced Technology Training and Continuing Education (PCATT) training in advanced technology, continuing education, and lifelong learning.

• Professional and Career Education for Early Childhood (PACE) workshops for training and enrichment needs of early childhood practitioners.

• Introduction to College English (ICE) for second-language learners who are not ready for college-level courses.
Courses are primarily taught at its main campus close to downtown Honolulu, including the nearby Kokea Street facilities for its automotive technology and diesel mechanics technology programs. The College has two other campus locations, one at facilities by Honolulu International Airport for its aeronautics maintenance program, and one at Sand Island for its small vessel fabrication and repair program.

The College also offers courses at the Navy facilities at Pearl Harbor for the Applied Trades program and at neighboring high schools for the Early College programs. The AVIT (Commercial Aviation) program at Kalaeloa Airfield (Kapolei) was discontinued and the offering of accelerated courses (primarily in liberal arts) at the Air Force facilities at Hickam has been temporarily suspended.

The College also offers online courses. Correspondence courses are not offered.

_Institution within the University of Hawaii System_

All instructional programs are appropriate for higher education. Degrees and certificates follow the guidelines of the University of Hawai’i Community Colleges system (UHCC) policy on Program Credentials Degrees and Certificates (II.A.1) for the establishment and issuance of degrees and certificates. (See Standard I.A.2).

Honolulu CC is one of 10 colleges in the University of Hawai’i system. As stipulated by the UHCC policy (II.A.2), the colleges have regular assessment of the effectiveness of degree programs, of significant non-credit programs, of areas of major curricular emphasis, and of major education and administrative support funds. UHCC provides quantitative indicators yearly to each Honolulu CC program for review. The indicators show the demand, efficiency, and effectiveness of the program (II.A.3, II.A.4).

All programs of study have identified learning outcomes (PLO), which are specified in the college catalog (I.A.1) and listed under Programs of Study on the college website (II.A.5, II.A.6). The PLOs relate to institutional learning outcomes (ILOs) (II.A.7), which are tied to the mission of the college.

All courses are designed with identified student learning outcomes (SLOs). The SLOs are included in course syllabi (II.A.8) and listed by course on the College website (II.A.9).

Regardless of location or delivery, courses follow approved SLOs, which are linked to program learning outcomes (PLOs).
The Committee on Programs and Curricula (CPC) reviews PLOs and SLOs to be pertinent, adequate, and assessable before programs or courses are approved or modified, as detailed in the CPC Reference Manual (II.A.10).

Courses taught online go through the same approval process as face-to-face courses. In addition to approval by the CPC, courses must be vetted by the Distance Education Advisory Committee (DEAC) to ensure the online version equals or surpasses traditional classroom delivery. These courses go through the DEAC approval process (II.A.11).

By successfully completing courses, degrees, and certificates, students are prepared to transfer to baccalaureate programs or be successful for employment. Many transfer students attend one of the UH four-year colleges (II.A.12, II.A.13, II.A.14). Honolulu CC has 22 programs that offer AAS degrees, AS degrees, or certificates that provide job skills (II.A.15).

For each course, instructors provide students with syllabi that designate SLOs, course description, course objectives, course requirements, and course assessment. Faculty provide students with syllabi in either print or electronic form at the beginning of the classes (II.A.16).

Analysis and Evaluation
Honolulu CC meets this standard. The College ensures that courses are consistent with the institution’s mission and appropriate to higher education regardless of location or means of delivery, such as online. Through curriculum approval review, the College requires SLOs to be developed and included in all courses as well as linked to PLOs for degrees and certificates. PLOs are also linked to ILOs, to ensure that the overall mission of the College fills every thread of the academic fabric. By fulfilling SLOs, students achieve degrees and certificates and are prepared for employment or transfer. The College, to allow easy transfer of student credits, coordinates curriculum guidelines with the other institutions of the University of Hawai‘i system.

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Faculty, including full-time and part-time 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. Discipline faculty, hired based on their education, experience and training, are responsible for course content and methods of instruction as well as the continuous improvement of courses. (See, Standard II.A.11).

The Curriculum Review Process

The Committee on Programs and Curricula (CPC), which is a faculty committee operating under the Faculty Senate Executive Committee (FSEC), oversees the curriculum process of programs and courses, including new proposals, modifications, deactivations, activations, and deletions (II.A.10).

The curriculum process, though, extends beyond just one committee. New or modified program or course curriculum is generated by faculty, reviewed by division chairs, the
General Education Board (if applicable), the Distance Education Advisory Committee (if applicable), and the division curriculum committees, before reaching the CPC (II.A.17).

Curriculum Proposal Flow Charts
EPC format Jan 2018

Illustration-Standard-II.2 Curriculum proposal flow chart

Through this process, programs and courses are checked for appropriate descriptions, learning outcomes, content, credit hours, pre-requisites, co-requisites, course syllabi,
and articulation with the other UH colleges. The CPC Reference Manual (II.A.10) sets guidelines for the process. The manual is periodically reviewed for currency and relevance.

After CPC approval, new and modified course and program proposals route to the Vice Chancellor of Academic Affairs for review, and subsequently to the Chancellor, who may forward them to the Vice President for Community Colleges and the Board of Regents when appropriate. Courses and programs are evaluated through program review and assessment to ensure that the curriculum is designed properly and implemented effectively.

The Role of Faculty

Within the curriculum process, the General Education Board reviews courses intended to meet the general education course requirements for Foundations (global/multicultural, symbolic reasoning, communication), Diversification (arts/humanities/literature, natural science, social science), and Focus areas (writing intensive, oral communication, contemporary ethical issues, Hawaiian/Asian/Pacific, and sustainability). The General Education Board includes sub-boards and committees focusing on each of the requirements, as detailed in its charter (II.A.18).

In Fall 2016, the College adopted the Kuali CM electronic review process, which manages all course and program proposals in an expedited, online platform. The software allows those in the approval process to review, provide comment, and approve or reject proposals online. Kuali CM also retrieves and archives course information, including course data of all UH community colleges. Despite training and testing, the implementation of the new platform came with glitches, which have been addressed and are being tested. Faculty have voiced positive comments about the system, noting that it speeds up the curriculum process and eliminates hard copy/paper forms, as detailed in the CPC minutes (II.A.19, II.A.20).

It also helps to streamline course changes in the Banner registration system and for the course catalog. Production deployment was in July 2016.

Career and technical education (CTE) programs may also follow additional guidelines for their programs for certification, such as the Automotive Maintenance Technology (AMT) program by the National Automotive Technology Education Foundation (NATEF) that prepares students for employment as automotive technicians. The AMT program is certified in all eight Automotive Service Excellence (ASE) areas: engine repair, automotive transmission and transaxle, manual drive train and axles, suspension
and steering, brakes, electrical/electronics systems, heating and air conditioning, and engine performance.

The Distance Education Advisory Committee (DEAC) oversees the process for courses taught remotely. Faculty must be approved by the committee to teach courses via distance, and specific courses must be approved to be taught via distance as well. The board holds mandatory meetings prior to each semester for faculty using this mode of instruction, as noted in the DEAC’s approval procedures and charter (II.A.11, II.A.21).

As discussed in I.B.2, the College maintains a database of SLOs and SLO assessment for all courses and programs available to faculty, staff, students, and the community.

**Analysis and Evaluation**

Honolulu CC meets this standard. Academic and professional matters rest solely with the faculty with curriculum design and implementation led by qualified discipline instructors, whether full-time or adjunct. The College, through its systems of faculty hiring and evaluation, ensure that subject matter experts lead the analysis of courses and programs for relevance, currency and innovation. The College provides an environment for faculty to engage and participate in the review and improvement of course and program curricula. Kuali CM furnishes an efficient electronic means for curriculum review and approval, while there exists a process to collect SLOs and SLO assessment for all courses and programs that is available to faculty, staff, students, and the community.

**II.A.3** The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

**Evidence of Meeting the Standard**

The College has a process for identifying and assessing learning outcomes for courses and programs.
Course and Program Assessment

First, for all new course proposals, the curriculum process requires student learning outcomes (SLOs) to be specific, measurable, and appropriate for the course. Course SLOs are included in syllabi and stored in a curriculum management system Kuali CM. SLOs also are made available to students in syllabi that are distributed in paper or electronic form at the beginning of classes. In Fall 2017, syllabi of all courses taught that semester were gathered by the Institutional Assessment Specialist, who confirmed that SLOs were included (II.A.9).

Second, all instructional units have Program Learning Outcomes (PLO) that are included in the college catalog, for example (I.A.1 [p. 76]). The SLOs for courses are developed to align with the program learning outcomes so that upon award completion students achieve skills and knowledge congruent with their degrees.

Third, PLOs are linked to Institutional Learning Outcomes (ILO) to guarantee that each academic program serves the overall objectives of the college (I.B.15). The ILOs also guide the general education requirements for degrees. The ILOs are mapped to general education for each degree (I.B.43).

As discussed in II.A.1, the Committee on Programs and Curricula (CPC) monitors learning outcomes for both courses and programs. Program faculty also evaluate the demand, efficiency, and effectiveness of their courses and programs in reports each year, using quantitative indicators provided by the University of Hawai‘i Community Colleges (UHCC) system (I.B.40, I.B.36, I.B.37, I.B.38, I.B.39).

The Assessment Process

The College has demonstrated its commitment for assessment by providing assessment showcases for the campus at least once a year (II.A.22, II.A.23, II.A.24). The showcases comprise presentations, demonstrations, and workshops on assessment strategies for faculty. They provided a space for faculty to discuss assessment methods/preferences and best practices across disciplines. Pedagogical and methodological improvements are made to courses and programs based on review of assessment findings and dialog among peers.

The College has also developed a methodic system to streamline SLO assessment. Over the years, instructors have addressed key questions around the SLOs in their courses, including:

- When was the SLO assessed?
• How was the SLO delivered (i.e., in face-to-face, online, or hybrid formats)?
• How was the SLO measured?
• How many students met the SLO?
• What actions has the instructor taken to improve the SLO?
• What recommendation could be implemented to improve the SLO?

A 2014-2017 assessment report details instructor evaluations of SLOs and planned course improvements (when necessary) over the recent seven semesters (II.A.9). The report shows the commitment of faculty to improve student learning through SLO assessment.

**College Commitment to Assessment**

In fall 2017, the College hired a full-time Institutional Assessment Specialist, who supports faculty and staff on any matters that related to SLOs, PLOs, and ILOs. Support has included campus presentations, departmental workshops, and one-on-one consultations. The specialist also is chair of the Assessment Task Force committee.

SLO assessment has stimulated improvement across the campus. For instance, both English and math have implemented recent changes in curriculum—moving from developmental education course sequences to co-requisite course models to accelerate student success. In 2016, Construction Management merged with Architectural, Engineering and CAD Technologies because of many crossover courses that emerged through SLO assessment. The College identifies assessment to be key to decision-making (II.A.59). *(See Changes and Plans Arising from Self-Evaluation).*

**Analysis and Evaluation**

Honolulu CC meets this standard. The examination of learning takes place at all levels of learning; course, program and institutional. Pedagogical and methodological improvements are implemented based on a review of the findings and reflection in faculty discussions, including program review. When potential resources are identified to improve student learning, faculty include allocation requests for technological, physical, financial or personnel supports. The requests are prioritized as part of the resource allocation process, and funded and reviewed under the integrated planning systems at the college. Moreover, students are made aware of learning expectations in course syllabi and in the college catalog. The College has incorporated SLOs, PLOs, and ILOs through its curriculum process and assessment procedures. The SLO assessment is used for continuous improvement of courses and programs.
II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Many of the students who attend Honolulu CC are not college ready and the college recognizes that a viable pre-collegiate curriculum is essential for these students to transition to college level work. (See Introduction, Student Achievement Data). Honolulu CC offers pathway courses that bridge learning.

The College Readiness Pathway

The college distinguishes “non-transfer to baccalaureate degree colleges” (pre-collegiate level) curriculum from “eligible for transfer to baccalaureate degree institutions” (college-level) curriculum through course numbering. Courses numbered 1-99 are generally those non-transferrable to baccalaureate degree institutions, while those 100-399 credits are eligible for transfer, subject to the receiving institution’s program requirements (I.A.1 [p. 170], II.A.25).

However, courses numbered 1-99 are transferable within the UH Community College System and may fulfill requirements for Certificates of Achievement, Competence, and Completion.

The English department eliminated all its 1-99 developmental education courses in Fall 2016 when it moved to a co-requisite model that allows all students to enroll in a college-level English 100 course. The Math department implemented some co-requisite courses, but continues to discuss ways of improving student acceleration. It still offers pre-college level courses and non-transferable courses designed with numbers below 100.

Accelerating Pathway Completion

Preliminary Institutional Research data has shown a remarkable improvement of student success with co-requisite courses for English and math. For English, 60-64% percent of students completed college-level English 100 in one semester with the
co-requisite model, whereas in the prior years, only 25-35% were successful after two or three semesters in a developmental education sequence.

The co-requisite course success is helped by extended time in the classroom and embedded student tutors assisting instructors. Student support services also have an impact, such as the writing tutoring and retention assistance.

In further efforts to accelerate students out of developmental education, the College has moved away from relying on test scores such as Compass for placement. Along with the other six community colleges in the UH System, Honolulu CC has adopted assessment measures tied to high school performance for placement, such as overall grade point averages or grades in key English or math classes. The assessment measures did away with placement testing, which was an added barrier for students coming to the college and did not accurately place students.

The College offers both credit and non-credit English for non-native speakers. The credit English as a Second Language (ESL) instruction carries course numbers below 100 and leads through a sequence to college-level English Composition. Non-native speakers with skills below the credit courses enroll in the non-credit Introductory to College English (ICE) classes (I.A.1 [p. 201]).

Within the UH System, credit for courses numbered 100 - 499 will transfer as baccalaureate-level credit. Credit may not always be applicable to specific degree or program requirements.

To accommodate the demand for pre-collegiate courses, instructional leadership, through enrollment management, trend analysis and other techniques, identify appropriate times, days and section counts to provide a balanced schedule considering classroom efficiency and student needs. (See Standard II.A.6).

Student support services provide the out-of-classroom assistance to students on the college pathway, such as tutoring, writing support and counseling. (See Standard II.C). The college uses grant funded projects and statewide initiatives, such as TRIO, Po’i N Nalu to aid underserved student groups, especially Native Hawaiian students. (See Standards II.B, II.C).

Analysis and Evaluation

Honolulu CC meets this standard. As an open access two-year institution, the college recognizes the need to offer a viable pre-collegiate curriculum to assist students on the degree or certificate pathway. Through assessment procedures that use multiple
methods to triangulate student present levels of learning, the college makes every effort to properly place students along the English and math pathways. Efforts are made to tailor learning methods to accelerate students to transfer level or degree applicable courses. Faculty dialog in program review and learning assessment keep course offerings current and relevant to contemporary student needs. The examination of data drives decision making in the pre-collegiate course sequencing.

The College endeavors to reduce non-transferrable courses that may be bottlenecks for students in achieving success and graduation. The initial results of replacing non-transferable developmental English and math classes with co-requisite courses are evidence of assisting students.

II.A.5 The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The College degrees and programs follow practices common to higher education. Policies establish the appropriate length, breadth, depth, and curriculum for degrees and certificates.

The College follows UHCC policy (II.A.1 [III F]) to “Assure that high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all program credentials.”

Degree Requirements and Expectations

All degrees at the associate level require a minimum of 60 credits (I.A.1 [pp. 73, 76]). The College does not offer degrees at the baccalaureate level. UHCC policy (II.A.1 [IV B2]) requires that the Associate in Arts (AA) degree be “A general and pre-professional education degree, consisting of at least 60 baccalaureate-level semester credits, which provides students with skills and competencies essential for successful completion of a
baccalaureate degree. The issuance of an AA degree requires that the student's work has been evaluated and stated outcomes have been met.”

For general education, the College requires a minimum of 15 credits for Career and Technical Education degrees and 31 credits for the Liberal Arts transfer degree (I.A.1 [pp. 74, 76]).

The College’s degrees and programs follow this System policy, utilizing the Committee on Programs and Curricula (CPC) to ensure each new or revised course meets the rigor, course sequencing, time to completion, and synthesis of learning, as noted in the CPC Charter (II.A.26).

The CPC has multiple sub-committees to help with course review, including the Division Curriculum Committees (DCC), one per division, which include faculty members within the division who initiate the proposals. The department faculty must provide the DCC with a proposal that meets the conditions for curriculum as stated in the above policy.

*The Role of General Education*

Another sub-committee of the CPC is the General Education Board, which oversees the course requirements for foundations (global/multicultural, symbolic reasoning, communication), diversification (arts/humanities/literature, natural science, social science), and focus areas (writing intensive, speech, ethics, Hawaiian/Asian/Pacific issues, and sustainability) (I.A.1 [pp.77-80], II.A.18).

The General Education Board also double-checks the campus certification of courses and instructors, certification procedures, and system-wide articulation requirements and status. Additionally, it acts as the central hub for the distribution of application materials for articulation and certification (II.A.18). (See Standard II.A.12).

Another sub-committee of the CPC is the Distance Education Advisory Committee (DEAC). The DEAC is responsible for certifying and recertifying distance education curriculum to maintain high quality instruction and curriculum that is equivalent to the traditional classroom course. Additionally, the DEAC coordinates instruction, assessment, student services, technology support, and faculty development for instructors of distance education courses (II.A.21). Online courses follow University of Hawai‘i system policy (II.A.27).

*Curriculum Review*
Part of the college’s curriculum review provides an overall sequence and synthesis of learning by tying curriculum and Student Learning Outcomes (SLOs) to the Program Learning Outcomes (PLOs) to the Institutional Learning Outcomes (ILOs). There are six core competencies embedded in the degree and certificate programs of the college. These include Critical Thinking, Information Literacy, Effective Communication, Quantitative Reasoning Career Preparation, and Community Awareness and Social Responsibility (I.A.1 [p.15]). (See Standard II.A.11).

The College, through the CPC and its sub-committees, ensures the institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. (See Standard II.A.13).

Analysis and Evaluation

Honolulu CC meets this standard. All degrees and programs following standard practices for higher education, including the attainment of at least 60 credits for associate degrees. Each degree offered at the college has a general education core that provides broad learning expected as part of higher education. In addition, degrees contain subject matter concentrations that either further expand the breadth of knowledge and skills learned or provide key career, technical or professional curriculum. The colleges lower division courses are articulated with the sister colleges of the systems and with the University of Hawai‘i and private institutions in Hawaii and on the mainland. The curriculum review process and use of advisory boards make sure that the degree offerings are current and relevant to present and emerging economic needs of the state. The College does not offer baccalaureate degrees.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)
The College schedules courses based on student needs, course sequencing, and scheduling data. The underlying goal of scheduling courses is to provide students with pathways that do not delay attainment of transfer and graduation.

The College has implemented several ways to achieve this.

First, many career and technical education (CTE) programs specify courses students must take each semester to complete degrees. Carpentry Technology, for example, designates three specific carpentry courses and math for the first semester, a carpentry course and English for the second semester, and so on, as in the college catalog (I.A.1 [p.101]). This schedule keeps the student on track for four semesters to achieve the AAS degree and graduation.

The second method is the newly implemented STAR Registration, a web-based software customized for each student to see his or her pathway to graduation. The web pages visually provide a list of courses completed and those needed to keep on the pathway. The software alerts a student if a course selected would not apply toward the graduation requirement for the major and delay transfer and degree completion, thus preventing a student from taking unnecessary courses.

Honolulu CC has been a pioneer in STAR Registration.

The College also worked with Ad Astra Information Systems, an enterprise that uses a class-scheduling platform that integrates with campus student information systems. The data predicted the fill rate of courses to help figure out how many sections of a course may be needed, so enough courses can be offered or how many sections can be reduced so faculty can put focus on other courses. With this information, the College makes sure enough courses are offered to fill the needs of the students, as well as prevent a surplus of too many sections without concentrating on essential classes.

The College, along with other UH community colleges, implemented Exploratory Majors that define pathways for transfers to four-year institutions. These exploratory majors guide students to specific courses that will be of transfer benefit for health, business, social science, or other degrees, so they will not gather credits that they may be unable to use toward baccalaureate degrees once they transfer (II.A.28). Honolulu CC had a number of students register for the Business, Health Sciences, and Social Sciences Exploratory Majors in spring 2018, the first semester they were offered.

**Analysis and Evaluation**
Honolulu CC meets this standard. Courses are scheduled to allow students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Most of the students who attend the institution are part-time students with different trajectories for completion of the educational goals. However, schedules are built to assure that full-time students who take requisite loads as called for in the program plan, complete their programs in the normal time stated.

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College is very involved in support of equity in success for all students. The College’s 2015-21 strategic plan calls for efforts to improve the success and graduation for Native Hawaiians and Pacific Islanders (I.A.3). The graduation rate for Native Hawaiians has improved remarkably over the past years.

20) tracking enrollment of Native Hawaiians students at each campus in an attempt to eliminate success gaps for Native Hawaiians. Native Hawaiian enrollment on campus exceeds the percentage of Native Hawaiians in the community by a third. Over a three-year period (2014-2017), Honolulu CC has increased enrollment to 359% of the goal that was set for the campus. This increase was the highest across the entire system, with the next highest campus at 157% of their goal, as shown in the College’s performance initiatives (I.B.25).

With the strategic goal to support equity in success for all students, the campus has developed a wide range of initiatives. The campus offers disability accommodations for face-to-face courses, online courses for distance learners, and hands-on teaching as part of many technical and elective courses, among other modes. The campus provides continual professional development opportunities for faculty to improve teaching methodologies, particularly in the use of technology, which is becoming more important for incoming Generation Z students.
One initiative for supporting diversity is the Hulili Ke Kukui Hawaiian Center. The Center is committed to actively preserving and perpetuating Hawaiian culture and values. Through an array of comprehensive services, it aims to strengthen the college’s educational programs and enable students of Hawaiian ancestry to succeed in their academic, career and individual endeavors.

Despite the emphasis on the underserved Hawaiian population, the center provides educational support for all students on campus by providing study spaces, peer mentoring, a computer lab, cultural enrichment workshops, Malama ʻAina Days (service-learning activities with hands-on opportunities to learn about Hawaiian culture and traditional sustainability practices), guest speakers, counselors, and scholarship application assistance.

As another campus initiative, the grant-funded Poʻi Na Nalu prepares Native Hawaiian students with options for careers in the global economy through the completion of a vigorous and culturally appropriate career and technical education degree program. Resulting degrees and certificates serve as preparation for employment in high demand, high skill or high wage careers in Hawaiʻi’s sectors of the global economy.

Among the services this program provides are career development, cultural enhancement, financial literacy workshops, tutoring and peer mentoring, academic advising, free summer bridge courses, and paid internships.

*Initiative and Grant Supports*

Hoʻāla Hou, the college’s Title III program, is another initiative that proposes to increase access, enrollment and successful completion of academic credentials of Native Hawaiian students. The first goal of the program is to establish an enrollment pathway and create a sense of place at the college for Native Hawaiians that is culturally significant and relevant. This will be done through a series of four activities which include: (1) developing and implementing a culturally appropriate outreach and recruitment plan focused on increasing access and enrollment to the college by Native Hawaiians, (2) creating a team of peer mentors to outreach to the community and establish community based partnerships, (3) erecting a halau (community gathering space) through traditional community building practices, and (4) creating a digital cultural and historical bilingual (Hawaiian and English) tour of the campus and native plant species.

The second goal is to create a culture and place-based training program for faculty, staff, and administrators aimed at infusing Hawaiian culture, traditions and values in teaching, learning and service in order to support student success and completion. This
will be done through a series of three activities which include: (1) creating a culture and place-based training program based on the Hawaiian resource management system of *ahupua'a* and *Ike 'Aina*, (2) establishing a cohort of mentors to sustain what is learned through the training program, and (3) using technology to deliver the training materials for future use (II.A.29), as on the website (II.A.30).

As a standard practice, hiring committees include questions about working and supporting needs and equity of the diverse students at our campus. Commonly, candidates are asked what they know about the College’s student population and ways to help them be successful.

The College’s Student ACCESS program provides equal access to facilities, programs, activities, and services for students with disabilities. Its goals are to provide reasonable accommodations to qualified students, promote an informed and hospitable learning community, and advocate for campus-wide ADA/Section 504 compliance. Information is on the website (II.A.31).

TRIO-SSS provides a range of support services including academic support, career guidance, transfer planning, and professional development opportunities to qualifying community college students who are first-generation in college, have a financial need and/or disability, and demonstrate strong academic potential. Students receive guided individualized assessment and planning, small group tutoring, mentoring, cultural and educational workshops, club and community service activities, and other academic support. TRIO-SSS is designed to increase the retention and graduation rates of eligible students, increase the transfer rates of eligible students from two-year to four-year institutions, and foster an institutional climate supportive of the success of students (II.A.32).

**College Training**

In academic year 2016-17, all faculty and staff were required to complete a comprehensive online course on Title IX. The training aims for the campus to fully understand ways to prevent anyone from being excluding anyone from participation in campus activities, being denied benefits of campus services, or being subjected to discrimination on the basis of sex.

The campus Committee on Social Equity (COSE) works with students, staff, and faculty to improve equity on the campus by providing a voice to discuss bias issues related to age, culture, gender, language, race, religion, sexual orientation, social stratification, and special populations. The committee seeks to pro-actively disseminate information
on diversity. Periodically, COSE has presented thoughtful films on topics of equity (II.A.33).

The campus makes available workshops for faculty to improve delivery modes and teaching methodologies. One major event is the three-day Apple Summer Institute held each spring at our campus by the College’s non-credit group Pacific Center for Advanced Technology Training (PCATT), which is open to faculty, staff, and students. Participants come from all over Hawai‘i to attend the event (II.A.34).

The Hawai‘i Student Success Institute (HSSI) each March is a major event for faculty to improve teaching methodologies (II.A.35, II.A.36). Faculty and administrators from all seven community college campuses attend these annual events. The HSSI theme for 2018 was “Becoming a Student Ready College.” The event includes lectures, panel discussions, and presentations on a wide range of topics such as college readiness, integrated student services, diversity, leadership, services, and teaching methodologies.

Other opportunities for faculty development, especially for English and math, include the UHCC-wide English and math retreats and the CTE English and Math Colloquium each April (II.A.37).

Analysis and Evaluation

Honolulu CC meets this standard. Equity of access and outcomes is at the heart of the Honolulu mission. Programs at the college are designed to improve educational opportunities to underserved groups by increasing enrollment, educating faculty and staff, and designing supports that encourage student retention. In addition to out of classroom supports, faculty use modern teaching methods and practices that consider the varied cultures and traditions of all student populations. Events on the campus increase awareness and sensitivity to diverse cultures and practices. The College supports equity in success for all students by effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs.

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.
Evidence of Meeting the Standard

For credit programs, the College does not use department-wide course and/or program examinations, but some programs provide opportunities for students to take external industry qualifying exams for licenses or certification. The exams do not affect student grades or placement.

Although prior learning assessment is offered, the evaluation is by division chairs or panels. Department or program examinations are not used.

Analysis and Evaluation

Honolulu CC meets this standard.

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College awards course credit based on the attainment of student learning outcomes. Outcomes are developed by College faculty to determine the knowledge and the skills students will have attained by successfully completing the course. Grades are determined by the assessment of these outcomes via a variety of methods and show the level of competency students achieve in the course.

Student Learning Outcomes are required for every course by the CPC (II.A.10 [pp.16-17]). The curriculum manual requires that syllabus descriptions given to each class include SLOs consistent with those in the officially approved course outline. Furthermore, Program Learning Outcomes and Competencies for degrees and certificates, approved by the Board of Regents, are published in the college catalog under each program description (II.A.38, II.A.1).
Graduation requirements for certificates and associate degrees are determined by Board of Regents and UH policies (II.A.38, II.A.1, II.A.39), and the requirements, competencies and, learning outcomes are documented in detail in the catalog (I.A.1 [pp. 72-80]).

The types of certificates offered range from non-credit Certificates of Participation (CP) and Professional Development (CPD) to a designated short-term credit or non-credit Certificate of Competence to a credit Certificate of Achievement (CA) or Advanced Professional Certificate (APC). The requirements for these certificates vary greatly depending on the type, but are detailed in the catalog (I.A.1 [p. 72]).

The requirements for Career and Technical Education Associate Degrees – Associate in Science (AS), Associate in Applied Science (AAS), and Associate in Technical Studies (ATS) – include completion of at least 60 semester credits with an overall grade point average of 2.0 (“C”) or better. Competencies and requirements for the AS, AAS, and ATS degrees are likewise detailed in the catalog (I.A.1 [pp. 73-25]).

The requirements for the liberal arts Associate in Arts (AA) Degree include completion of at least 60 semester credits of courses numbered at the 100 and 200 levels, a General Education core of a minimum of 31 credits, and a minimum of 12 credits of program courses in the degree/major with an overall grade point average of 2.0 (“C”) or better (I.A.1 (pp. 76-80)). A Hawaiian Students degree also is offered.

The College adheres to guidelines set forth in both Federal Code of Regulations section 600.2 and institutional policies to define a credit hour. The UHCC policy (II.A.46) states that one credit hour must be represented in intended student learning outcomes and verified by evidence of student achievement. It approximates to 50 minutes to one hour of class or direct faculty instruction and minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester. A credit is defined as 45 hours of direct and indirect instructional, student work within a standard semester or equivalent term of study.

Established instructional programs are also systematically assessed to assure currency, improve teaching and learning, and enhance achievement of student learning outcomes (II.A.40 [p. 2]). This is accomplished through the Annual Reports of Program Data as well as comprehensive reviews of programs every five years (II.A.41).

**Analysis and Evaluation**

Honolulu CC meets this standard. The requirements for assessing student learning at the course, program and institutional levels are listed in the catalog and consistent with
college, community college system, and federal policies governing standard practices in higher education. Faculty consider the larger exit learning in courses and programs with the objectives for student mastery. Furthermore, all student learning outcomes and types of assessments are on the syllabus descriptions for every class and distributed to every member of the class each semester. Honolulu CC awards course credit by student achievement of these approved outcomes.

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Through inter-campus articulation, the University of Hawai‘i System is committed to making transfer a smooth and transparent process for students. UH policy stipulates that completing the AA from a UHCC fulfills admission and lower division general education care requirements at all UH baccalaureate degree-granting institutions (II.A.42).

This policy reflects Board of Regents’ view that all university and campus policies and practices are designed to facilitate the smooth flow of students toward successful completion of their postsecondary educational goals. “As a unified system of postsecondary education, it is important that the maximum degree of coordination and cooperation exists among campus instructional units in order to ensure the efficient utilization of available resources “ (II.A.43).

Course Articulation with Other Institutions

The University Council on Articulation works to facilitate these policies. Students may transfer course credit (courses numbered 100 and above) to other colleges in the UH System.
The College also endorses the Ka'ie’ie (Degree Pathway Partnership), a program that allows dual-admission, dual-enrollment for students pursuing a four-year undergraduate degree at UH Mānoa but choosing to begin their degree at a community college.

Students also may transfer courses from Honolulu CC to colleges and universities outside the UH System in Hawai‘i and on the mainland, but the institution to which the student transfers determines what courses will transfer. In Hawai‘i, the College has articulation agreements with the two major private institutions – Hawai‘i Pacific University and Chaminade University (I.A.1 [p. 77]).

**Role of the Catalog**

The college catalog (I.A.1 [p. 54]) notes policies for granting credits for coursework outside the UH System. Transfer credits may be granted (a) if they are from a regionally accredited U.S. institution, and meets the transfer credit requirements in effect at the time of approval, (b) if non-credit training has been evaluated by the American Council of Education (ACE), (c) if the College has a formal agreement with an institution/organization, or (d) if students prepare documentation and provide evidence of learning from outside the traditional classroom, which can be evaluated by a panel.

Students with college credit can submit official transcripts to the Admission and Records Office (I.A.1 [pp. 52-59]) and counselors validate courses that are transferrable from accredited institutions. To determine whether courses are equivalent, division chairs or other faculty review course descriptions or syllabi to verify corresponding learning outcomes. International students, veterans, and others follow the same process, as outlined in the catalog. Prior learning assessment (as noted above) and credit by examination (I.A.1 [pp. 54-56]) options are available.

**Analysis and Evaluation**

Honolulu CC meets this standard. The UH System has transfer-of-credit policies among the 10 campuses to facility student mobility without penalty. The institution also has articulation agreements with two major private institutions in Hawai‘i and continues to develop articulation agreements. The policies are publicized in the catalog to be clear to students. For granting credit for coursework outside the UH System to fulfill degree requirements, division chairs or other faculty insure the learning outcomes and are equivalent to the learning outcomes of the institution’s courses.
II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Learning outcomes are integrated throughout the College. The institutional learning outcomes (ILO) are the culmination of all program and student learning outcomes. The ILOs include critical thinking, information literacy, effective communication, quantitative reasoning, career preparation, and community awareness and social responsibility (I.A.1 [p. 15]).

The design of the general education coursework for associate degrees ensure students meet the institutional learning outcomes that include critical thinking, information literacy, effective communication, quantitative reasoning, career preparation, and community awareness and social responsibility (II.A.1). The College revised its ILOs in 2014 (II.A.44) in an effort to align all its learning outcomes as a strategy for student success.

Each program has learning outcomes, which are published in the college catalog and on the website (I.A.1 [pp. 86-157], II.A.5, II.A.6). The program learning outcomes are mapped to the ILOs, showing the relevance of the program to the ultimate outcome goals of the College (I.B.15).

Analysis and Evaluation

Honolulu CC meets this standard. In all its programs, the College includes student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Board of Regents policies (II.A.45, II.A.38) and UH System policies (II.A.46, II.A.47) provide guidelines for general education and awarding Associate degrees.

All degrees for Career and Technical Education (CTE) programs require a minimum of 15 credits of general education courses that include Communications, Quantitative or Logical Reasoning, Humanities and Fine Arts, Natural Sciences, and Social Sciences. [I.A.1 [pp. 73-75]]. The CTE degrees include the Associate in Science (AS), Associate in Applied Science (ASS), and Associate in Technical Studies (ATS).

Five of the Institutional Learning Outcomes (Critical Thinking, Information Literacy, Effective Communication, Quantitative Reasoning, and Community Awareness and Social Responsibility) are embedded in these general education requirements. The sixth, Career Preparation, is developed through the specific program coursework.

The Liberal Arts degree requires 31 credits of general education credits in writing communication, symbolic reasoning, and global and multicultural perspectives, and 19 credits that include diversification (arts/humanities/literature, natural sciences, and social sciences), and focus areas (writing intensive, speech, ethics, Hawaiian/Asian/Pacific issues, and sustainability) (I.A. [pp. 76-80, 144]).

Through the general education requirements, the College strives for all its graduates to have the basic skills to be successful in their careers and understand ethics and social responsibility so they have the potential to become knowledgeable leaders in their communities.
The Committee on Programs and Curricula (CPC) has the responsibility of overseeing general education curriculum (II.A.10, II.A.18). The General Education Board, a sub-group of the CPC, certifies courses fill the hallmarks of the general education categories so that those courses can be included in general education lists outline in the catalog. The CPC is a faculty group and its expertise determines the appropriateness of each course for inclusion in the general education curriculum. The CPC vets all programs and courses to ensure learning outcomes and competencies are appropriate to the degrees.

Analysis and Evaluation

Honolulu CC meets this standard. The College requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The general education philosophy aims to enhance learning outcomes for critical thinking, information literacy, effective communication, quantitative reasoning, career preparation, and community awareness and social responsibility. These learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The College’s degree programs include a requirement for either a general education interdisciplinary core or an area of inquiry. The institution follows UHCC policy (II.A.1
[III D]), which states, that all degree programs include a focused study in at least one area of inquiry or in an established interdisciplinary core.

The College’s degrees – Associate in Arts (AA) degree, Associate in Science (AS) degree, Associate in Applied Science (AAS) degree, and Associate in Technical Studies (ATS) degree – contain a general education core (I.A.1 [pp. 73-80]). The College follows UHCC policy (II.A.47 [III A, B]), which states that the general education core relies on the expertise of its faculty who determine the appropriateness of each course by examining the stated learning outcomes. The process includes a “broad dialog on how student learning outcomes are used to analyze courses.”

The UHCC policy (II.A.47 (IV E)) also says that through the degrees students will have demonstrated technical and professional competencies and other applicable standards for external licensure and certification. The specialized courses in an area of inquiry are based upon competencies and include mastery of key practices within the field of study.

Each program specifies learning outcomes for degrees that are detailed in the college catalog (I.A.1 [pp. 85-157]). The programs also specify the courses that lead to the mastery of the program learning outcomes for the field of study.

Programs and courses are approved by the faculty Committee on Programs and Curricula. The CPC ensures all courses are developed with student learning outcomes (SLO) so that students achieve specified competencies. These course SLOs are mapped to programs and demonstrate mastery of skills and knowledge that apply to the various degrees (II.A.16).

The development of SLOs and their assessment ensure that programs have the appropriate level of rigor for students to be successful in their careers or transfer to four-year colleges.

Analysis and Evaluation

Honolulu CC meets this standard. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Graduates completing the College’s career and technical education programs meet industry standards and external licensure and certifications. The College facilitates this in two ways.

The first is through advisory boards composed of both faculty and industry representatives. Through these advisory board, programs are aware of trends in the industry for both the requirements for specific skills and competencies as well as job availability. As examples, the Early Child Education advisory group includes members from the Department of Human Services in addition to other industry professionals (II.A.48, II.A.49). The Music & Entertainment Learning Experience (MELE) program includes in-state and out-of-state representatives in the music industry, both in industry and government (II.A.50).

These boards keep the programs abreast of industry needs.

The second method for tying these majors with employment opportunities is through an innovative website created by the UHCC, which matches all majors in the community colleges to the demand for jobs in Hawai‘i, the trend for demand, positions available, salaries paid, and current advertisements (II.A.51, II.A.52).

Every year, programs review the quality of their programs and demand in the industry. Based on UHCC data, the programs analyze and comment on the health of their programs. The Annual Review of Program Data (ARPD) is completed by all programs. The analysis stimulates discussions about the effectiveness of the programs and application for additional funds to maintain aspects of the programs (I.B.35, II.A.53).

Data on external licensure exam pass rates for programs are included in annual reviews provided by the UHCC (I.B.40) in addition to campus Intranet (II.A.54). The Aeronautics program data (line 21), for example, shows an external exam pass rate of 100% (II.A.55) and the Cosmetology program data (line 21) an external exam pass rate of 92% (II.A.56).

Analysis and Evaluation
Honolulu CC meets this standard. The College’s graduates completing career-technical certificates and degrees meet technical and professional competencies and preparation for external licensure and certification. Advisory groups with experts from the field provide critical insight in current industry practices and employment needs. Feedback from the groups inform curriculum changes to courses and programs that go through the College’s curriculum process. Learning skills and knowledge focus on content knowledge of the subjects as well as practical skill development that leads to immediate employment. Continued professional development is encouraged and promoted to students as they contemplate advancement of their careers.

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The College follows the Board of Regents policy (II.A.40) when programs are terminated. Established programs deemed to be out-of-date or nonproductive based on a program review may be terminated. However, the institution will remain committed to students already officially enrolled in the programs for up to two years for associate degrees.

The College also follows policy (II.A.2) for instructional and non-instructional programs to undergo a comprehensive review at least once every five years. Through this review, the College determines resource allocation.

Effective Spring 2016, the College closed its Commercial Aviation program. Although there were no more intakes of students into the program, current students were held to prior catalog year program requirements (II.A.57). Students already enrolled were allowed to continue their programs, based on the college catalog when they first enrolled.

Assessment of the Construction Management (CMGT) and the Architectural, Engineering and CAD Technologies (AEC) programs initiated a merging of the two in summer 2016 because of many crossover courses (II.A.58). As with the AVIT program,
enrolled students could continue their programs based on the catalog when first enrolled.

Classes offered at the Hickam Air Force facilities were suspended in fall 2017 for evaluation of the operations there. The offerings there were liberal arts courses, which can be taken at the main campus or through distance education. The suspension does not prevent students from achieving degrees.

Analysis and Evaluation

Honolulu CC meets this standard. Program viability is a component of the review process and programs which cease to be relevant or which sustain enrollment declines due to employment saturation are examined for discontinuance. New programs are added as fields change and evolve and as demand for the degree increases. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College maintains processes to evaluate instructional programs for effectiveness and currency, including curriculum, program review, scheduling, hiring, and professional development.

Each instructional program goes through an evaluation each year to determine its quality and currency. This Annual Program Review Data (ARPD) serves as a tool to analyze how a program performs in an academic year. The analysis is based on program data provided by UHCC (or UH System) institutional research. Program faculty review the data, which includes details on demand, effectiveness, efficiency, and industry
demand, among other areas that lead to student success. The evaluation reports are made public on the UHCC website (I.B.40, I.B.37, I.B.38).

The ARPD evaluations are used to improve the quality and currency of all instructional programs. In the evaluations, program faculty specify the need for further support because of student or industry demand, action plans to address deficiencies, possible funding required, program or course modified to become more efficient, among other action plans. The evaluations impact the direction for staffing, funding, and other needs.

Program Review and Effectiveness

All the College’s 56 career-and-technical education and liberal arts programs are evaluated each year. Distance education success rate and related information are included in the ARPD and evaluated by the programs.

Some programs also work with advisory boards to keep abreast of trends and needs in their related industries. These advisory boards provide important feedback for program assessment and by tying job demand to the effectiveness and purpose of the programs.

Through the ARPD evaluations, the institution systematically strives to improve its programs to enhance learning outcomes and achievement for students.

All courses, including pre-collegiate, are assessed each semester. Math and English as a Second Language (ESL) are the two main disciplines offering pre-collegiate courses. The English department eliminated pre-collegiate courses in Fall 2016. Math and ESL faculty provide student learning outcome (SLO) assessment.

Data Driven Decisions

Program review data at the college consists of three categories of information; student success and achievement, student learning, and program key performance indicators such as enrollment, class efficiency and other ratios of effectiveness. The SLOs for distance education courses, like those of face-to-face courses, are evaluated by faculty each semester and included in the campus SLO report (I.B.3).

The College is committed to improve all its programs and its courses, including pre-collegiate and distance education. The institution has processes to gauge appropriateness and currency of its programs and courses to fulfill its mission.

Analysis and Evaluation
Honolulu CC meets this standard. The College regularly evaluates and improves the quality and currency of all instructional programs including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.
Evidence List – Standard II.A

II.A.1 UHCCP 5 203 - Program Credentials Degrees and Certificates
II.A.2 UHCCP_5.202_Review_of_Established_Programs.pdf
II.A.3 ARPD Screen Shot (www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&year=2017&college=HON)
II.A.4 2016 ARPD samples
II.A.5 Programs of Study screen shot (www.honolulu.hawaii.edu/programs)
II.A.6 Program Learning Outcomes Screen shot (www.honolulu.hawaii.edu/amt)
II.A.7 Hierarchy of ILO-PLO-SLO.pdf
II.A.8 Course syllabi samples
II.A.9 SLO list Screen Shot (www.honolulu.hawaii.edu/assessment)
II.A.11 DEAC-approval_procedures 2010
II.A.12 Fall 2016 UHM Majors of HonCC Transfers--Research Brief 2016-12.pdf
II.A.13 Fall 2016 UH West Oahu and UH Hilo Majors of HonCC Transfers--Research Brief 2016-13.pdf
II.A.15 Regents Policy RP 5.201, Instructional Programs
II.A.16 Syllabi Screen Shot (www.honolulu.hawaii.edu/assessment)
II.A.17 Curriculum Proposal Charts.pdf
II.A.19 cpc-minutes-2016-10-21.pdf
II.A.22 Assessment Showcase Fall 2015
II.A.23 Assessment Showcase Spring 2016 Report
II.A.24 AssessmentShowcase-Spring2016-Program.pdf
II.A.25 UHCCP_5.300-Course_Numbering_Convention
II.A.26 CPC charter.pdf
II.A.27 EP 5.204, University Distance Learning Plans, Policies
II.A.28 Meta-Majors UC DCC Meeting 2.8.17.pdf
II.A.29 Hoala Hou Cheat Sheet
II.A.30 Ho'ala Hou Screen Shot (www.honolulu.hawaii.edu/hawaiian/hoalahou)
II.A.31 Disability access Screen Shot (www.honolulu.hawaii.edu/disability/)
II.A.32 TRIO flyer.pdf
II.A.33 FINAL COSE Annual Report 2015-2016
II.A.34 PCATT Apple Institute Screen Shot (pcatt.org/ASI)
II.A.35 2018 HSSI_StudentReadyCollege program.pdf
II.A.36 2017 HSSI Program.pdf
II.A.37 2017 CTE English & Math Conference Flyer.pdf
II.A.38 RP 5.208 Confering Academic Degrees
II.A.39 EP 5.101 Authority to Award Degrees and Certificates for Programs Authorized by the Board of Regents
II.A.40 RP 5.201 Instructional Programs.pdf
II.A.41 EP 5.202 Review of Established Programs
II.A.42 EP 5.209 Transfer of Credit.pdf
II.A.43 RP 5.214 Student and Credit Transfer within the University
II.A.44 Planning Council Meeting Minutes.2014.01.31.APPROVED.pdf
II.A.45 RP 5.213, General Education
II.A.46 EP 5.203 University of Hawaii Program Credentials
II.A.47 UHCCP_5.200_General_Education_in_All_Degree_Programs
II.A.48 Information about ECE program Advisory Committee.pdf
II.A.49 Advisory Committee Meeting notes 4.15.16 (ECE).pdf
II.A.50 Industry Advisory Board (MELE).pdf
II.A.51 Hawaii Industry Jobs Screen Shot (uhcc.hawaii.edu/workforce/index.php)
II.A.52 Hawaii Industry Jobs (2) Screen Shot (uhcc.hawaii.edu/workforce/index.php)
II.A.53 Budget Request and Proposal Form.v1.0-11.3.2015.pdf
II.A.54 ARPD Intranet Screen Shot (programs.honolulu.hawaii.edu/intranet/node/2335)
II.A.55 ARPD Aeronautics Screen Shot
II.A.56 ARPD Cosmetology Screen Shot
II.A.57 AVIT Screen Shot
II.A.58 Construction Management Screen Shot
Standard II.B: Academic Support

II.B.1 The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services (ER 17).

Evidence of Meeting the Standard

The College provides learning services to promote student learning and achievement, including the Library and multiple tutoring programs. Among the tutoring programs are the Writing Center, Math Lab, embedded tutoring, the Hulili Ke Kukui Hawaiian Center, Testing and Tutoring, and computer labs that are committed to provide services sufficient in quality, currency, depth, and variety to support the educational programs for all students throughout their college pathway. The Library provides ongoing instruction and support for users of its services.

All learning support services are physically situated on campus and student learning is thoroughly supported as students have the opportunity to interact with multiple services across campus. Honolulu CC’s mission, as stated, is to provide a high-quality learning environment that is “Student-Centered and Student Focused” and the college is dedicated to supporting student learning as part of that mission.

Library

The Honolulu CC Library provides services to support the campus’ educational programs. These services are sufficient in quantity, currency, depth, and variety. In providing services, the faculty librarians and paraprofessional staff are guided by the Library’s mission, which is to support “the mission of the college by assisting students, faculty and staff in obtaining and using information resources effectively to enable and promote student learning” (II.B.1). In this way, the Library’s mission is aligned with the larger institutional mission. (See Standards I.A.1-3). Library services include information literacy instruction, library presentations, reference assistance, access to the physical and digital collections, and access to computers, printers, scanner and other equipment. The Library assesses its services, as well as all aspects of its operations, as
included in its annual reports (II.B.2, II.B.3, II.B.4). Information regarding access to equipment and services are more fully addressed in sections II.B.2 and II.B.3.

All students, faculty, and staff regardless of their programs or location are equally supported by the Library and can learn about the services and resources available to them via its homepage (II.B.5). The webpage is the access point to the Library’s catalog and electronic resources but also provides information about its services, policies, and general information.

While the Library is open, students, faculty, and staff have access to all its services, equipment, and resources. The Library is open 51 hours per week during the fall and spring semesters and 35 hours a week during the summer and semester breaks. During the fall and spring semesters, the Library hours are posted at the front door and are available on its webpage and brochure.

In addition to regular business hours when Library professionals provide face-to-face support services, students always have online access to its research databases and other research tools.

To ensure that additional support is available for online and off-campus locations, the Library has a designated Distance Education (DE) librarian. At the beginning of every semester, the DE faculty attend a mandatory meeting at which they are reminded of the Library's resources and services and given the opportunity to collaborate with the DE librarian to meet their needs and the needs of their students. In addition to the Library’s webpage, an online guide is available to direct DE students, faculty, and staff to services and resources (II.A.6). Electronic resources, including periodical database e-books, and streaming video are available online. The DE guide also provides contact information for the Library, the DE librarian, as well as other DE support services available on the campus and through the UH System. (See QFE 2 – Enhanced Distanced Education Support Initiative. Library support may be included in year 2.)

Students, faculty, and staff at off-site locations as well as those involved with DE courses are encouraged to call or email the Library or DE librarian with any questions or needs that they may have.

*Library Services: Information Literacy Instruction*

Information literacy instruction classes are provided upon request from the instructional faculty. Librarians also reach out to the campus at the beginning of each semester to encourage faculty to schedule their library sessions. Faculty librarians collaborate with instructors to determine the needs for each individual class. This
includes working with faculty to provide instruction and additional support as necessary for academically at-risk students and for students in gatekeeper and development education courses. Instructors’ assignments, course content, learning objectives, and dialog with the librarians help determine the best resources and teaching methods for the classes. Sometimes this means that the librarians teach multiple library sessions for the same courses so that the content is paced at the appropriate speed for the students, especially those in first-year writing courses. Locating resources and materials, search strategies, and resource evaluations are some of the topics covered in the sessions.

Various disciplines on campus request instruction via the Library so the librarians are adept at showing resources for classes in various disciplines such as Botany, Carpentry, Hawaiian Studies, Early Childhood Education, English, and Psychology, to name a few. A snapshot of instruction numbers are noted in the table below. For a complete list of courses taught and number of attendees in each class, please refer to the Library Instruction Statistics 2014-2017 documents (II.B.7, II.B.8, II.B.9, II.B.10, II.B.11, II.B.12). All the librarians also provide in-depth and personalized instruction for students who ask for help at the reference desk, via email, or over the phone.

<table>
<thead>
<tr>
<th>Library Instruction</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Sessions</td>
<td>126</td>
<td>121</td>
<td>130</td>
<td>153*</td>
</tr>
<tr>
<td>Number of Participants</td>
<td>1,963</td>
<td>1,680</td>
<td>1,837</td>
<td>2,070</td>
</tr>
</tbody>
</table>

*Tours accounted for 43 sessions, 453 students of the total (II.B.2 [p. 5], II.B.3 [pp. 4-5], II.B.4 [p. 5])

Illustration-Standard-II.3 Library instruction statistics

The DE librarian provides instruction to off-campus locations, including military bases and high schools, by request of the instructors. The Library also subscribes to LibGuides, which are online guides that direct students to physical and online resources for specific subjects and disciplines. LibGuides assist librarians to tailor guides for specific courses, assignments, or topics to help students in learning information literacy and guide them to useful resources.

To further assist DE and off-campus student and faculty, the DE librarian created a LibGuide about DE services and resources (II.B.6), created LibGuides for specific DE courses and assignments, recorded instructional videos for specific classes, and offers an embedded librarian service for a few courses via the class Laulima site.

Library Services: Library Lecture Series & Makerspaces
Since spring 2015, the Library has hosted and co-hosted presentations for the campus, as noted in the Library Annual Reviews 2015-2017 (II.B2, II.B.3, II.B.4). The Library’s motivation for providing this service is to enrich the students, faculty, staff, and the community with four goals in mind:

- The Library aims to create a sense of community on campus that builds relationships among students, faculty, staff, and guests;
- The Library seeks to provide interesting, timely, and informative presentations that will increase critical thinking skills and expand people’s worldviews;
- The Library provides professional development opportunities for faculty to learn about their counterparts’ research and interests; and
- The Library provides Honolulu CC faculty and outside presenters the ability to share their knowledge with the campus community (II.B.13).

The Library has hosted over twenty presentations on many topics, including comic books, romantic love, poetry, Halloween, gender roles, time management, emergency preparedness, and the Hokulea voyaging vessel, among others. The presentations have been highly attended and received highly favorable evaluations (II.B.2, II.B.3, II.B.4).

The Library recognizes that part of supporting student success is not only providing services, resources, a physical space, and equipment, but also ways to help students de-stress. In view of this, the Library created a space on its first floor that allows students to mentally relax with hands-on activities such as coloring, crossword puzzles, word searches, and mazes. For special occasions, activities are organized for students to create gift bags and tags for Christmas, decorate treats for Halloween, construct Valentine’s cards, and so on (II.B.3 [p. 9], II.B.4 [p. 10]).

*Library Services: Reference Service*

The librarians provide reference service during Library hours. All librarians rotate shifts on the reference desk and field questions in person, over the phone, and via email. Questions vary from how to find a book to finding primary sources for a research paper. Reference interactions are recorded in Gimlet, a subscribed software to record and analyze transactions, which also helps librarians refer to answers quickly and ensure continuity of service for helping students with research questions. Librarians can review the help a student received from a previous librarian and pick up the interaction from where it left off so as not to start from the beginning (II.B.2 [p. 6], II.B.3 [p. 5], II.B.4 [p. 6]).
The decline in reference questions can be attributed to several factors: lack of diligence in recording questions, a decrease in enrollment, and availability of other student support services on campus. Librarians have recognized the need to improve the loggings for queries.

The DE librarian provides reference service to students and faculty while on location at the off-campus sites and communicates with DE and off-campus students over the phone and through email. Periodically faculty also request return visits to off-campus classes to assist with research and address student questions. The LibGuides also serve as a reference tool to help DE and off-campus students to navigate the Library’s resources.

**Library Services: Library Collections**

Honolulu CC’s Library collection contains the following items for the fiscal year 2016 (II.B.14 [p. 2]).

<table>
<thead>
<tr>
<th>Number of:</th>
<th>FY 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Monographs</td>
<td>63,772</td>
</tr>
<tr>
<td>eBooks</td>
<td>140,901</td>
</tr>
<tr>
<td>Journals</td>
<td>158,485</td>
</tr>
<tr>
<td>Print Serial Subscriptions</td>
<td>150</td>
</tr>
<tr>
<td>Electronic Databases</td>
<td>91</td>
</tr>
<tr>
<td>Microform Pieces</td>
<td>1,336</td>
</tr>
<tr>
<td>Audiovisual Items</td>
<td>1,366</td>
</tr>
</tbody>
</table>

**Illustration-Standard-II.5 Library reference materials**
Previous years statistics are included in UHLC Statistics (II.B.15 [p. 2], II.B.16 [p. 2]).

The Library provides access to an ample variety of quality resources in the physical and electronic collections that support all Liberal Arts and CTE programs offered by the college. The Library’s physical collection of materials includes but is not limited to books, reserve textbooks, periodicals, DVDs, and other multimedia. Access to the physical collection is during business hours, but the Library’s vast online collection is available 24 hours a day to all students, faculty, and staff through remote login via the Library’s webpage. Electronic library materials are available as long as the patron has access to a device with Internet access, is currently affiliated with Honolulu CC, and has less than $10 in library fines.

The Library’s online resources cover all disciplines offered on campus, at our off-site locations, and online. Patrons have access to subscribed databases that cover a variety of subject areas and types of resources, such as e-books, articles, streaming films, and images. The Honolulu CC Library purchases some databases, while others are acquired through the Hawai'i Library Consortium and UH Libraries. Additionally, and not included in the statistics, are links to open access or feed databases such as Bishop Museum Publications, Directory of Open Access Journals, and 'Ulu'ulu: Henry Ku’ualoha Giugni Moving Image Archive of Hawai‘i. The Library also uses LibGuides, which are online guides, to direct students to the physical and online collections as well as credible sources available on the Internet. If students have trouble connecting to the electronic resources, they are directed to call or email the Library.

*Library Services: Equipment & Physical Space*

All equipment is accessible in the Library, which is located on the first two floors of Building 7, with approximately 34,200 square feet of space. The entrance is on the first floor of building 7, which is where the reference desk, circulation desk, two group study rooms, student computers, research terminals, reference and periodical collections, individual and collaborative study space, and instruction area are located. The second floor of the Library is the quiet study area that provides tables and carrels for individual study. Additionally, on the second floor are three group study rooms as well as the circulating collection. Most of the tables and carrels in the Library have outlets available for students to charge their personal devices. Further discussion of Library equipment is in section II.B.2.

*Learning Support and Tutoring Services*
### Illustration - Standard II.6 Learning support services

<table>
<thead>
<tr>
<th>Learning Support Service</th>
<th>Library Collections</th>
<th>Tutoring</th>
<th>Learning Center</th>
<th>Computers</th>
<th>Learning Technology</th>
<th>Ongoing Instruction</th>
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<tr>
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<td>Writing Center</td>
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<td>TRIO</td>
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<td>Center</td>
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<td>and Retention Experience</td>
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</tbody>
</table>

**Writing Center**

The Writing Center (II.B.17) serves the whole Honolulu CC student body with tutoring in all aspects of writing for all courses offered at the college. The Writing Center also
trains and manages its own tutors as well as embedded coaches. The Writing Center aligns with student learning outcomes (II.B.17):

- Students will have a clearer understanding of specific writing tasks as a result of supplemental learning.

The Writing Center provides walk-in and appointment tutoring Monday through Thursday. Students can also book appointments on Friday. Online services are available by appointment for distance education and other students.

*Embedded Tutors: English*

The English 100/100S and English 100/100T embedded coaches are assigned classes to assist students with writing. They attend all classes during the semester.

The English 100/100S and English 100/100T courses include embedded coaches to help students with their writing assignments. The embedded coaches attend all classes during the semester and assist the instructor by providing individual or group writing assistance during the classes. The embedded coach initiative is deemed to be integral to the student success of 100/100S and English 100/100T courses and has been emulated to some degree at other UHCC campuses (II.B.18).

*Math Lab*

The Math Lab (II.B.19) is designed to support all Honolulu CC students with tutoring in mathematics skills. Tutoring is offered, free of charge and on a walk-in basis, to students enrolled in the College’s math courses. The Math Lab tutoring is not a replacement for attending class or instructor consultation. Tutors can assist with odd-numbered textbook problems and ordinary computerized homework but will not assist with problems that will be turned in for grading without specific instructor approval. When there is any doubt, tutors will refer student questions to their respective instructors.

Instructors also may conduct organized math study groups in the Math Lab (II.B.19).

*Embedded Tutors: Math*

There are embedded tutors in co-requisite level classes Math 75/24/25. Tutors provide additional instruction during class time and act as assistants to math instructors. Tutors provide supplemental instruction and also assist students in using tools such as MyMathLab.

*Hulili Ke Kukui Hawaiian Center*
Hulili Ke Kukui Hawaiian Center maintains a computer lab, study space, lounge space, and tutoring for the campus (II.B.20). Although the center is committed to actively preserve and perpetuate Hawaiian culture and values, it is open to all students.

The University of Hawai‘i supports access and success of Native Hawaiians, and Honolulu CC created the center in addressing the “societal and educational challenges facing Native Hawaiians as a political entity.” Through an array of comprehensive services, the College strengthens educational programs and enables students of Hawaiian ancestry to succeed in their academic, career and individual endeavors.

**Po‘i Nā Nalu (Native Hawaiian Career and Technical Education Program)**

Po‘i Nā Nalu is housed in Hūlili Ke Kukui Hawaiian Center and provides Hawaiian students in Career and Technical Education Programs with support services to successfully navigate through higher education and beyond (II.A.21). This Native Hawaiian Career and Technical Education Program (NHCTEP) is funded by a Federal Grant from the United States Department of Education and is sponsored by ALU LIKE Inc, an organization promoting Hawaiian values.

Po‘i Nā Nalu provides tutoring to the indigenous native Hawaiian population for all course subjects. It offers a variety of services for program participants including annual orientations, staff classroom presentations, social media and website announcements, and outreach information tables. The services are available for individuals or groups via drop-in or appointment. Tutoring is encouraged for participants who have been identified during mid-semester with grades below 2.0 GPA in any course. Tutors offer academic success workshops on topics including, but limited to math, time management, and poetry and writing skills. Tutors annually complete the College Reading and Learning Association’s International Tutor Program Certification Training.

During the Kau Wela Summer Bridge Program, tutors are embedded in the classroom (for English 100 and Math 100 courses) and students have access to a computer lab (II.B.22).

**Student Success Center Programs**

The Student Success Center (SSC) supports the students, instructional faculty and the College by providing the coordination and implementation of student success initiatives to promote student retention and persistence. Programs and services offered through the SSC are to enable students to successfully attain their academic, career, and personal goals. The SSC is committed to:
• Promoting an environment that develops and engages a diverse community of learners.
• Empowering students to take responsibility and become accountable for their learning.
• Providing students with services and activities that develop the skills necessary for academic success and personal growth.
• Leading and collaborating with the campus community in the areas of student success, engagement, and retention.

Programs in the SSC include Testing and Tutoring, TRIO-SSS, College Achievement and Retention Experience (CARE), and Career Services:

• **Testing and Tutoring**: Testing services include placement testing, distance education testing, on-campus make-up, and non-UH testing. Tutoring services (II.B.23) include placement preparation and help with subjects across all the disciplines on campus, both on a drop-in and scheduled basis. Testing and Tutoring (TNT) provides access to the skills necessary for students to become responsible, self-directed learners.

• **TRIO-SSS**: TRIO-Student Support Services is a federally funded program through the U.S Department of Education. Honolulu CC has been awarded for the 2005-2010, 2010-2015, and 2015-2020 grant cycles. As stated on the website (II.B.24), TRIO-SSS strives to provide a range of academic support, career guidance, transfer planning, and professional development opportunities to qualifying community college students who are first-generation in college, have a financial need and/or disability, and demonstrate strong academic potential. Students receive guided individualized assessment and planning, small group tutoring, mentoring, cultural and educational workshops, club and community service activities, and other academic support.

• **College Achievement and Retention Experience (CARE)**: The CARE program provides proactive, innovative, and high touch outreach to keep students attending Honolulu CC. When students are admitted and have yet to register, CARE calls to offer information about how the College can best meet their needs. For students who are registered and are struggling academically, CARE strives to aid them in keeping their eyes on achieving their educational and career goals. The CARE program (II.B.25) provides a variety of learning support to incoming students and those at risk through study-skills workshops and peer coaching.
• **Career Services**: Career Services provides a variety of resources to assist students and graduates from the beginning to the end of the academic journey. The center helps students define their place in the world of work through career and occupational exploration. The center offers career counseling, career assessments and assistance in selecting the right major. Career Services is also dedicated to assisting students with both campus and off-campus employment referrals. The center is committed to helping students with pre-employment services, such as resumes and cover letter writing, interview skills, and job preparation inquiries. Career Services conducts career assessments and action plans, user satisfaction surveys/evaluations (individual, group presentations, and after events), service counts (including gate counts of services provided, attendance at events, and utilization of SECE student employment and JCO job services).

Each individual program has its own defined goals and objectives, maintains individual budgets, and service area outcomes, but works collaboratively on student support initiatives to meet the SSC objectives above. Collectively the programs have worked on joint initiatives such as the iKEA student success workshops, the Interdisciplinary Studies (IS 103) courses, and College Experience Week, to name a few. The programs meet twice a month to continuously discuss and improve the coordination of services. SSC is located in Building 7, 3rd floor (II.B.26, II.B.27, II.B.28, II.B.29).

**Computer Labs**

The College has multiple computer labs accessible to students attending Honolulu CC. The college provides a variety of Computer Labs and Computer Classrooms for various subject areas and programs. These include Computer Labs for Information and Computer Science as well as computer-assisted drafting and design (CADD) (Building 2, 6th Floor), Math (Building 7, 4th Floor), and Writing Center (Building 7, 5th Floor).

Honolulu CC also supports student learning and achievement with the main Computer Lab (Building 2, 4th Floor). The Computer Labs also provides students with technical expertise. The Library also has a number of computers and printing services.

Tutoring centers also have computers and can function as computer labs to support student learning. There are computer labs in the Student Success Center (Building 7, 3rd Floor) and Hawaiian Center (Building 5, 2nd Floor), and for more specific use at the Writing Center (Building 7, 5th Floor), Math Lab (Building 7, 4th Floor), Information and Computer Science, Communication Arts as well as computer-assisted drafting and design (CADD) (Building 2, 6th Floor).
Distance education students are informed about physical campus resources and the variety of computers, printers and other equipment available through the distance learning webpage. Computer services are sufficient in providing a breath of computer access with current, updated software to the student body at Honolulu CC. The College does not offer correspondence courses.

College tutoring services are sufficient in supporting student learning across all disciplines. Tutoring centers are located in various locations campus-wide and offer a depth of support. Tutoring centers are consistently updated with training techniques and approaches and tutors are trained each semester to ensure currency of student support. The College has a strong commitment to improve student success by providing academic support.

Analysis and Evaluation

Honolulu CC meets this standard. The institution supports student learning and achievement by providing library and other learning support services. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education (ER 17). Learning support services include library services and resources, tutoring, learning centers, computer laboratories, learning technology, and continued instruction for users of library and other learning support services throughout the academic pathway.

II.B.2 Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The Library consults with faculty whose expertise ensures that the informational, research, and collection needs are sufficiently met for the entirety of the institution and its mission statement. The Library and learning support services employ the professional expertise of faculty and staff members for learning outside of the classroom environment. The Library and student learning support services are dedicated to
providing ease of accessibility of information and maintenance of educational equipment for all students at Honolulu CC.

Library

The Library provides an array of materials and various equipment to support student learning and enhance the achievement of the mission (ER 17). The faculty librarians rely on their expertise to determine the needed materials and equipment.

The Library has a vast collection of physical and online materials. All students, faculty, and staff have access to its physical collection during business hours and to the online collection of streaming videos, e-books, periodicals, and more 24 hours a day. The librarians select materials to support the various programs at Honolulu CC. Each librarian is responsible for the collection development of specific areas, but recommend books for any area if they find something that might be of interest and support for students, faculty, or staff. Additionally, librarians learn about subject areas in the collection that should be expanded or specific books that should be added to the collection during reference interactions, collaborations with instructors or programs, instruction sessions, and at library events. The Library also utilizes Intrasystem Loan with UH Mānoa if needed materials are not available at Honolulu CC, such as print books or articles (II.B.14 [p. 1]). In this case, the librarians assess if adding certain materials to the collection is necessary. To further build a relevant collection, instructional faculty are encouraged to discuss collection needs with the faculty librarians (II.B.4 [p. 6])

<table>
<thead>
<tr>
<th>Materials Added</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>460</td>
<td>412</td>
</tr>
<tr>
<td>Media</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>483</td>
<td>433</td>
</tr>
</tbody>
</table>

Illustration-Standard-II.7 Library materials added

There are also occasions when the instructional faculty and the librarians work together on grants to purchase materials for the Library. To better support CTE students, the Library offers an article database specific for vocational programs (Vocational Studies Complete) (II.B.5), a collection of CTE films in Films on Demand, as well as updated books for all of the CTE programs on campus. Faculty are also given an opportunity to provide suggestions on the annual user survey (II.B.30, II.B.31, II.B.32). Students are also encouraged to provide suggestions to the librarians or in the annual user survey.
Librarians assess the results of the survey as well as the usage statistics of the databases and circulation statistics to make changes to the Library’s collection as necessary.

The faculty librarians select equipment for the Library based on what is necessary for student learning and achievement. One of the key items students need for their success is computers with software and Internet access. The Library has thirty-eight computers available for student use. Two of the computers are available to any library patron for the purpose of using the Library’s electronic resources as well as the catalog. One computer is available on the second floor to access the catalog. The remainder of the computers are for student, faculty, and staff of Honolulu CC and the UH System. They are equipped with Microsoft Office, an Internet connection, and connected to color and black and white printing. Twenty-five of the computers are primarily for library instruction classes, but are available for students to use while class is not in session. Ten computers are always available for students whether or not class is in session. Students and other library users can find information about the Library’s computers and computer use policies on the Library’s webpage (II.B.33).

Students actively use the Library’s computers (II.B.3 [p. 6], II.B.4 [p. 7]).

<table>
<thead>
<tr>
<th>Computer Usage</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Users</td>
<td>30,882</td>
<td>30,848</td>
<td>26,662</td>
</tr>
<tr>
<td>Print Copies</td>
<td>53,811</td>
<td>54,953</td>
<td>49,631</td>
</tr>
</tbody>
</table>

Illustration-Standard-II.8 Student usage of Library computers

Other equipment in the Library goes a long way in helping the students succeed. Beyond the computers, the Library also has two color photocopiers, a scanner, two microfilm/microfiche machines, a mobile clear dry erase board, a TV with a VHS and DVD/Blu-Ray player hook-up, two charging stations that provide cables for various types of devices, and wireless Internet access for those who have their own devices. The Library also provides space for the students to study and collaborate. There are ample individual study carrels available on the second floor of the Library, plus tables, chairs, and group study rooms available on both floors.

The Library evaluates its equipment and materials with its various surveys, discussed more thoroughly in II.B.3. Based on comments received by students, faculty, and staff via the surveys, interactions at the reference and circulation desks, and observations, the Library has been able to make changes to the Library’s equipment and physical spaces. For example, the Library leased two color copiers instead of black and white copiers. Also, the Library was able to purchase a KIC Scanner that makes scanning more efficient.
and provides more options such as text to speech capabilities, instant image editing, and direct downloading to phones and tablets.

Additionally, students commented on the old appearance of the Library and that the computers were constantly crashing or working slowly, so the librarians applied for two grants. In Spring 2014, the Library received two Achieving the Dream Innovation Awards. One of the awards for was $25,200, with an additional $5,000 from the campus, which helped the Library transform the first floor into a more modern space for students. The space now has open seating for collaborative or individual work and a place to sit and relax between classes. Previously the first floor was furnished with individual study carrels. The grant allowed the Library to purchase easily movable and brightly colored tables and chairs to reinvigorate the first floor, window shades to block out the hot afternoon sun, and two charging stations to provide cables for various types of devices. The new furniture also made it possible for the Library to provide programming to enhance student learning and a makerspace area. A second grant for $14,000, with an additional $5,000 from the campus, helped to purchase new computers for students (II.B.2 [p. 4]).

**Tutoring Centers**

The Writing Center (II.B.17), Math Lab (II.B.19), Po‘i Nā Nalu (II.B.21), and Computer Lab (II.B.34) are situated in various locations across the campus. The Tutoring Center (II.B.23) provides math, English, and various content tutoring subjects. Students can either schedule appointments or drop in for tutoring services. The majority of students drop in. The college offers a variety of sites in which the students are able to access supplemental instruction to accommodate their various needs.

Locations where students are able to use technology are listed below:

<table>
<thead>
<tr>
<th>Name of Service</th>
<th>Location</th>
<th>Number of PC stations/study workshop rooms</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Center</td>
<td>7-520</td>
<td>14 computer stations</td>
<td>Writing Tutoring</td>
</tr>
<tr>
<td>Math Lab</td>
<td>7-421</td>
<td>17 stations</td>
<td>Math Tutoring</td>
</tr>
<tr>
<td>Location</td>
<td>Room</td>
<td>Stations</td>
<td>Services</td>
</tr>
<tr>
<td>------------------</td>
<td>------</td>
<td>----------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Po’i Nā Nalu</td>
<td>5-203</td>
<td>20</td>
<td>CTE Student Tutor</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>2-405</td>
<td>20</td>
<td>General computer use and help</td>
</tr>
<tr>
<td>Library</td>
<td>7-1st Floor</td>
<td>35</td>
<td>General computer use and information literacy instruction</td>
</tr>
</tbody>
</table>

*Illustration-Standard-II.9 Technology locations*

The hardware and software utilized in the writing, math, and Po’i Nā Nalu centers, as well as the computer lab reinforce all classroom instruction and provide quality support for students. Computer hardware and software are maintained and updated by the College’s Information Technology Services (ITS).

**Writing Center**

The Writing Center houses fourteen desktop computers (with two laser printers) loaded with up-to-date versions of Microsoft Office 365 as well as being able to access Google Drive and related products. The computers are maintained and updated by ITS on a regular basis.

The Writing Center serves the whole of the student population of Honolulu CC. The majority of students served by the Writing Center and the embedded coaching initiative are from first-year composition courses of English 100/100S and 100/100T. The Writing Center is peer coach oriented with a faculty member also present to provide guidance, administration, and leadership.

The Writing Center frequently works with faculty in order to streamline student support materials in a more effective and efficient way. For example, some ENG 100/100S and ENG 100/100T instructors often collaborate with Writing Center personnel to refine approaches to their students in order to make their college experience deeper, more enriching, and relevant to their personal and academic roles.

Peer coaching is available to help students with organizing essays, editing for content, correcting grammar, understanding grammatical concepts, reading comprehension, interpreting assignment sheets, formatting essays in Microsoft Word, formatting quotes
and inserting research into essays. Students can also print essays, staple essays and use the various tools, such as hole-punches and highlighters (II.B.18).

Proactive Embedded Tutor English Programs

The college, realizing that students may be reluctant to visit tutoring centers on their own, began proactive embedded tutor programs in the fall semester of 2016. Student tutors receive training prior to each semester and assist students in the English co-requisite courses, one-below or two-below college level. Both these courses allow underprepared students to complete ENG 100 in one semester. The tutors work with students in the classroom, along with the instructors. The embedded tutor program has improved English completion rates dramatically (I.B.47).

Math Lab

The Math Lab serves the whole campus community. Students provide the math topics they need tutoring. The Math Lab has 13 tutors are students, trained each semester.

Students are served on a walk-in basis and formal appointments are not needed. The Math Lab has 17 computers equipped with math software such as MyMathLab, ALEKS, and WebAssign. Other materials available for students are calculators and copies of math textbooks.

All math faculty either inform students of the location and hours of the Math Lab or walk their students to the Math Lab during the first week of school. Hours and location are provided during the first day of instruction.

Hulili Ke Kukui Hawaiian Center

The Hawaiian Center hosts a computer lab with twenty computer stations as well as study and lounge areas. Students can study, use the lab computers, visit friends, learn about Hawaiian culture, sign up for events on campus, receive academic counseling, get information about financial aid and scholarship information, use the Hawaiian reference library, obtain career counseling, and meet with peer coaches for tutoring in subjects offered across campus (II.B.35).

Poʻi Nā Nalu

Poʻi Nā Nalu’s (Native Hawaiian Career and Technical Education Program) educational equipment and materials are selected to promote student success by including materials that are not only required by instructors, but are recommended by faculty and staff to provide a greater depth of understanding of the subject matter. The purchase of
computer equipment is based upon recommendations from IT staff. The purchase of Native Hawaiian books, tools, and other implements is based upon recommendations from Hawaiian Programs faculty and staff. Distance education participants who are able to commute to Honolulu CC may take advantage of Poʻi Nā Nalu’s tutoring services and use or borrow computers or other equipment to support their student learning (II.B.36).

Poʻi Nā Nalu services are not available electronically.

Student Success Center Programs

<table>
<thead>
<tr>
<th>Name of Service</th>
<th>Location</th>
<th>Number of PCs</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRIO-SSS</td>
<td>7-309</td>
<td>7 PC Stations</td>
<td>Tutoring for students in the TRIO Program</td>
</tr>
<tr>
<td>Testing and Tutoring</td>
<td>7-313</td>
<td>15 PC Stations</td>
<td>Tutoring in all subjects for all students</td>
</tr>
<tr>
<td>CARE</td>
<td>7-325</td>
<td>N/A</td>
<td>Retention Support</td>
</tr>
</tbody>
</table>

*Illustration-Standard-II.10 Student success center programs*

**TRIO-SSS**

TRIO-SSS strives to provide a range of academic support, career guidance, transfer planning, and professional development opportunities to qualifying community college students who are first-generation in college, have a financial need, and/or disability and demonstrate strong academic potential. The TRIO-SSS program is fully funded by the grant, including the loaning out of textbooks, laptops, calculators, and voice recorders to students. Assessment of the TRIO-SSS program is managed by the U.S. Department of Education, since it is federally funded program (II.B.37).

**Testing and Tutoring Center**

The College’s Testing and Tutoring Center assesses its services and learning support equipment by evaluations and feedback from students and staff. The center consults with ITS for equipment and software upgrades and recommendations. The Testing and Tutoring Center computers are available for computerized tests and exams. In addition,

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9 See, Checklist on Compliance with Federal Regulations and Policies, Title IV
seating is available for pencil/paper tests and exams. Students with disability accommodations have access to testing rooms that meet Americans with Disability Act requirements (II.B.26).

*College Achievement and Retention Experience (CARE)*

The CARE Retention Specialists and CARE coaches attend annual conferences, workshops, and webinars to be kept abreast of current student success initiatives and best practices. All coaches are trained and are required to attend workshops that will assist them with their skill sets. The information gathered from these opportunities are used to enhance and promote new materials in facilitating study skills workshops, applying best practices within the CARE program, and support college initiatives focused on student success and retention (II.B.38).

**Analysis and Evaluation**

Honolulu CC meets this standard. All materials and resources are carefully considered and tailored by faculty and staff for student support. The learning support services rely on collaboration between faculty and staff to refine these materials for classroom support. Evaluation of the quality, currency and relevance.

**II.B.3** The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Evidence of Meeting the Standard**

*(Pearl Harbor Naval Shipyard?)*

*Library*

The Library evaluates all resources, services, materials, and equipment via multiple means to ensure their adequacy in meeting student needs. First, the Library collects data through various surveys during the year: 1) the Annual User Survey (II.B.39, II.B.40, II.B.41), 2) the Faculty Instruction Survey, 3) the Student Assessment of
Instruction Session, and 4) Library Lecture Series Survey. The Library also collects statistics such as database usage, circulation numbers for materials, computer logins, printing totals, a gate count, reference desk interactions, and attendance at presentations or information literacy sessions. Statistics are detailed in the Library Annual Reports (II.B.2, II.B.3, II.B.4), including Library Instruction Survey, the Faculty Survey, and the Library User Survey. More details are available in University of Hawai’i Library Council Statistics (II.B.14, II.B.15, II.B.16).

The Library’s collective mindset is focused on what students need to be successful. The librarians and paraprofessional staff constantly evaluate and adjust services to meet the needs of patrons based on survey results or interactions in the Library. Based on survey results and interactions with students, the Library added a scanner, color photocopiers, suggested presentations as part of the Library lecture series, and included or expanded hands-on activities during information literacy sessions, to name a few.

The Library also provides analyses for Annual Reports of Program Data (II.B.39, II.B.40, II.B.41). The data for each year indicates that the Library is “healthy.” Library data along with assessment are also contributed to US Department of Education Integrated Postsecondary Education Data System (IPEDS), and to the Association of College and Research Libraries (ACRL) Trends and Statistics Survey.

Furthermore, all evaluations done by the Library are framed with meeting the Library’s student learning outcomes (SLO) and Service Area Outcome (SAO) (II.B.2 [pp. 1-2], II.B.3 [pp. 1-2], II.B.4 [pp. 1-2]). Additionally, the Library incorporates the following two institutional learning outcomes (ILO) into their SLOs:

- Information Literacy – Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues surrounding information and information technology. (I.A.1 [p. 15])
- Critical Thinking – Effectively analyze arguments, assumptions, and problems and draw conclusions. (I.A.1 [p. 15])

**Learning Support Services**

Learning Support Services are comprised of multiple centers on campus geared toward student success. Each learning support service creates its own student learning outcomes and assesses its program based on its particular goals, student populations, and the specific services. Collectively, Learning Support Services are proactive in assessing potential student needs and providing services in alignment with learning outcomes in advance of implementing services. The result of action from assessment can be seen in the English embedded tutor program. Both the Writing Center and Math Lab
were implemented before changes to developmental education took place in fall 2016. Learning support services are dedicated to serving students and improving student learning outcomes and assessment of service usage in each center based on annual reporting and semester data.

**Writing Center**

The Writing Center regularly evaluates student learning to implement or modify procedural and practical outcomes. These outcomes fall within the Student Learning Outcomes illustrated on the Writing Center website page (II.B.17) which is accessible through the main Honolulu CC website. The Center is open to all students of the Honolulu CC student body and the usage reflects this demographic.

The Writing Center’s student learning outcome:

- Students will have a clearer understanding of specific writing tasks as a result of supplemental learning.

According to semester reports generated from the MySuccess (Starfish) support and retention system, students utilize the Writing Center from many courses placed within the Honolulu CC campus. Students also make use of the Writing Center to cover topics such as résumé writing for personal, professional, and career aspects of their lives (II.B.18).

The Spring 2017 Writing Center semester report also exemplifies how students acquire and hone self-reliance of their writing process through their visits to the center. The students identify what specific section(s) of their writing they feel need addressing. To be proactive in their learning, the Writing Center staff is in the process of creating “infographic-based” worksheets that address specific issues with grammar, writing, structure, etc. in a concise form for students to take home and promote an independent approach (II.B.42).

The Writing Center manages the embedded tutor program and has significant impact on the success of the ENG 100/100S and ENG 100/100T co-requisite model. With peer tutors embedded in classes, students get extra assistance in writing assignments and in asking questions. The college-level composition completion rate jumped to 60% in just the fall 2016 semester, when the co-requisite classes were implemented for the first time in a redesign of developmental education. The previous completion rate was 32% over four semesters from Fall 2013 (I.B.47).
In assessing the results, English faculty noted two main reasons for the success. One was the additional class time, double from the past, and the importance of the embedded tutors (II.B.43).

The embedded tutor program grew out of the idea of making the Writing Center more proactive. Instead of waiting for students to come to the center for help, tutors go into the classrooms to work with students on their writing assignments. As an effect of the embedded tutor program, more students have been coming to the Writing Center for additional help.

The Writing Center trains personnel periodically throughout the semester in order to better serve the student demographic in more effective ways. The training encompasses methods for addressing writing issues, managing center procedures, addressing students from diverse backgrounds and abilities. Training is often coordinated with other student support services such as ACCESS, CARE, and TRIO (II.B.44).

Math Lab

Usage and outcomes are not currently tracked at the Math Lab, but an end-semester eCafe survey consisting of six questions revolving around the Math Lab’s efficacy as it relates to student success will be implemented in fall 2018.

Online tutoring is not directly available in the Math Lab, but students can access several math-related software tutoring packages like MyMathLab, ALEKS, and WebAssign.

While the Math Lab serves the student demographic and is adequate to meet identified student needs, the lab is not currently active in assuring adequacy and identifying student needs through formal data collection.

Assessment for the Math Lab is based on improving its institutional initiatives.

Hulili Ke Kukui Hawaiian Center

Hulili Ke Kukui Hawaiian Center uses several tools to assure adequacy in meeting student needs from intake and exit surveys. All visitors to the Center, including students, staff, faculty, and community members, complete a short check-in survey (II.C.47). This survey is used by the center to track access, use of services, and services highest in demand (II.C.48). A usability survey (II.C.49, II.C.50, II.C.51) is also sent to faculty, staff, and students at the end of the year to the entire campus to determine overall satisfaction with services and suggestions for future cultural activities. At each cultural event, attendance is monitored (II.C.52) and evaluations collected (II.C.53).
Currently, Hulili Ke Kukui Hawaiian has developed student learning outcomes, which will be assessed from 2018.

Poʻi Nā Nalu

Poʻi Nā Nalu (Native Hawaiian Career and Technical Education Program) is funded through a Carl Perkins grant and assesses the effectiveness of its learning support equipment and materials each semester. Each participant’s use of equipment and materials is tracked to determine if the use has had a positive effect on student persistence and GPA compared to the previous semester. At the completion of each tutoring session or academic success workshop, each participant completes an evaluation. The evaluation assesses the effectiveness of each activity.

The depth and variety of materials used by Poʻi Nā Nalu is limited by budgetary constraints and grant regulations. Using faculty and staff recommendations, funds are expended as cost-effectively as possible to meet the learning needs of participants. Funds cannot be expended to override what is already available to participants by campus resources. Poʻi Nā Nalu works closely with Alu Like Inc, one of the sponsoring organizations, to track student process and grant initiatives (II.B.36). More information on assuring adequacy in meeting student needs can be found in II.C.2.

Student Success Center Programs

Program and services under the Student Success Center continue to assess its service area outcomes (SAO) each year through an annual report (for all programs regardless of an ARPD requirement or not) and create action plans to address the evolving needs of students. Departments compile assessment information into a common annual report template. Reports are used for program modifications and discussions on budget requirements for the following year (II.B.26, II.B.27, II.B.28, II.B.29).

Recent modifications through annual assessments included adding more seats in the testing center to reduce student wait times, better scheduling of peer tutors, participation in outreach activities, and modification of workshops.

To ensure exemplary student success support, the CARE program evaluates the quality of services on an annual basis to determine if the program is fulfilling the service area outcomes. The feedback from the assessments are essential in determining whether program changes are needed in order to continue to meet the needs of students (II.B.45). All the programs continue to meet and exceed SAO, program expectations, and goals in servicing the academic support needs of students. There is ongoing assessment for tutor centers and embedded tutors to improve services to students.
Learning support services show a commitment to consistent improvement in the attainment of student learning outcomes by assessing the quality of service providers campus-wide. Tutors from the Writing Center, Math Lab, Hulili Ke Kukui Hawaiian Center’s Poʻi Na Nalu, and Testing and Tutoring are trained each semester in their specific fields. Student Success Center Programs provide workshops led by dedicated TRIO, College Achievement and Retention Experience (CARE), and Career Services faculty.

**Analysis and Evaluation**

Honolulu CC meets this standard. The Library and academic services assess programs to ensure they adequately support student needs. Evaluation of student learning outcomes drive decisions on improving services.

**II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness (ER 17).**

**Evidence of Meeting the Standard**

**Library**

The Library has formal agreements, contracts, and leases with various vendors for resources such as the Library Management System (LMS) and equipment such as copy machines (ER 17). These contracts are entered into directly through the Honolulu CC Library or the Honolulu CC campus, or procured by the Hawaii Library Consortium or the UH System Libraries. All of the resources intended for direct use by the Library’s patrons are either available via the Library’s homepage or in the Library during business hours. The librarians also regularly use other contracted services and resources, such as Gimlet, LibShield, and SurveyMonkey, to ensure the usefulness of and accessibility to the Library, its collection, equipment, and services. These resources provide usage
statistics for the Library to review. Some services such as SurveyMonkey are specifically for the purpose of capturing data for analysis.

In most cases, the vendor is responsible for the security, maintenance, and reliability of their services of products. The UH System Libraries, for security purposes, maintains a proxy login for users to ensure the Library complies with requirements outlined in specific contracts, such as databases. This limits the use of resources to those physically in the Library or on campus as well as gives currently enrolled students, faculty, and staff remote access to the Library’s electronic resources.

The Library has an assessment process to evaluate resources, services, and equipment, which was discussed in section II.B.3.

The College retains direct control of the Library, the math and writing tutor centers, the student success centers and the computer lab. These services belong to a network supported by ITS to provide security, maintenance, and reliability.

Honolulu CC also uses external vendors such as the Online Learning Academy at the University of Hawai‘i at Mānoa, as well as Brainfuse, Accuplacer, MyMathLab, and ALEKS, but these are supplemental instructor options and the college does not rely on them as sole resources for instructing or tutoring students. At all times, the college maintains authority and control over termination of contacts and services. Evaluation of vendor performance is a standard procedure at the college and areas of improvement in the delivery of services are identified with the student interest as paramount.

Analysis and Evaluation

Honolulu CC meets this standard. The Library periodically evaluates each service through campus surveys and program reviews, which is a basis for data collection, analysis, and implementation of initiatives. These results from campus surveys and reviews are directly connected to other services of the college that align with its mission statement and strategic plan. The college is responsible for the service, maintenance, security, and reliability of each program.
Evidence List – Standard II.B

II.B.1 Library’s Mission Statement & Goals
II.B.2 Library Annual Reviews 2014-15
II.B.3 Library Annual Reviews 2015-16
II.B.4 Library Annual Reviews 2016-17
II.B.5 Library webpage screen shot (https://www.honolulu.hawaii.edu/library/)
II.B.6 DE Libguide distance education webpage screenshot (http://libguides.hcc.hawaii.edu/distance)
II.B.7 Library Instruction Statistics Spring 2014
II.B.8 Library Instruction Statistics Fall 2014- Spring 2015
II.B.9 Library Instruction Statistics Fall 2015
II.B.10 Library Instruction Statistics Spring 2016
II.B.11 Library Instruction Statistics Fall 2016
II.B.12 Library Instruction Statistics Spring 2017
II.B.13 Library Presentation FAQ
II.B.14 UHLC Stats Collective Version 2016
II.B.15 UHLC Stats Collective Version 2014
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II.B.17 Writing Center webpage screen shot
II.B.18 Writing Center Report Fall 2016
II.B.19 Math Lab webpage screenshot
II.B.20 Hulili Ke Kukui lab webpage screenshot
II.B.21 Po‘i Nā Nalu webpage screenshot https://www.honolulu.hawaii.edu/nalu/
II.B.22 Po‘i Nā Nalu information narrative
II.B.23 TRIO webpage screenshot http://www.honolulu.hawaii.edu/trio webpage screen shot
II.B.24 Academic Support Annual Report: Testing and Tutoring
II.B.25 Academic Support Annual Report: TRIO-SSS
II.B.26 Academic Support Annual Report: CARE
II.B.27 Academic Support Annual Report: Career Services
II.B.28 Tutoring Center webpage screenshot
II.B.29 CARE webpage screenshot
II.B.30 Computers for Students webpage screenshot
www.honolulu.hawaii.edu/library/computers.html
II.B.31 Computer Lab webpage screenshot
II.B.32 Fall 2016 Effectiveness of New Developmental Co-Requisite Courses Research Brief
II.B.33 Hulili Ke Kukui Hawaiian Center Program description
II.B.34 TRIO-SSS narrative
II.B.35 Schedule: Excellence in Advising through iPASS
II.B.36 Library Survey Summary 2014
II.B.37 Library Survey Summary 2015
II.B.38 Library Survey Summary 2016
II.B.39 Library ARPD 2014
II.B.40 Library ARPD 2015
II.B.41 Library ARPD 2016
II.B.42 College Catalog 2016-17
II.B.43 Writing Center Activity Report ENG 100S/T Fall 2016
II.B.44 Writing Center Activity Report ENG 100S/T Spring 2017
II.B.45 Po‘i Nā Nalu Hawaiian Center Program description
II.B.46 CARE program evaluation
II.B.47 English faculty comments on the co-requisite model success
II.B.48 New Student Employee Training for Writing Center
Standard II.C: Student Learning Programs and Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution (ER 15).

Evidence of Meeting the Standard

The College regularly assesses and reviews the quality of its student support services to ensure strength of its mission and to continuously improve efforts that strengthen students' personal, academic, and professional development. Given the College's mission to provide accessible educational opportunities in a diverse and changing island community, support services are evaluated with a focus on equity, educational opportunity, and accessibility. (See Sections I.A.1-4).

Program Review for Improvement

The College evaluates all of its student services through annual program reviews and five-year program reviews (II.C.1, I.C.2) and each support service also does it own additional assessments each year. These collective assessments account for all learning formats--on campus, off campus, and distance education classes. Feedback from students in these various learning formats is continually collected and utilized for devising program improvements.

Regardless of the format--on campus, off campus, or distance education--for delivering education, the College ensures that access to adequate and sufficient student services exists for all students, and that all support services are evaluated regularly. The main campus is the hub for student services, but it also serves facilities near the Daniel K. Inouye International Airport and at Sand Island. The College additionally provides a full-time coordinator and staff for the Apprenticeship Program at the Pearl Harbor Naval Shipyard. Although the students have access to all the student support services at the main campus, the Navy also provides services.

The neighboring high schools furnish their own support services for Early College High School (ECHS) and Running Start (RS) programs, though Honolulu CC academic counselors dispense scheduled direct on-site service to students for registration, pre-graduation sessions, and other activities.
At the Pearl Harbor Naval Shipyard Apprenticeship Program, the College provides a full-time coordinator and a full-time Education Specialist to provide assistance with admissions, registration, academic counseling, and graduation.

The College’s student services are organized to provide ongoing assistance from pre-application to completion of coursework, in career, liberal arts, technology, transfer, and professional training programs. With support from the American Association of Community College’s Pathways Project, the institution has been developing Student Success Pathways, (II.C.3, I.B.45), which are designed to create academic and career pathways for all students from pre-entry through completion and beyond.

The College provides a wide array of student services that are accessible and publicized to all students attending on campus, off-campus, or online programs of study. A number of services aim for holistic support, connection to the campus, and campus enrichment, such as the Outreach Office, Wellness Center, Student Life and Development, Health Office, and the Keiki Hau‘oli Children’s Center.

Supporting academic development are Advising/Academic Counseling, Admissions and Records, ACCEESS, and Financial Aid. Services collectively reinforce support for students, and specialized programs include-Veterans Counseling, Po‘i Nalu (Native Hawaiian Career and Technical Education Program), and Hulili Ke Kukui Hawaiian Center.

**Outreach and Grants**

Outreach provides counseling and registration support to Early College High School and Dual Credit programs. Related to these services are CARE, which focuses on student retention, and TRIO, which assists first-generation students who have financial need and/or disabilities.

Information about student services is delivered to all students, whether they attend the main campus or the satellite campuses or study through distance education. Delivery of this information has been greatly enhanced in the past five years by restructuring and expanding the College’s website under “Services for Students” and “Important Dates” (campus calendar). In addition, the College now provides information updates through social media, virtual campus tours, and direct email blasts. Upon request, scheduled chats can be arranged and conducted online (Google Chat or Skype) or by phone. The College also provides face-to-face communication about its support services through welcome booths and events to answer students’ questions and invite them to get involved in sports, campus organizations, campus jobs, community service, and campus event planning. Throughout the year support services also are communicated through
on-campus orientation tours, brief in-class presentations, and campus campaigns. Each semester, faculty also refer students to support services on their own initiative and through online surveys (e.g. MySuccess) that are monitored by academic counseling.

All students may come to the main campus to utilize the student services, but they can also access these services via phone, email, Skype, or Google Chat. Most student business (e.g. applications, registration, payments, transcript orders) can be conducted online (I.C.7). Appointments are recommended for accessing academic or wellness counseling services. The Wellness Center does not have the capacity to offer online mental-health counseling that is compliant with HIPAA (Health Insurance Portability and Accountability Act), so it only provides confidential in-person counseling to individuals and groups.

Various on-campus services help to support the general well-being of the students and their ability to achieve academic and professional success. The Wellness Center posts flyers and collaborates with the College’s trade academies to create displays about issues that challenge students, such as suicide, domestic violence, and depression, and the displays provide information about community resources for seeking help. Additionally, events are hosted about topics relating to emotional health, stress, and overall student well-being.

The Student Life and Development (SLD) office also organizes recreational student activities and intramural sports to promote a sense of campus community among students. The cafeteria was newly renovated and faces a new attractive courtyard where students, faculty, and staff can gather. The main campus thoroughfare is lined with food trucks and a coffee kiosk for refreshment.

The Keiki Hauoli Children’s Center enables students with infants, toddlers, or preschool children to have access to affordable, high-quality childcare on site. The Health Office provides students with non-emergency care, first aid, health and medical insurance information, and provides email and posted notices about upcoming health events on campus (e.g. flu shot clinics or blood drives). Some services, such as the Hulili Ke Kukui Hawaiian Center, organize events and offer resources that can address particular needs and interests of specific constituents of students.

Similarly, the Veterans’ counselors connect students with resources and host the Mobile Vet Center for interested students. A military and veterans counselor (II.C.4) provides counseling relevant to veterans and their families. For 2016, the College was named a Military Friendly School (II.C.5).
All student services are in compliance with Gainful Employment Disclosure requirements of the federal government and provide documented information to new incoming certificate students about affected programs for specific populations (II.C.6, II.C.7, II.C.8).

For purposes of assessment, all student services complete Annual Report of Program Data (ARPD) (II.C.1, II.C.2) assessments. These evaluations are done yearly and included in the student services report. All service units also contribute to a larger 5-year program review (II.C.9, II.C.10). The ARPD allows units to analyze quantitative and qualitative data concerning services, student learning outcomes assessments, and the connection between support services and the College’s strategic plan and mission. Qualitative and quantitative data derived from the ARPD are used to evaluate student services and to drive meaningful change for program improvement and resource allocations. Each service area completes additional assessments by using student learning outcomes (SLOs) or service area outcomes (SAOs), surveys, and focus groups (II.C.9, II.C.10, II.C.11, II.C.12).

The College strives to integrate student services into the campus culture. To assess and evaluate whether support services are helping students to achieve their academic goals, the College particularly looks at persistence and retention. In particular, Student Success Pathways guide these efforts and overseen by the College Student Success Council (II.C.13). Within this framework are the iPASS and STAR initiatives, which create opportunities to engage and support students in a more comprehensive manner (II.C.14, II.C.15).

**Student Success Pathways**

![Illustration-Standard-II.11 Student success pathways](image)

By focusing on each phase of the pathway (II.C.18), campus stakeholders identify existing barriers and discuss solutions to create better opportunities for students. For example, realization of barriers in the application process led to substantive changes in
how the Admissions Office provides assistance to students who apply. In response to student questions about the application, an information checklist was created and shared with students applying. To lessen academic challenges, outreach became more proactive and students are connected to academic advising support.

Assessment improves student support services overall and contributes to the fulfillment of the College mission. Student services have helped the campus achieve its performance goals for awarded degrees and certificates (II.A.34). Part of this success came through Reverse Transfer and auto-conferral of Certificates, which allowed the campus to confer degrees for additional students who have completed coursework, while transfer support through partnerships such as Ka‘ie‘ie (Degree Pathway Partnerships) and articulation agreements with four-year campuses within our system have helped to increase the percentage of transfer students.

To increase enrollment, the College targeted partnerships with Kupu (a non-profit organization focused on sustainability) and 3P (Pasefika Passion Pipeline). These have helped increase enrollment of Native Hawaiians and Pacific Islanders. Through high school partnerships, Early College High School has increased tremendously since its inception in Fall 2014. By the end of 2017, the campus will have serviced approximately 1000 students in Early College High School programs conducted by Honolulu CC.

Additional support for veteran students is now available since a second full-time veteran’s counselor was hired through a TAAACCCT IV grant, which runs until spring 2018.

Through assessment, support services better understand the student experience and can determine whether services are fulfilling student needs. Regardless of location or means of delivery, support services are committed to enhancing student learning and student achievement, in line with the mission of the institution.

Analysis and Evaluation

Honolulu CC meets this standard. The College offers a web of quality student support services to bolster student achievement. These services are designed to focus on equity, educational opportunity, and accessibility. All of the different services utilize assessment to help determine how to better fulfill the College’s mission and further students’ personal, academic, and professional development. Plans for improvement are created annually and also in five-year cycles. Identified needs are incorporated into the college resource allocation process and prioritized based on making progress on the college mission.
II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The College identifies and assesses learning support outcomes and provides appropriate services to students to ensure educational opportunities and academic success for all students. The Student Service departments regularly assess data to improve student support practices. A culture of evidence has been established in student services through the systematic development of student learning outcomes and assessments, to guide the division’s resource requests and decision-making.

<table>
<thead>
<tr>
<th>Student Services</th>
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</thead>
<tbody>
<tr>
<td>Career &amp; Employment Counseling</td>
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</tbody>
</table>

*Illustration-Standard-II.12 Student success pathways*

All areas of Students Services submit yearly program evaluations as part of the Annual Report of Program Data (ARPD) process (II.C.1). The ARPD for Student Services (II.C.2, II.C.16) encompasses a five-year review (2011 to 2016). The ARPD uses the following indicators to assess student services: staffing, resources, student enrollment, financial aid disbursement, persistence rates, degrees and certificates awarded, transfer rates (including transfers of Native Hawaiian students), and length of enrollment.

Each unit provides detailed information in the ARPD report about its efforts in meeting outcomes. The ARPD Report also includes analysis of student services results from the
Community College Survey of Student Engagement (CCSSE), which is administered every two years. The CCSSE (II.C.17) polls educational practices directly related to student retention and outcomes. As part of the ARPD and five-year review process, each unit reviews assessment data and creates an action plan to address areas in need of improvement. Yearly, since 2013, departments within Student Services have collected and evaluated assessments to provide quality support to students.

In 2015-16, the College began the Student Success Pathway (I.B.5, II.C.18) 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. It encompasses outreach, developmental education, and enrollment management. Both the iPASS and STAR GPS initiatives are part of this framework and have helped support students in a more comprehensive manner (II.C.14, II.C.15). The Campus Student Success Council is the working group that drives the pathway by making recommendations and helping to implement initiatives related to student success.

Within the pathway framework, the student services units have developed assessment methods to measure achieved outcomes, which are described below:

**Admissions & Records**

Admissions & Records is responsible for providing admission services (II.C.19), maintaining student records (II.C.20), and dispensing and tracking Veterans Affairs benefits (II.C.4). The office disseminates a survey to students using its services. Survey results (II.C.21, II.C.22) are used to identify ways to make procedures can be made more user-friendly and efficient. In response to the survey, an online application was launched (in conjunction with the UH System) to streamline the application process (II.C.23), and the college catalog was put online (II.C.24). In further response to student feedback, coursework from transfer evaluations began to be enabled to work with STAR registration. Assessment is included in the annual reports for student services (II.C.9, II.C.10)

**Counseling**

Academic Counseling provides services for prospective, new, and continuing students and assists them in assessing and selecting their educational needs, career interests, academic qualifications, and appropriate degree programs (II.C.25). Additionally, information on program requirements, program status and eligibility, course placement, course sequencing, course selection, registration, transfer, credit by exam, and
graduation are provided (II.C.26). Counselors can further assist with financial aid academic certification, course waiver/substitution, STAR Graduation Pathways set-up and review, transcript evaluation, and academic success advising. Academic counselors are instrumental in providing support for students from registration through graduation. Counselors try to educate students about program requirements, registration processes, and course selection, so they can be self-sufficient, which is essential to academic success.

Many liberal arts students transfer to the University of Hawai’i at Mānoa (UHM) to earn four-year degrees. To facilitate transfers, the Ka’ie’ie pathway program has been available since 2014 (II.C.28). A UHM Transfer Specialist visits the campus every Monday but also can be contacted by email for an in-person, phone, or Google Chat appointments. The academic counselors refer students to the specialist, but students know about the pathway program from classroom presentations, posters, handouts, email blasts, and word of mouth.

Counselors use assessments to improve effectiveness. Assessment led to the transition from traditional paper advising to online STAR (II.C.15). This process required extensive inter-campus communication to ensure that various stakeholders were informed and able to provide feedback. Honolulu CC led the community colleges with this initiative and piloted the program with a group of students to ensure ease of use before being launched officially. The colleges created an online video tutorial (II.C.25, II.C.28) to make STAR GPS user-friendly for all students, and the video had a positive impact on facilitating use of the new registration interface (II.C.29). This new system informs students how to develop and follow the best pathway to complete their degrees.

![Illustration - Standard - II.13 STAR GPS](image)

In addition to STAR GPS, counselors also employ MySuccess (II.C.30, II.C.31) to improve retention by tracking student progress. The student support and retention
system interfaces with the CARE office, which itself focuses on retention and student academic success. The use of new tools continues to be assessed and improved. After advising appointments, students are asked to complete a short satisfaction survey, which is used to improve delivery of services. From this, Counseling developed a procedure (II.C.26) to ensure that students understand their responsibilities and the services available to them. Assessment of Counseling also is included in the annual reports for student services (II.C.9, II.C.10).

*Career And Employment Counseling*

Career Services provides programs and resources to facilitate the career development and employment objectives for students and alumni, in partnership with faculty, staff, employers, and community partners (II.C.32). To provide guidance through the on- and off-campus job search process, Career Services works to connect with students, connect with employers, and connect the two with each other. The services are available to students or alumni seeking part-time or full-time jobs.

To improve its services, Career Services employs several tools, including assessment of its SAOs each year to determine how well it is addressing student needs (II.C.33). It also tracks the counts of individual contacts and attendees at workshops, presentations, and other activities for career counseling. Service counts also are monitored for on- and off-campus jobs through SECE (Student Employment & Cooperative Education) and JCO (Job Center Online) (II.C.34).

Quantitative data is used to help Career Services gauge the effectiveness of efforts with students and employers and determine how to improve them. The data may lead to adjusting scheduling to boost workshop attendance, adding incentives to improve turnouts at job fairs and events, or refining communication methods to involve more students and employers. Qualitative feedback from students and employers may also be used to decide content and delivery strategies for workshops, career fairs, and training sessions.

*Financial Aid*

Financial Aid helps students with monetary needs to attend college by assisting with the application process and helping with the disbursement of aid and scholarships (II.C.35). Financial Aid assesses outcomes primarily from data collected on aid disbursement and results from ARPD reports (II.C.9, II.C.10).

Financial Aid has taken great steps to improve processing of applications, and through its improved efficiency, has consistently met all Pell disbursement benchmarks set forth
by the University of Hawaiʻi System Office. Financial Aid also implements surveys and tally sheets to track student learning outcomes. They use the data to modify services. Consistent Financial Aid webpage updates and improvements have resulted from the assessment. The webpage provides critical and time-sensitive information to students about Financial Aid opportunities.

**Student Health Services**

Student Health Services promotes a healthy and safe college community (II.C.36). A Registered Nurse provides first aid assistance, health education, and referrals to community agencies and services. The Health Office conducts a regular blood drive, established through a partnership between the University of Hawaiʻi and the Blood Bank of Hawaiʻi. Evaluations at the blood drives are administered to assess donors’ experience, satisfaction, and knowledge of blood donation facts. Information helps in planning future blood drives and in informing students about their roles in saving lives. The Health Office also assesses training and educating student assistants. Through the training, new procedures were developed to streamline delivery of services. Assessment is included in the annual student services report (II.C.9, II.C.10).

**Mental Health & Wellness**

Mental Health & Wellness offers students confidential personal and crisis counseling (II.C.37). The Wellness Center helps students manage personal life issues and navigate their college experience. A full-time Licensed Clinical Social Worker (LCSW) offers mental health and wellness services in-person only because the center does not have the proper setup or training to provide online counseling that is HIPAA compliant. Services, though, are available for students on campus or off-site. The LCSW supervises and trains two graduate students from the UH Mānoa School of Social Work two days a week at the center. With the assistance of these graduate students, the center is able to serve more students.

The Wellness Center also provides education about mental health and violence prevention to the campus through classroom presentations, enrichment groups and activities, online mental health screenings, and other methods. Each semester, the center hosts open houses and workshops to make faculty and staff aware of the Center’s services available to them and all registered students, who may be referred to the Center.

The Wellness Center strives to continually improve its services based on quantitative and qualitative feedback it gathers. The center tracks appointments, tracks attendance at educational events, administers evaluations, and conducts surveys. Assessment is
included within the annual reports for student services (II.C.9, II.C.10). As a result of the assessment, the Wellness Center moved to a more private space.

**Student Life and Development**

Student Life and Development (SLD) provides students with enrichment through social, cultural, recreational, and leadership opportunities (II.C.38). The College encourages students to be active in college governance and out-of-classroom activities. SLD activities add a dynamic dimension to the college experience by providing new learning experiences and opportunities.

**Q6 HCC is a student-centered campus.**

![Graph showing response distribution]

<table>
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<tr>
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<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
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<td>Response</td>
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<td>1.72%</td>
<td>13.73%</td>
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<td>3.50</td>
</tr>
</tbody>
</table>

**Illustration-Standard-II.14 Student survey on campus**

To assess its effectiveness, especially its communication with students, the campus conducts surveys to students (I.A.21). In general, students enjoy participating in the numerous campus events organized by SLD (I.A.21). SLD also obtains feedback from students during monthly meetings of student government.
Q26 Student events and intramural sports contribute to your educational experience as a student.

Answered: 219  Skipped: 14

Illustration-Standard-II.15 Student survey on campus activities

Assessment of Student Life and Development is included in the annual reports for student services (II.C.9, II.C.10).

Outreach

Outreach implements campus enrollment strategies and provides activities to support student’s successful transition to college (II.C.39). Key endeavors are to implement consistent messaging and branding, through training of faculty and staff, and to encourage strategic partnerships within the community. Outreach conducts recruitment communications, intake processes, campus tours, and campus fairs.

Outreach regularly collects information through informal discussions with partners, including high school counselors of feeder schools to determine satisfaction with the services and processes. Assessment of Outreach is included in the annual reports for student services (II.C.9, II.C.10). From assessment, Outreach switched in spring 2014 to web-based orientation (II.C.40), which is continually being updated and improved.

Disability Services

Disability Services offers coordinated services for students with documented disabilities (II.C.41). Disability service information and forms are available to all students on the
website. Disability ACCESS works in accordance with Section 84.4 of the Federal rules and regulations governing Section 504 of the Rehabilitation Act of 1973, which stipulates academic equity for qualified individuals with disabilities. Students can communicate by phone or online (email, Google Chat/Skype). Disability ACCESS is not required to be HIPAA compliant.

The office collects informal feedback from students, faculty and staff, and conducts regular classroom and service observations. Disability ACCESS provides assessment of SAOs (II.C.33) and is included in the annual reports for academic support (II.C.34).

Other Services For Students

Hulili Ke Kukui Hawaiian Center has a role (besides academic support) in student services by designing services that cater to the Native Hawaiian population and to improve recruitment and retention. The center tracks Native Hawaiian enrollment each semester by high school and program major and holds events to encourage student involvement in the campus (II.C.43).

Poʻi Nā Nalu Native Hawaiian Career & Technical Education Program also has a second role (besides academic support) of preparing Native Hawaiian students with options for careers. The program is sponsored by ALU LIKE, Inc. and funded through a Carl Perkins Grant from the US Department of Education (II.C.44). The goal of the program is for Native Hawaiian students to obtain degrees and certificates for areas of employment in Hawaiʻi with strong demand, advanced skills, or high wages.

Poʻi Nā Nalu implements several assessments throughout the year and works closely with the grant sponsor, ALU LIKE, Inc. to track student progress and grant initiatives. The Resource Management Report (II.C.45) is submitted to the grant sponsor each quarter to track progress of meeting the grant objectives. For events, sign-in sheets are used to track attendance and evaluations are administered to measure satisfaction and knowledge gained. The program uses a database to track detailed information about participating students’ progress, including classes passed, tutoring hours, GPA, graduation, and further education/training and employment after graduation (II.C.46).

At 3-month and 6-month increments after graduation, a staff member contacts each participating student to determine their progress after receiving a certificate or degree. Finally, an external evaluator is contracted by the grant sponsor to conduct a comprehensive study of the program’s progress. Collectively, these evaluations are used to create action plans to address any existing areas in need of improvement. For example, internship sites were diversified as a direct result of the external evaluator’s recommendations.
The Keiki Hau'oli Children’s Center offers care and learning for children of students, faculty, staff, and the community (when space is available) (II.C.47). The center also is a training site for Early Childhood Education (ECE) students enrolled in certificate and degree programs at the College. The Center is nationally accredited by the National Association for the Education of Young Children (NAEYC).

The center hires ECE students to work as aides, and it surveys staff each semester to see if they are receiving the training, support, and knowledge essential to maintaining a licensed and nationally accredited (NAEYC) program. The surveys are analyzed to improve staff training and the operation of the care to children. The Center conducts formal and non-formal training. Lead teachers provide one-on-one mentoring to students. The center’s advanced lab assesses student learning outcomes (SLO) every semester for students who are completing their practicum hours. The assessments of SLOs are used to enhance their course curriculum and redesign assignments as required. Assessment is included in the ECE program annual review ARPD (II.C.1).

Analysis and Evaluation

Honolulu CC meets this standard. The College has identified appropriate student services to support learning outcomes for its student population and assesses its services to achieve those outcomes. Each unit continually collects and evaluates data to assess their services and participate in annual reviews of their services. The assessments help refine the services provided to students to help them achieve their academic goals.

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method (ER 15).

Evidence of Meeting the Standard

The College provides equitable access to all students no matter the location or delivery method. Support services are housed on the main campus, where most students have classes, but students at other campus locations or studying through distance education can view information about the services on the website and can access and communicate with specific services online or by phone.
As noted above in the previous section, admissions, orientation, registration, counseling, financial aid, disability, records, transfer to four-year college, and other information is available online. Services are offered the same way to all students – in-person, by phone or email, or via Skype or Google Chat. Appointments also can be arranged for services such academic advising or mental health counseling. Continual assessment of these services aim to ensure support to students is appropriate, comprehensive, and reliable.

All students have access to the College’s policies and procedures, which are on the main website (II.C.48) and in the catalog (I.A.1 [pp. 65-68]). These policies and procedures explain students’ rights and responsibilities regarding issues such as academic grievances, alcohol, illegal drugs, tobacco product, weapons, sexual assault, and anti-discrimination.

Student complaints since the last comprehensive evaluation are available at Records and the office of the Dean of Student Services. In handling each case, the College follows its policies and procedures accurately, and maintains records of both academic grievances and behavior violations. Students can also file grievances through the College’s website link to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

Title IX coordinators help support a safe and nondiscriminatory environment, The University of Hawai‘i system required all faculty and staff to complete an online Title IX training program called, “Intersections: Anti-Harassment -Title VII - Title IX - VAWA Section 304.” New students are also encouraged to complete online Title IX training.

Analysis and Evaluation

Honolulu CC meets this standard. Student services are accessible to all of its students, including students in distance education and off-campus programs. Through assessment, the institution ensures these services are appropriate, comprehensive, and reliable.

II.C.4 Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletics programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.
Evidence of Meeting the Standard

The College’s co-curricular programs are geared to provide educational opportunities for students through an engaging learning environment, in line with the mission of the institution. These co-curricular activities also develop personal growth, which also aligns with the mission. Student Life and Development (SLD) encourages all students to be involved in social and cultural events and other activities that enhance engagement in the higher education experience. The College does not have an athletic program, but it does provide opportunities for students to participate in some intramural sports. SLD manages student activities, including the finances.

Also, in line with the mission, SLD seeks to engage students of diverse backgrounds and identities in the events and activities to help their experience and knowledge beyond the classroom. Among the campus events that students have organized with oversight by the SLD office are those focusing on Filipino, Japanese, Polynesian, Scandinavian, and Nepalese cultures. These events feature posters, discussions, demonstrations, and cuisines (II.C.49). The SLD also supports Student Government, the Student Activities Board, Student Media Board, and a variety of clubs for students to join. The Student Media Board produces a campus newspaper and an art magazine, which allow students to communicate a voice to the campus, particularly to other students. The newspaper, the Ka Lā, has won awards of excellence. Such activities create a sense of belonging and community for students attending Honolulu CC, a feeling of connection that works to improve students’ persistence to graduation.

In addition to the SLD, the Hulili Ke Kukui Hawaiian Center is committed to actively preserving and perpetuating Hawaiian culture and values. It fosters activities and events to broaden understanding of the indigenous culture, in line with the College’s mission and the University of Hawai‘i’s Na Papa O Ke Ao initiative (II.C.50), which aims to develop, implement, and assess strategic actions to make the university a leader in indigenous education. The center also provides services that enable students of Hawaiian ancestry to succeed in their academic, career, and personal endeavors.

Each semester, the center helps to coordinate five Mālama ‘Āina Days for students, staff, and faculty to provide hands-on learning opportunities about Hawaiian culture and traditional sustainability practices, such as water management, taro cultivation, and traditional food preparation.

Analysis and Evaluation
Honolulu CC meets this standard. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. The institution has responsibility for the control of these programs, including their finances.

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College provides counseling and academic advising programs to support student development and success. Through certifications and continuous training, workshops, and conferences, all personnel responsible for advising, including instructional and non-instructional faculty, are prepared to help students understand requirements of their programs of study. Students receive timely, useful, and accurate information about academic requirements, including graduation and transfer policies.

The College’s biggest step in this direction is STAR Graduation Pathways (II.C.15), which is an online program available to all admitted students to track their coursework to graduate without taking superfluous credits. Valuable for registration each semester, the program displays courses students need to stay on the pathways to degree or certificate completion, or transfer to a four-year institution. STAR was implemented for all students in fall 2016.

Students receive an orientation from advising staff on how to use the STAR, so they understand their program of study requirements and achieve their academic goals. Useful and accurate information about relevant academic requirements, including graduation and transfer policies, are disseminated to students in a timely manner.

Additionally, web-based STARFISH/MySuccess (II.C.30) provides a mechanism by which instructors can proactively provide students with feedback about attendance,
grades, and overall progress. The program is linked to student support faculty and staff, giving them information to proactively assist students.

STAR includes a number of features: Academic Essentials, GPS Registration, What If Journey, Transcripts, and Scholarships. The Academic Essentials feature of STAR allows students to see their progress towards their degree program at a glance. Students also can view graduation requirements, financial aid status, academic requirements, non-applicable course listings, advisor notes, events or actions on their records, and graduation goals. Students are also kept informed about their progress towards general education requirements and degree requirements. Progression towards satisfying a general education requirement and a degree requirement is indicated as complete, tentatively complete, or incomplete (II.C.28, II.C.29).

STAR keeps students informed of progress towards attaining their degrees. Students see their graduation requirements, such as grade point average and focus requirements, and when courses are non-applicable or may not transfer, advisor notes, and Events and Actions are viewable by the student and are encouraged to meet with an academic counselor. Students see advisor notes and Events and Actions inform students of issues that may impact their pathways.

The GPS Registration feature of STAR displays required degree requirements. Courses required for a degree are listed as suggestions for student to consider when registering for a particular semester. Based on the students’ particular needs, the students may need to modify their pathways to reflect part-time status, personal choices, summer course possibilities, and other factors. Students can view classes available during the registration period.

For a student who is considering transferring to another University of Hawaii campus, the What If Journey feature of the STAR gives the student an overview of what progress would look like if another major were chosen. The What If Journey feature takes into account the student’s academic history.

An additional STAR feature is the ability to view transcripts, including course credits from other institutions if students transferred into Honolulu CC. Students can view these unofficial transcripts by semester or in department layout. Transcripts provide students with important information, including placement test results, that is specific to a University of Hawaii campus attended.

The Scholarship feature of STAR helps students search and apply for scholarships that are administered by the University of Hawaii System. For example, scholarships can be
searched for a certain demographic profile. To enter the Scholarship search engine, students log in with their unique UH username and password.

At any time while using the STAR, a student may request assistance from the STAR System Team by utilizing the Are You Stuck feature. This feature allows for students to email questions, suggestions, or comments regarding STAR. Follow up by a STAR System Team member is done within twenty-four hours. In the event that the STAR System Team member is unable to respond the student’s question, notification is sent to the designated campus GPS Director so it can be addressed. For technical difficulties, students are instructed to contact the STAR System Office. Additional assistance is offered by way of tutorial videos and help docs on the STAR Help Website (II.C.15).

Academic counselors hold new student registration sessions to inform students how to utilize the STAR and select features of STARFISH/MySuccess. These sessions also educate students as to what to expect when entering college. Student registration sessions are mandatory for all incoming new students.

Academic Counselors also meet individually with new and continuing students to assist with educational and career planning, to guide them through the registration process, and to review and understand their degree pathways.

Online students may schedule in-person or online counseling sessions and can view their classes and pathways to graduation through STAR, which is available anytime through the campus website.

A specialist of the Ka‘ie’ie transfer pathway program (II.C:30) is available on the main campus once a week but can be contacted by email for an in-person, phone, or Google Chat appointment.

Analysis and Evaluation

Honolulu CC meets this standard. The institution implemented STAR as a comprehensive counseling and academic advising program for all students, including those on off-site locations and online students. In addition to STAR, counselors provide training, workshops, and other methods to prepare faculty and staff for to advise students and ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.
II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals (ER 16).

Evidence of Meeting the Standard

The College’s admission policies and practices are consistent with its mission by providing accessible educational opportunities as an equitable, open-door institution. The institution particularly has a responsibility to its Native Hawaiian community, being an indigenous serving institution, and to its underserved populations, such as Pacific Islanders.

The College’s open-door admissions policy allows accessible to educational opportunities to all students who can provide proof of satisfying one of the following admissions requirements:

- high school diploma
- high school equivalent, such as a General Education Diploma
- 18 or more years of age by the start of the semester the student is applying for admission

The College also participates in the Early College, Running Start, and Jumpstart programs that allow high school students to take college courses for credit. To participate, students must meet minimum grade point averages.

The College invested in building and maintaining a comprehensive, fully online, and student-oriented tool called STAR, which provides students with individualized degree pathway information. STAR provides comprehensive academic information on the pathways to graduation.

For each program degree or certificate offered by the College, a corresponding STAR pathway has been built to identify a student’s graduation and major course requirements. Within STAR, the Guided Pathway System (GPS) Registration tab suggests courses each semester to fulfill program requirements and reach an expected graduation date. If a student fails a required course, STAR recalculates the student’s pathway and estimated graduation date. If the student enrolls in a course not needed for the major, STAR alerts the student.
Prior to each academic year, academic counselors revise pathways based on approved curriculum or program changes, such as for prerequisites or course prerequisites and co-requisites. To ensure accuracy, each pathway is tested for multitude situations. Because the University of Hawai’i system has adopted STAR, it can provide students with transfer information to any UH campus the student may select.

STAR allows a student, for example, to review the remaining degree requirements at one of the UH four-year institutions for any major. Additionally, courses taken at another UH campus will automatically transfer to Honolulu CC through the Automated Transfer Articulation Process- SZPARTI. SZPARTI runs the courses through the articulation database and then populates the courses into the student’s academic history.

For students transferring courses from outside the University of Hawai’i system, records are updated after receiving official transcripts and confirmed transferrable in the College’s database. If the course from an institution is not listed in the database, an appropriate division chair advises if the course can transfer as equivalent to one the College offers, transfer as an elective, or not transfer at all. The decision is then updated in the transfer database.

**Analysis and Evaluation**

Honolulu CC meets this standard. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals.

**II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

**Evidence of Meeting the Standard**

The College is an open-door institution, providing accessible educational opportunities to all students. It regularly evaluates its placement practices to validate their effectiveness and to minimize biases.
In fall 2016, the College revamped its English and math placement tools used by Admissions and Academic Counseling. The campus phased out COMPASS for placement, moving to multiple measures that included high school Smarter Balance scores, high school grade point averages, and high school subject grades, among others. The new placement procedures dramatically reduced biases to achievement, particularly for underprepared students. In the past these students would have placed in developmental class sequences where they often failed to advance to college level English or math, required for graduation.

The placement measures went into effect for all the UH community colleges (II.C.51).

Along with these changes, the College eliminated its developmental education sequence for English, moving to co-requisite classes. Any students not placing into ENG 100 enroll in an ENG 100 co-requisite class, which allows them to complete the college-level English requirement in one semester instead of as many as four for the previous developmental sequence. The co-requisite courses provide more class time for underprepared students. Remarkably, the success rates have improved dramatically (Intro.9, Intro.10). Honolulu CC's Language Arts division has been a leader in implementing the co-requisite model.

The Math department also implemented accelerated math models to improve student success, eliminating many of its developmental, pre-collegiate classes.

Working with UHCC, placement criteria are evaluated each year.

Along with implementing multiple placement measures, the UHCC Enrollment Management group, which included among other representatives from admissions, records, and counselors, agreed to allow students to self-report placement criteria. This change eliminated a former barrier that required students to provide official copies of high school transcripts and other documents. Despite some concerns among faculty, the UH System Institutional & Research Office found overwhelming evidence that students report fairly and accurately.

Analysis and Evaluation

Honolulu CC meets this standard. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The College maintains student records permanently, securely, and confidentially, regardless of the form in which those files are maintained. The College additionally provides backup of all files through the Banner system maintained by the University of Hawaii System Office (III.C.34, III.A.68).

The Registrar manages the security and access of all student records for the campus, including electronic and physical files. The access also is governed by internal Standard Operating Procedures (II.C.52). Hard copy student records are kept in a locked, fire-safe storage room maintained by the department, and can only be accessed by select staff members (II.C.53).

Students must complete a confidential release form in person at the Records office to authorize third parties to have access to their college information (II.C.110).

The institution publishes and follows established policies for release of student records for all student support programs. Students and family members are informed of FERPA policies and required release forms. Students, family members, and the community are able to access information regarding FERPA by referring to the college catalog (I.A.1 [pp. 60-62]) or visiting the Admissions webpage (II.C.19).

The Student Employment Office requires all student employees to complete a FERPA agreement prior to being hired. FERPA policies are re-enforced during the mandatory student employee training conducted by the Student Employment office.

Analysis and Evaluation

Honolulu CC meets this standard. The College maintains student records permanently, securely, and confidentially, and has a provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies in its catalog for release of student records.
Evidence List – Standard II.C

II.C.1 ARPD
II.C.2 2016 ARPD Executive Summary Student Services.pdf
II.C.3 HONCC Student Success Pathway.pdf
II.C.4 Veterans (www.honolulu.hawaii.edu/veterans)
II.C.5 Victory HonCC Military Friendly (www.honolulu.hawaii.edu/node/1289)
II.C.6 Gainful Employment Disclosure
(www2.ed.gov/about/offices/list/ope/ge-template.html)
II.C.7 DE information for students (www.honolulu.hawaii.edu/distance)
II.C.8 DE getting started for students (www.honolulu.hawaii.edu/node/1296)
II.C.9 ARPD 2016 Student Services Executive Summary
II.C.10 ARPD 2016 Student Services Analysis
II.C.11 SAOs for Student Support Services.pdf
II.C.12 Writing Center SLOs (www.honolulu.hawaii.edu/node/710)
II.C.13 Campus Student Success Council
(programs.honolulu.hawaii.edu/intranet/node/2365)
II.C.14 IPASS Overview.pdf
II.C.15 star-help.pdf
II.C.16 ARPD Student Services
II.C.17 CCSSE (www.ccse.org/)
II.C.18 Student Success Cheatsheet Prepare.pdf
II.C.19 Admissions (www.honolulu.hawaii.edu/admissions).pdf
II.C.20 Records (www.honolulu.hawaii.edu/records).pdf
II.C.22 AY Fall 2016-Spring 2017 Annual Assessment Admissions and Records-Completed.pdf
II.C.23 Online Application (www.sis.hawaii.edu/uhdad/bwskalog.P_DispLoginNon).pdf
II.C.24 HonCC college catalog (www.honolulu.hawaii.edu/catalog)
II.C.25 Advising Academic Counseling (www.honolulu.hawaii.edu/counseling)
II.C.26 Counseling _ Advising Syllabus.pdf
II.C.27 Kaʻieʻie (uhcc.hawaii.edu/kaieie/)
II.C.28 STAR GPS Tutorial (www.youtube.com/watch?v=rIXhpL_nbsQ).pdf
II.C.29 STAR GPS Login (www.star.hawaii.edu/studentinterface/).pdf
II.C.30 MySuccess tutorial (mysuccess.honolulu.hawaii.edu/?q=node/32)
II.C.31 MySuccess Tutorial.pdf
II.C.32 Career Services (www.honolulu.hawaii.edu/career)
II.C.33 assessment-slo-sao-academic-support.pdf
II.C.34 Academic Support APRD Executive Summary
II.C.35 Financial Aid (www.honolulu.hawaii.edu/finaid)
II.C.36 Health Office (www.honolulu.hawaii.edu/health)
II.C.37 Wellness Center (www.honolulu.hawaii.edu/wellnesscenter)
II.C.38 Student Life (programs.honolulu.hawaii.edu/studentlife/)
II.C.39 Outreach (www.honolulu.hawaii.edu/outreach)
II.C.40 Online Orientation.pdf
II.C.41 Disability ACCESS (www.honolulu.hawaii.edu/disability/).pdf
II.C.42 Hulili Ke Kukui Hawaiian Center ()
II.C.43 Hulili Ke Kukui Event Attendance (Fall 2014 - Spring 2016).pdf
II.C.44 Po‘i Nā Nalu (www.honolulu.hawaii.edu/hawaiian/poinanalu)
II.C.45 PNN RMR template.pdf
II.C.47 Keiki Hau’oli Children’s Center (www.honolulu.hawaii.edu/keiki)
II.C.48 College Policies (www.honolulu.hawaii.edu/policies)
II.C.49 Student Lifeactivities (www.honolulu.hawaii.edu/studentlife)
II.C.50 Hawaii Papa O Ke Ao.pdf
II.C.51 Placement (11.24.15) Memo for Placement Options
II.C.52 Registrar SOP
II.C.53 Records Security Procedures
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A: Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The College places precedence on employing qualified administrators, faculty, and staff to assure the integrity and quality of its programs and services. Each employee is screened to confirm appropriate education, training, and experience. Since administration, faculty and staff work together in this process, the use of the mission statement of the College and the developing needs of the students and community are crucial in determining necessary qualifications for each new employment opportunity.

The College maintains employees in the following classifications: (a) Administration or Executive and Managerial (E/M), (b) Faculty, (c) Administrative, Professional and Technical (APT), and (d) Civil Service. The Board of Regents (BOR) sets forth policy regarding all appointments in the UH System, including faculty promotion and tenure as well as the status of other personnel (III.A.1). In accordance with UH System-wide policy, faculty, APT staff, and E/M personnel are BOR appointees, subject to classification and qualification rules established for these employees (III.A.2). Clerical, grounds and maintenance, and other support staff are State of Hawai‘i Civil Service employees, and therefore, job descriptions for these positions are subject to Civil Service
classification and qualification rules, administered by the state’s Department of Human Resources Development (DHRD) (III.A.3). All employees, except E/M, are subject to collective bargaining agreements.

Qualifications for each position offered are determined by needs of programs, divisions, departments, and offices of the institution. The College follows UH and Regents policy (III.A.4, III.A.5) to recruit and select qualified candidates for E/M positions. Position descriptions for these positions are developed by the College but must be reviewed and approved by the UH System Office of Human Resources and/or the Office of the Vice President of Community Colleges to ensure that they are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

In the search for qualified candidates for faculty positions, both faculty and administration draft job descriptions, incorporating minimum qualifications (MQs) as approved by the Office of the Vice President of the Community Colleges (III.A.6) and desirable qualifications (DQs).

For APT positions, administrators work with department managers to develop job descriptions that accurately reflect the duties and responsibilities of the position in addition to MQs, DQs, and required years of experience, in compliance with UH policy (III.A.7).

The institution advertises open positions through venues, such as the Work at UH website, that will attract quality candidates. The University is transitioning to a new on-line recruitment, application, and screening system entitled NEOGOV with an expected implementation date of Spring 2019. All job descriptions and postings include the publication of duties and responsibilities that support institutional mission and goals as well as the required education, experience, and training (III.A.8).

For all positions, selection committees develop interview questions, rubrics for the answers, and ratings forms. Questions typically address understanding of the student population the campus serves, reinforcing the duties and responsibilities to support the mission of the College. These committees include faculty or staff of the disciplines or departments seeking to hire. The screening process is detailed in a memo distributed to each committee member at the onset of the recruitment and is tailored to the specific classification of the vacant position. The process supports consistency and confidentiality in the recruitment process, which extends to applicant and committee information, materials, ratings, questions/responses, comments and discussion, and recommendations (III.A.9).
Applications received are initially screened by the campus Equal Employment Opportunity (EEO) Officer to ensure that all application packets contain the required documents as stated in the job advertisement. Complete applications are then forwarded to the screening committee to determine which candidates meet MQs and DQs for the position. The committee selects the candidates to interview, and upon completion, makes recommendations to the appropriate administrator, who conducts a second level of questions to determine the most qualified candidate for the position.

Positions are not offered until reference checks are conducted, and the EEO Officer reviews the entire recruitment file for validation of MQs and that all EEO/AA policies and procedures were followed.

For all candidates and selectees, the College requires transcripts of degrees, certificates, and other documents are mailed from the institutions conferring them to verify qualifications. If degrees are from non-US institutions, the College checks the equivalency of degrees by referring to the National Association of Credential Evaluation Services (III.A.10).

Analysis and Evaluation

Honolulu CC meets this standard. The institution complies with BOR, UH, federal, and state policies and procedures governing personnel classification, recruitment, and appointment. To ensure the integrity and quality of its programs and services, the College employs administrators, faculty and staff who are qualified with appropriate education, training, and experience. The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and they address the needs of the institution to serve its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.
Evidence of Meeting the Standard

Faculty evaluate and recommend applicants for teaching positions, particularly for their own departments. To maintain integrity and quality of new hires, they serve on screening committees to ensure applicants have subject knowledge and requisite skills to perform the services for the position they would be hired to fill. The advertisements for the positions list minimum qualifications (MQs), desired qualifications (DQs), and expected duties and responsibilities (III.A.11, III.A.12). These advertisements are developed by department faculty.

Applicants are required to submit an application, resume, cover letter, and transcripts to establish their qualifications. The advertisements (announcements) describe teaching requirements but also often include responsibilities of contributing to the department, participating in campus committees, engaging in other campus activities, and partaking in community service.

The MQs specify degrees, professional experience, and discipline expertise. The DQs include expected skills to be proficient in the position, and include proficiency in assessing student learning, experience in curriculum development and curriculum review, knowledge of the College’s mission, and comprehension of the College’s student population (III.A.13, I.A.19). Applicants are asked to demonstrate their teaching methods during most interviews.

The faculty serve as subject experts to ensure newly appointed faculty have appropriate degrees, professional experience, and discipline expertise. To confirm, the committee creates interview questions with rubrics to assess answers. The EEO/AA Officer reviews the interview questions and rubrics, and provides the screening committee with directions about the process.

Once the committee recommends applicants, the dean or administrator will interview them in a second round. Upon completion of the second level interviews, the administrator will contact the applicants’ references to validate further, before making a recommendation to the Chancellor via the Vice Chancellor of Academic Affairs. The EEO/AA Officer performs the final check of documents of the applicant to be appointed (III.A.14).

Included in faculty reappointment, promotion, and tenure applications are the requirements for curriculum development, curriculum review, and student learning outcomes assessment (III.A.15).
Analysis and Evaluation

Honolulu CC meets this standard. The process for recruiting, screening, and selecting faculty is well defined. Faculty as content experts review the position advertisements, create interview questions, and interview candidates. They select candidates through a comprehensive process that includes rubrics, interviews, evaluations for professional experience, expertise in the discipline, teaching skills, and potential contribution to departments, the institution, mission of the institution, and student population, among others.

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The College has a process to ensure the necessary qualifications of administrators it hires, so they will be able to perform duties to sustain institutional effectiveness and academic quality.

For all recruitments, the institution follows a competitive recruitment process based on appropriate education, training, and experience. The College ensures that the minimum and desirable qualifications for all personnel positions responsible for educational programs and services are reflected in the job descriptions (III.A.16, III.A.17). Job descriptions are updated and reviewed by the Human Resources Manager and managerial personnel prior to the job posting and as needed to support the changing needs of the college and division.

All positions at the College are aligned with the institution’s mission, and job descriptions ensure positions support the principles of the mission, which include assessment, teaching and learning, diversity, personal development, career development, and community development (III.A.18).

To comply with EEO/AA standards and to ensure that the hiring procedures are consistently applied, Human Resources oversees the hiring process. Applicants are evaluated in the selection process and consistent with current Board policy (III.A.18,
III.A.19, III.A.20, III.A.21). The process verifies that applicants possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Human Resources ensures application packets are complete and applicants meet the minimum qualifications. Executive/Managerial (E/M) as well as faculty and Administrative, Professional and Technical (APT) position applications require official transcripts from an accredited institution recognized by US accrediting agencies. The transcripts and other training certifications must be received at the time of employment to satisfy the academic credentialing for the position. Other required documents include a cover letter (outlining how applicants meet the minimum and desirable qualifications), resume, and three references.

The job advertisements outline duties related to the mission of the college, student success, diversity, and professional and personal growth, and require documents needed to effectively assess these areas (III.A.22, III.A.23). Prior to reviewing applications and conducting interviews, the EEO/AA Coordinator or respective administrator reviews the hiring process with the screening committee. This includes noting the responsibilities of the screening committee, conveying the importance of ensuring confidentiality of the screening process (including applicant and committee information, materials, ratings, questions/responses, comments and discussion, and recommendations), EEO and AA policies, guidelines for pre-employment inquiries, and minimum qualification guidelines. Currently, Human Resources is developing an on-line tutorial for this process so it will be easily accessible to all screening committee participants for reference and to ensure that the process is consistently applied for all campus recruitments.

To sustain institutional effectiveness, Honolulu CC offers competitive compensation (salary and benefits) that is comparable to the local market, including higher education, to attract and retain competent and experienced personnel (III.A.4).

Analysis and Evaluation

Honolulu CC meets this standard. Administrators and other employees responsible for educational programs and services are selected after determining that they have the necessary qualifications to sustain institutional effectiveness and academic quality. Position advertisements specify minimum and desirable qualifications. To find the best qualified applicants for the position, the College follows a competitive recruitment process based on appropriate education, training, and experience. Descriptions of all positions overseeing educational programs and services are aligned with the mission
and require assessment, teaching and learning, diversity, personal development, career development and community development.

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The College authenticates that administrators, faculty, and staff are hired through a detailed and systematic selection process that includes a review of the qualifications of candidates and past employment verification. Degree requirements are specified in job advertisements (III.A.12).

Once an applicant is selected, Human Resources reviews the applicants’ submitted documents to review qualifications, such as meeting the minimum requirements of the position. If official transcripts were not submitted at the time of the application, official transcripts must be received directly from the granting institution by the time of hire. The transcripts are maintained in the personnel files of employees. Human Resources conducts periodic spot checks of personnel files to ensure that this procedure is met.

A minimum of a Master's degree is typically required for all faculty positions in liberal arts areas regardless of whether the faculty is hired for distance education or on-campus instruction. Vocational, technical and occupational instruction areas may require less than a Master's degree. All degrees and credits must be earned from regionally accredited postsecondary colleges and universities (III.A.24). Degrees from non-U.S. institutions are recognized only if equivalence has been established. Transcripts from a non-U.S. institution requires an evaluation through the National Association of Credential Evaluation Services or similar service to verify candidates meet the minimum required degree to be qualified for the position (III.A.10).

The requirement of official transcripts is part of the standard operating procedure on Application Review Guidelines for Administrator, Faculty and/or APT Recruitment (III.A.25).

Analysis and Evaluation
Honolulu CC meets this standard. The College follows procedures to ensure required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been validated.

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Employees are evaluated systematically and at regular intervals to assess their effectiveness and to determine areas for improvement. State of Hawaii, Board of Regents (BOR), University of Hawai‘i Community College (UHCC) policies, and collective bargaining agreements provide clear guidelines for the criteria and procedures specific to employee groups. The BOR sets forth policy (III.A.26) regarding evaluation of all Executive and Managerial (E/M), faculty, and Administrative, Professional and Technical (APT) employees.

Executive and Managerial

All Executive and Managerial (E/M) employees must be evaluated annually for performance and accomplishments based on criteria established by the UH President and described in Board policy (III.A.18). A confidential performance evaluation of the College’s E/M employees is conducted through the 360 Degree Feedback online system, gathering evaluations from subordinates, peers, and constituents. Results of the assessment, as well as of a self-assessment is discussed between the executive and managerial employee and the Chancellor. The Vice President of the Community Colleges conducts the evaluation of the Chancellor (III.A.27).

Faculty
Faculty are evaluated in accordance with BOR policy (III.A.26). The University of Hawaii Professional Assembly (UHPA), in agreement with the BOR, sets forth the procedures for contract renewal for probationary and temporary faculty as well as tenure and promotion for eligible faculty in the 2017-2021 collective bargaining agreement (III.A.28).

Additionally, in accordance with the UHPA contract, the UHCC sets forth guidelines for tenure and promotion (III.A.15) as well as contract renewal (III.A.29). These guidelines ensure that faculty are evaluated consistently and fairly by providing the framework for both the applicant and reviewer.

Faculty submit a dossier, a self-assessment of teaching ability, accomplishments, professional development, professional activities, public service, learning outcome assessment, student evaluations, peer observations, and goals and objectives for the coming contract period. A formal process is prescribed depending on the action, such as contract renewal, tenure, or promotion. This is done by appropriate departmental and administrative personnel, including division chairs or unit heads, division personnel committees, tenure and promotion review committees, and/or administrators. The faculty evaluation process provides an employee with recommendations for improvement and serves as the basis for goals to be achieved during the next evaluation period.

Tenure-track faculty must submit a dossier for contract renewal in the second and fourth years of a five-year probationary period. Tenure-track faculty who are in their final year of probationary service are required to apply for tenure or be subject to a terminal contract year. Temporary or non-tenure-track faculty are required to submit annual contract renewals.

Division chairs (or equivalent) review dossiers during the evaluation process and meet with non-tenured faculty to discuss recommendations before submitting a report. Should there be a need for improvement, the division chairs work with the faculty members to develop a plan.

Post-tenure, faculty may apply for promotions after completing three years of service. Promotion dossiers are reviewed for performance at the rank to which the faculty are applying. Tenured faculty who have reached the rank of Professor (C5) or who choose not to apply for promotion are evaluated every five years based on the faculty classification plan, which documents faculty expectations at each rank per UHCC policy on the faculty five-year review (III.A.30).
Faculty who teach distance education (DE) courses must participate in a mandatory orientation at the beginning of every semester. DE courses must be peer-reviewed by other faculty members every two years utilizing the peer evaluation form (III.A.31). Students provide evaluations of DE courses every semester.

*Lecturers*

Since lecturers must meet the same academic qualifications as faculty members, they are evaluated at specified intervals based on their step placement as stated in the UHCC policy (III.A.32) and campus’ standard operating procedure (III.A.33).

Lecturers at Step A are evaluated once each year, at Step B once every two years, and Step C once every four years. Evaluations may be done more frequently if there are concerns with a lecturer’s performance. At minimum, lecturer evaluations must include one peer evaluation, results of student evaluations, and a self-analysis. These documents are submitted to the division chairs, who provide feedback to the lecturers. By April 30 of each academic year, division chairs will provide recommendations to the Vice Chancellor for Academic Affairs for re-hire.

The initial step placement of lecturers starts at Step A. New lecturers may be credited with 25 credits for an advanced degree and for 25 credits taught outside the UH System with accompanied verification. Application for advancement to Step B can be submitted when a lecturer has reached 75 teaching credits and to Step C at 150 credits.

The procedures in place ensure that evaluations of faculty and faculty lecturers lead to improvement of job performance.

*Administrative, Professional, and Technical (APT) Employees*

Administrative, Professional, and Technical (APT) employees are evaluated on an annual basis using the APT Broadband Performance Evaluation System (III.A.34). The standard evaluation period for all APT employees is November 1 through October 31.

At the beginning of the evaluation period, a supervisor discusses job expectations with the employee(s). The expectations are entered by the supervisor and acknowledged by the employee in the online system. Throughout the evaluation period, feedback is entered and acknowledged to document employee progress, accomplishments and areas of improvement. At the end of the rating period, the supervisor enters a final assessment of performance, also acknowledged by the employee. Should areas of improvement be identified, an improvement plan is documented for the next evaluation period.
An APT employee serves an initial three-year probationary period during which they may be released from their position if they do not meet expectations of the position as documented in the online system. Once past probation, the evaluation is used to determine continued service. Upon appointment to a new APT position, a current APT employee who has passed the initial three-year probation period must serve a new six-month probation period. APT employees who obtain and exceed rating in all areas may be eligible for special compensation awards in accordance with BOR policy (III.A.34).

The college completion rate of APT evaluations has increased from 87% in the 2014 fiscal year to 100% in the 2016 and 2017 fiscal years. The campus Human Resources Manager manually tracks the status of evaluations for all APT employees and sends reminders as needed to respective supervisors to ensure completion.

**Civil Service Employees**

Civil Service employees are evaluated by their supervisors during the six-month initial probationary period which may be extended to address deficiencies in employee performance that are identified during the initial period. Supervisors must discuss and document expectations with employees, then document performance feedback during the evaluation period. Once past probationary status, employees are evaluated yearly. Employees appointed to a new civil service position must complete a new six-month probationary evaluation. Evaluations are done through the Civil Service Performance Appraisal System (PAS) (III.A.35).

The college completion rate of Civil Service evaluations has increased from 78% in the 2014 fiscal year to 100% in the 2016 and 2017 fiscal years. The campus Human Resources utilizes a spreadsheet to manually track the status of evaluations for all civil service employees and sends reminders as needed to respective supervisors to ensure completion.

The regular evaluations provide a process to measure the effectiveness of Civil Service employees in their duties that help improve job performance.

**Analysis and Evaluation**

Honolulu CC meets this standard. The institution ensures that all personnel are evaluated systematically and at stated intervals utilizing existing written criteria to effectively evaluate performance of assigned duties as well as participation in institutional responsibilities. The College has formal, timely and documented processes to assess personnel and encourage improvement.
III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

Assessment of learning outcomes to improve teaching and learning is included in position advertisements for all faculty, academic administrators, and other personnel directly responsible for student learning. In addition, included in the professional responsibilities of faculty is the requirement to assess student learning, as stated in the collective bargaining agreement with the University of Hawaii Professional Assembly (UHPA) (I.C.27 [p. 4]). Furthermore, under the UHCC faculty classification plan, faculty at all ranks have responsibility to “design measurable or observable learning outcomes and assess and provide evidence of student learning ... to improve student achievement and success” (III.A.36 [A3]).

A faculty member’s responsibilities may encompass a combination of instruction, academic support, and economic development, and customized training (III.A.36).

For lecturers, UHCC stipulates that they follow the course, program, and institutional student learning outcomes and assessment methodologies as adopted by faculty members for the courses they are teaching (III.A.32).

Analysis and Evaluation

Honolulu CC meets this standard. Faculty, lecturers, and others involved with student learning are required to assess measurable outcomes to improve teaching and student success.

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment
of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

The College evaluates each of its programs to ensure they operate with sufficient faculty to fulfill teaching responsibilities that maintain the quality of the education and services. Instructional programs are evaluated each year through the program review process. The programs receive Annual Review of Program Data (ARPD), which include specifics on class average sizes, class fill rates, majors to faculty ratios, and other statistics to evaluate the efficiency of the educational quality (I.B.5). Every 5 years, each program undergoes a comprehensive program review process which addresses program assessments in a more detailed level. The data also encompasses ratios that include lecturers (adjunct faculty). During each review process, the program reviews data sets to ensure the number and quality of faculty are sufficient to ensure student learning and to ensure the institutional mission and purpose are being met.

Data sets such as number of majors, number of student semester hours taught, number of sections taught, number of appointed full time faculty, and majors to full time faculty are included and discussed as part of the review process. The academic dean regularly monitor through the student registration system, the demand of seats in courses and the amount of faculty available to teach. Adjustments are made to course schedules to ensure seats are available for students moving through the pipeline of courses to fulfill graduation requirements. Lecture pool are maintained with vetted, qualified part-time faculty to augment when adjustments are needed to ensure proper faculty availability.

The programs review and report on the data. Through the reports, administration is alerted whenever programs may be affected by insufficient faculty to teach essential courses for the program. The College’s mission and institutional learning outcomes guide each program (I.B.13).

The college maintains a healthy number of faculty vacancies. This allows for programs to request additional board appointed faculty member based upon size and student demand of needed course work. When the program review data indicates a shortfall of full-time faculty in any program, a request is made by the respective dean to fill additional positions. Administration has a process to review requests for positions, working with deans, Human Resources, and finance utilizing the Request for Position Action and Request to Fill Critical Position/Amendment to Staff Plan forms so departments can provide justification for additional positions (III.A.47, III.A.48).
The request is then vetted through the campus process and a determination is made if a reallocation of positions is deemed needed. If so, the program moves forward with re-describing positions to fit the new need. Of 176 total full-time faculty positions on campus 160 or 91% of the total allocated positions are filled, with 16 either in recruitment or being reviewed for re-description or reallocation prior to recruitment.

Should there be a need for additional position counts that exceed the current number allocated to the College, a request can be made to the UHCC Budget Office for a vacant position from the Community College System position pool or via the state legislative process.

Analysis and Evaluation

Honolulu CC meets this standard. Honolulu Community College meets this standard. The College performs regular reviews of its programs to ensure that the sufficient number of qualified full-time and part-time faculty is maintained to assure fulfillment of duties to support quality educational programs and services that are aligned with the college’s mission and purpose.

III.A.8 An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Lecturers and part-time faculty are fully supported by the College. Similar to full-time faculty, lecturers and part-time faculty are provided with procedures, policies, sample syllabi, student learning outcomes (SLO) for courses, and understanding of the institution’s mission.

Division chairs or designated division faculty mentor lecturers and encourage them to be involved with committees and campus activities. Campus professional development activities routinely are open to participation by lecturers and part-time faculty. The Professional Development Committee provides announcements of events and activities
to all faculty. Lecturers can apply for funding from the committee if they taught 6 credits or more per semester during the last two academic years at Honolulu CC.

The College, for example, supports lecturers to participate in the annual Hawaii National Great Teachers Seminar, which takes place for several days in Hilo. Their attendance celebrates and inspires good teaching and helps to renew their commitment to student learning. Lecturers who are employed at least half-time (teaching 8 credits or more) are considered members of the faculty collective bargaining union and as such, can take advantage of the University of Hawaii Employee Tuition Waiver, offered as an employee benefit for full-time employees, for a maximum of 6 credits per applicable term.

A representative of lecturers is a member of the Faculty Senate Executive Committee (FSEC) (I.B.41 [p.5]).

On the Intranet webpage organized by the Faculty Development Committee, lecturers are able to view campus information, faculty resources, emergency information, policies and procedures, communication. Important documents and information pertaining specifically to lecturers are located along with the information for instructors (III.A.37). The site includes documents such as lecturer conditions of employment, lecturer evaluation information, and professional obligations (III.A.38).

Lecturers and part-time faculty are evaluated regularly, as stipulated by the UHPA collective bargaining agreement, including that they have completed assessment of SLOs. They are required to provide results and assessment for all classes taught. Full-time faculty observe classes taught by lecturers, the frequency depending upon lecturer classification. Lecturers each April submit evaluation packets that include the observations, self-evaluations, student assessments, and so on, following UHCC policy (III.A.32, III.A.33).

Lecturers are encouraged to subscribe to the general campus, lecturer specific, department, and other email distribution lists, to receive announcements and notifications. Lecturers are also welcome to attend the General College Meeting at the beginning of each semester, and new employee orientation.

Analysis and Evaluation

Honolulu CC meets this standard. The College has employment policies and practices, which provide lecturers with orientation information, procedures for evaluation, and professional development opportunities.
III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

The College has sufficient staff with appropriate qualifications to support the operations of the institution, including educational, technical, physical, and administrative capacities. The staff positions are classified as Administrative, Professional, and Technical positions (APT) or State of Hawai‘i Civil Service.

Campus surveys in 2017 and 2018 showed that the majority of those surveyed strongly agreed or agreed that the College maintains a sufficient number of qualified staff and administrators (III.A.39, III.A.40). The College has about 150 staff. These cover the institution for security, grounds maintenance, secretarial support, and so on.

To ensure staff have the appropriate qualifications to support departments they are hired for, the advertisements for the positions lists minimum qualifications (MQs), desired qualifications (DQs), and the duties and responsibilities (III.A.41, III.A.12). Screening committees, which include members of the department, review applications and create interview questions with rubrics to assess answers. The EEO/AA Coordinator provides the screening committee with directions during the process (III.A.42).

The screening committee will forward recommended applicants for second-level of interviews by a dean, director, vice chancellor, and/or the Chancellor for final selection. With the exception of Civil Service employees, APT appointees are formally approved by the Chancellor through delegated authority from the Board of Regents.

Civil Service employees are hired in accordance with established policies of the UH System that address position descriptions (III.A.43), class specifications, and minimum qualifications (III.A.44).

The policies and procedures ensure staff have qualifications for the position whether educational, technical, physical, or administrative.
For the community colleges, staff positions are managed by the UHCC through legislative appropriation. When the College determines need for additional positions, the Chancellor puts in a request to the office of the Vice President of Community Colleges. For example, in 2014, several community colleges requested additional support for security of their campuses and UHCC received additional legislative appropriated positions for additional security. The UHCC also has an established procedure to reallocate positions that have gone unfilled by the college for more than two years (III.A.45, III.A.46). The College may also reallocate positions within their authorized number of position counts.

Although there are no formal staffing ratios, staffing levels for various classifications of employees are reviewed and compared across the UH Community Colleges.

Programs may request additional APT or Civil Service staffing, based on their ARPD reviews, through an established process initiated on their campuses (I.B.40, III.A.47, III.A.48, III.A.49). The College abides by the UH System policies in hiring APT and Civil Service staff (III.A.2, III.A.17).

Analysis and Evaluation

Honolulu CC meets this standard. The College has sufficient staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations. The institution works within the UHCC to allocate staff positions as needed and following UH System policies on hiring for APT and Civil Service positions. Departments base any staffing needs on program reviews.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes.

Evidence of Meeting the Standard

College administrative as well as other staffing is dependent on the executive and legislative branches of the State of Hawai‘i, the UH System, and the UHCC. The allotments for staffing are categorized as Executive and Managerial, Faculty, APT, and
Civil Service. Job descriptions for these positions follow the system wide qualification guidelines to ensure compliance.

Currently, Honolulu CC’s executive and managerial positions are filled permanently or on interim basis while undergoing recruitment for permanent appointments. To maintain sufficient administrators to provide continuity and effective leadership to support the institution’s mission and purposes, executive and managerial staffing is reviewed by the Vice President of Community Colleges.

The institution has policies and practices to determine the appropriate number of qualifications and organization of administrators (III.A.50).

UH and BOR policies (III.A.4, III.A.5) govern executive and managerial positions for the UH System. These policies stipulate the hiring process to recruit and hire qualified candidates who support the mission of the University and who respect and promote excellence through diversity. Minimally required (MQ) degrees and experience of the position ensure effective leadership. For example, a Vice Chancellor of Academic Affairs must have a Master’s degree and the academic rank of C-5 or equivalent. Knowledge of the community college mission is a desirable qualification (III.A.51).

A fall 2017 survey showed that 68.9% of those responding agreed that the College maintains sufficient qualified administrators to provide an effective educational programs, operations, services, and leadership for the institution. This is an increase from 53.27% reported in a spring 2017 survey (III.A.39, III.A.38).

Analysis and Evaluation

Honolulu CC meets this standard. The College maintains sufficient administrators to provide continuity and effective leadership and services. 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.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard
The College follows established and published policies and procedures for personnel that are available for information and review. These policies and procedures are fair, and equitably and consistently administered.

To ensure equitable personnel actions, the institution’s Human Resources follows the policies, procedures, laws, or agreements of the Board of Regents, UH System, UHCC, applicable laws, government codes, and collective bargaining agreements. Human Resources also works in conjunction with the UH System’s Office of Human Resources (OHR). Policies and procedures for the BOR, UH, System, UHCC, and the College are accessible by all personnel on websites. Collective bargaining agreements are distributed to respective employees by their bargaining unit.

The College’s Human Resources Manager also serves as an equal employment opportunity/affirmative action coordinator (III.A.52). This assigned duty ensures that personnel policies are administered equitably and consistently and results in fair treatment of personnel.

The core values in the Honolulu CC mission include “Diversity and Equity--maintaining an equitable multicultural environment where all aspects of diversity are appreciated and respected” (I.A.19).

The UHCC’s Nondiscrimination Policy is included in all new hire packets and covered during the mandatory new employee orientation training sessions (required for new employees but open to all employees) in the Fall and Spring (III.A.53).

The College administers personnel policies and procedures consistently and equitably. Personnel policies are publicized.

**Analysis and Evaluation**

Honolulu CC meets this standard. The College adheres to established fair and equitable policies and procedures that are written and published. These policies and procedures are consistently administered.

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**III.A.12** Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
Evidence of Meeting the Standard

The College is an equal employment opportunity and affirmative action employer, committed to a policy of nondiscrimination in accordance with federal and state laws and UH policies (III.A.54, III.A.55). The College maintains programs, practices, and services that support our diverse personnel. UHCC conducts formal Equal Employment Opportunity (EEO)/Affirmative Action (AA) analysis on a regular basis to ensure it is incorporated into the recruitment and hiring process.

The College has an affirmative action program that complies with federal contractor requirements for data collection, workforce analysis, identification of problem areas, placement goals or benchmarks, outreach and recruitment, measuring affirmative action efforts, and taking remedial action when necessary.

As part of the affirmative action program, the UHCC director of EEO/AA develops affirmative action plans (AAP) each year for the seven community colleges for minorities and women, in accordance with federal contractor requirements. In addition, the director of EEO/AA develops a separate affirmative action plan for protected veterans and individuals with disabilities (Part II), prepared in accordance with federal contractor requirements.

The UHCC director works closely with the EEO/AA coordinators at each campus to monitor and oversee employment practices, including recruiting and hiring decisions, and ensure compliance with laws and policies and with AAP. Compliance encompasses reviewing job announcements, reviewing for underrepresentation, monitoring recruitment, ensuring equitable treatment of applicants, ensuring diverse screening committees, and briefing search committee members on recruiting practices, which include nondiscrimination, equal opportunity, implicit bias awareness, and accessible interviews. The director also reviews the receiving, investigating, and resolving of complaints.

In a similar fashion, the campus EEO/AA coordinator ensures recruiting practices follow policies and guidelines to promote equitable treatment of applicants by providing EEO briefing to screening committees and receiving, investigating and resolving EEO complaints.

The institution regularly assesses its employment equity and diversity, in line with its mission’s core values: “Diversity and Equity – maintaining an equitable multicultural environment where all aspects of diversity are appreciated and respected” (I.A.19). The
The campus EEO/AA Coordinator oversees the employment practices, including recruiting and hiring decisions, and ensures compliance with laws and policies (III.A.2) and with the AAP.

The AAP contains workforce analysis. This analysis identifies Honolulu CC employees by gender and race/ethnicity in each job title, and also incorporated, by job title, into the UHCC’s compilation of employee data on gender and race/ethnicity. The workforce tables are kept in the campus EEO/AA office as evidence of the annual analysis. These tables also contain individual salaries of APT and Civil Service employees. Such information is confidential and cannot be publicly shared but does provide data on the diversity among the College’s employees to identify underrepresented groups for hiring and recruitment.

Diversity and equity also are promoted through by the UH System Title IX and the Office of Institutional Equity (III.A.56), UH Commission on Lesbian, Gay, Bisexual, Transgender and Queer+(LGBTQ+) Equality (III.A.57), and UH President’s Commission on the Status of Women (III.A.58).

The campus offers workshops and training for the faculty, staff, and administrators to increase awareness of the institution’s diverse population. Workshops and presentations are provided by the Title IX Coordinator, the Committee on Social Equity (III.A.59), the Faculty Development Committee, and the Hulili Ke Kukui Hawaiian Center. Examples include a SafeZone workshop, Dr. Anthony Ocampo’s presentation on the Filipino American identity (III.A.60), Culture Day and Bridging Persia, and Title IX workshops and mandated biennial online training for current employees and initial training for new employees.

Title IX training is a requirement by the College for all employees.

The institution’s policies and practices are geared to promote understanding of equity and diversity. The College regularly evaluates these policies and practices to ensure that personnel are treated fairly, in line with its mission.

Analysis and Evaluation

Honolulu CC meets this standard. The College adheres to policies and practices to create and maintain appropriate programs, practices and services that support its diverse personnel. The College regularly assesses its record in employment equity and diversity consistent with its mission through an annual workforce analysis as part of its affirmative action program.
III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Honolulu CC upholds a written code of professional ethics for all of its personnel, including consequences for violation. Formal ethics policies and procedures are established by the UH System for specific employee classifications, and all employees are subject to State of Hawai‘i ethics rules and regulations.

The institution fosters ethical behavior in its employees by providing clear statements of policies and codes, both at the UH System and the College level. These policies and codes are available on the Intranet and the UHCC website.

These procedures include pathways to report ethical violations, support personnel to answer questions and address issues or possible violations, employee requirement to sign statements yearly to verify compliance with ethics and conflict of interest, and notifications that remind employees the mission and goals of the College to maintain a high quality learning environment that values academic excellence.

The State of Hawai‘i Ethics Commission reviews possible ethical violations and provides guidance to state government organizations. Article XIV of the Hawai‘i State Constitution mandates codes of ethics for state workers (III.A.61). In the Hawai‘i Revised Statutes, Chapter 84: Standards of Conduct sets forth general provisions and guidelines (III.A.62), and notes disciplinary action for code of ethics violations such as reprimand, probation, demotion, suspension, or discharge.

The Human Resources office provides the campus with email reminders and updates from the State Ethics Commission that includes regularly offered ethics training opportunities. Newly hired employees receive ethics information in personnel hire documents and in new employee orientation sessions. In election years, employees are reminded of guidelines concerning political campaigns and employees running for political office.

The Board of Regents (BOR) sets forth policies to address research and scholarly activities (III.A.63), for response to allegations of research or scholarly misconduct
(III.A.64), for use of research monies and conflicts of interest (III.A.65), and for fiscal responsibilities within the university (III.A.66).

Concerning the appropriate use of technology with the UH System, a number of ethics policies cover the proper use of information technology, especially those with system and network administrator responsibilities (III.A.67). Information Technology (IT) specialists who manage email, databases, and file servers must sign an acknowledgment of their responsibilities (III.A.67), and IT employees working with student-related information are required to sign an agreement to preserve confidentiality before receiving access to sensitive data (III.A.68).

In addition, to promote integrity and objectivity in instruction, research and other scholarly activities, employees must annually submit a conflict of interest disclosure as required by UH policy (III.A.69, III.A.70). These policies establish a mechanism to recognize, disclose, manage, and eliminate potential or existing conflicts of interest that may violate federal and state laws and regulations and University policies and procedures. Failure to comply could be grounds for disciplinary action up to and including termination for cause.

For the community colleges, UHCC policy sets forth expectations for all faculty members to strive to make recognized standards of the profession an integral part of their professional lives to ensure academic and professional ethics (III.A.71).

Analysis and Evaluation

Honolulu CC meets this standard. The College follows all current policies and procedures at the state and university levels to maintain a code of professional ethics and enforces consequences for ethics violations.

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
Faculty, Staff and Administrators have opportunities for professional development through the UH System and the College. Eligible employees are able to apply tuition waivers to attend UH classes with the opportunity to earn AA, BA and advanced degrees. Personnel can apply for sabbatical leaves of six months to a year for professional development (III.A.72). The State Department of Human Resources and Development and the UH Office of Human Resources offers a variety of training sessions to improve employee skills.

Professional development at the UH System level include the President’s Emerging Leaders Program (III.A.73), the Community College Leadership Champions (III.A.74), Wo Learning Champions (III.A.75), UHCC Hawaii Student Success Institute (HSSI) (III.A.76), and the Great Teachers’ Seminar (III.A.77). College personnel have an opportunity to interact with colleagues from across the community colleges to share programs and activities that focus on student success.

Professional development at the campus is provided through conferences, workshops, and activities that add personal growth, self-improvement, training, health and wellness, and teambuilding. Opportunities are provided through the Faculty Development Committee, the Staff Development Committee, the Hulili Ke Kukui Hawaiian Center, and the Health and Wellness Committee. Generally, workshops are open to all campus personnel.

Each academic year, the faculty development coordinator surveys the faculty about their interests in programs. Presentations and workshops are publicized through email and flyers and are usually open to all campus personnel. Attendees are asked to complete a survey at the end of each presentation. A few examples of activities are Safezone training, Laulima distance education training, and presentation on the history of Kaplama, the location of the campus (III.A.78). Assessments of these activities provide insight as to what was learned and suggestions for future presentations.

The Staff Development Committee (SDC) sponsors events that bring people together to foster teambuilding and collegiality. Events are aimed at creating a positive work environment. In 2015, the Chancellor formed the Staff Development Task Force (SDTF) to review the Charter (III.A.79) and Bylaws (III.A.80) for the Staff Development Committee (SDC), a subcommittee under the Staff Senate Executive Committee (SSEC). The SDTF sponsored “Think Nui” for Civil Service and APT staff as an “on-campus alternative to the Hawaii Student Success Institute (III.A.81), which is more focused on faculty and administrators. It represented more focused programs and activities for staff, including a keynote speaker and presentations on computer software, hula,
cooking demonstrations, and crafts. Other SDC events have included Soup Day, Salad Day, the Ice Cream Social, and fundraising to support future SDC activities.

The College also supports other activities for faculty and staff development, such as for health and nutrition, exercise and caring for the elderly (III.A.82), and Hawaiian culture related events, such as Malama Aina Days, genealogy workshops, native Hawaiian plant propagation, and traditional Filipino tattoos (III.A.83).

Analysis and Evaluation

Honolulu CC meets this standard. In alignment with our mission, professional development opportunities and activities enable college personnel to provide academic excellence and support our students. Professional development needs are identified through surveys, training requirements, i.e. Title IX, and requests from personnel. Assessment of activities provide insight on the impact of what was learned by the participants, how they apply knowledge gained, and suggestions for future programs and activities.

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The College follows records retention policies, including the security and confidentiality of sensitive information, established by the UH System in accordance with law and collective bargaining agreements (III.A.84). The procedure ensures the College is in compliance with the Fair Information Practice Act, which governs an individual’s access to their personal records and access to those records by public and governmental agencies.

The College also follows UH System policy on providing a uniform system for the maintenance of personnel records (III.A.85). This policy mandates the Human Resources Manager, as Custodian of the Official Personnel Records for faculty and APT employees, to be responsible for keeping files accurate, complete, up-to-date, in accordance with applicable provisions of the appropriate collective bargaining agreements.
As the Custodian of Records for E/M and Civil Service employees, the UH Office of Human Resources is guided in maintaining official files for these classifications of employees by the State of Hawaii (III.A.86). Shadow files of the official files stored at the UH Office of Human Resources for E/M and Civil Service employees are maintained at the campus level to allow the campus HR Office to daily access to copies of personnel documents for such employees.

Campus personnel records of employees are secured in locked cabinets within the Human Resources area, which are only accessible to Human Resources staff. Keys to such cabinets are locked in the Human Resources Manager’s office. In accordance with collective bargaining agreements, employees may request by appointment to review their personnel records. Review of personnel records by employees is restricted to the Human Resources area. Administrators at the level of deans and higher may also request access to employee records. Access may be granted if the administrator has direct supervision of the faculty member and if there is sufficient justification.

The College also follows UH System policy that provides the framework for specific practices and procedures associated with systems and files that contain sensitive, personal, and confidential information within the UH System (III.A.68). The College has designated stewards and data custodians who are responsible for managing the security of sensitive information in the areas of finance, human resources, student services, and information technology.

The retention of records on campus is mandated by a further UH System procedure that prevents the unauthorized release of information, by ensuring that the College adheres to time limits for record retention (III.A.87). For employees who were terminated, transferred, or retired, official personnel files are stored on the campus for three years, after which they are transferred and archived at the State Records Center.

Analysis and Evaluation

Honolulu CC meets this standard. The college continues to follow policies and procedures for the security and confidentiality of personnel records. In addition, all employees at the college have access to their personnel records in accordance with the law.
Evidence List – Standard III.A

III.A.1 RP 9.201 Personnel Status.pdf
III.A.2 AP 9.540 Recruitment and Selection of Faculty _ APT.pdf
III.A.3 DHRD Classification and Compensation.pdf
III.A.6 Faculty MQ Guidelines.pdf
III.A.8 job postings and job descriptions.pdf
III.A.9 screening committee memos.pdf
III.A.11 Faculty Position ads.pdf
III.A.12 Work at UH (workatuh.hawaii.edu).pdf
III.A.13 Minimum qualification guidelines.pdf
III.A.14 Screening committee memo faculty.pdf
III.A.15 Guidelines for Tenure and Promotion, University of Hawai'i Community Colleges 2016-2017.pdf
III.A.19 RP 9.215 Excluded APT.pdf
III.A.20 EP 5.221 Classification of Faculty.pdf
III.A.21 Civil Service 200.004.pdf
III.A.22 Work at UH Ad EM.pdf
III.A.23 Work at UH Ad APT.pdf
III.A.24 Faculty MQ Guidelines.pdf
III.A.25 HCCSOP.1 Application Review Guidelines.pdf
III.A.28 ARTICLE X, TENURE, PROMOTION, AND CONTRACT RENEWAL – UHPA.pdf
III.A.30 UHCCP 9.203 Faculty Five Year Review.pdf
III.A.31 DE-form-peer-evaluation.pdf
III.A.32 UHCCP 9.104 Lecturer Evaluation.pdf
III.A.33 HCCSOP 9.104 Lecturer Evaluation Packets.pdf
III.A.34 AP 9.170 Evaluation of APT Employees.pdf
III.A.35 Civil Service PAS Manual.pdf
III.A.36 UHCC faculty-classification-plan.pdf
III.A.37 Lecturer Information webpage screen shot.pdf
III.A.38 Lecturer POM.pdf
III.A.40 Fall 2017 Accreditation Employee Survey Results (9.26.17).pdf
III.A.41 Staff Position ads.pdf
III.A.42 Memos to screening committees Staff.pdf
III.A.43 Classification Compensation A9.300 Position Descriptions for Civil Service Personnel.pdf
III.A.44 Class Specifications and Minimum Qualification Requirements 01-19-2017 spreadsheet (lists of Civil Service positions with links to PDFs).pdf
III.A.45 UHCCP 9.495 Long-Term Vacancy Policy.pdf
III.A.46 Request for Position Form.pdf
III.A.47 Critical to Fill Position form.pdf
III.A.48 SF-1 Request for Position Action.pdf
III.A.49 UH Form 13.pdf
III.A.50 AP 3.101-Organizational and Functional Change.pdf
III.A.51 Honolulu CC VCAA PD.pdf
III.A.52 EEOAA Directors and Campus Coordinator.pdf
III.A.53 UHCC Nondiscrimination Policy.pdf
III.A.54 RP 1.205 Nondiscrimination and Affirmative Action.pdf
III.A.56 Title IX.pdf
III.A.57 Commission on LGBTQ.pdf
III.A.58 Commission on the Status of Women.pdf
III.A.59 COSE-2017-09-17 Minutes.pdf
III.A.60 Latinos of Asia presentation.pdf
III.A.61 Hawaii State Ethics Commission Article XIV.pdf
III.A.62 HRS Chapter 84 Standards of Conduct.pdf
III.A.63 RP 12.201 Ethical Standards of Conduct.pdf
III.A.64 EP 12.211 Responding to Research and Scholarly Misconduct.pdf
III.A.65 AP 8.956 Accounting for Research and Training.pdf
III.A.66 AP 8.025 Fiscal Responsibilities within the University.pdf
III.A.67 EP 2.210 Use and Management of IT Resources.pdf
III.A.68 EP 2.214 Security and Protection of Sensitive Information.pdf
III.A.70 AP 5.504 Procedures for Disclosing Conflicts of Interest.pdf
III.A.71 UHCCP 5.211 Statement on Professional Ethics.pdf
III.A.72 Professional Development Opportunities.pdf
III.A.73 Presidents Emerging Leaders Program.pdf
III.A.74 Community College Leadership Championship.pdf
III.A.75 Wo Learning Champions.pdf
III.A.76 Hawaii Student Success Institute.pdf
III.A.77 Hawaii Great Teachers.pdf
III.A.78 Faculty Development Committee Report.pdf
III.A.79 Staff Development Charter.pdf
III.A.80 Staff Development Bylaws.pdf
III.A.81 Think Nui Assessment Report.pdf
III.A.82 Health Safety Meeting Minutes.pdf
III.A.83 Hawaiian Center Calendar of Events.pdf
III.A.84 A9.025 Fair Information Practice.pdf
III.A.85 A9.075 Personnel Records.pdf
III.A.86 DHRD Employment-Related Personnel Files.pdf
III.A.87 AP 8.450 Records Management Guidelines.pdf
**Standard III.B: Physical Resources**

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

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**Evidence of Meeting the Standard**

The College strives to ensure that all physical resources are accessible, safe and secure, and provide a healthful learning and working environment. Ongoing and long-term planning and assessment are tied directly to the Administrative Services’ annual program review (III.B.1) in addition to the College’s mission and its Educational and Strategic Plan 2016-2021 (I.A.3). The College works collectively with University of Hawai‘i Community Colleges’ (UHCC) efforts to assure that physical resources meet program needs and support and promote student learning. Strategic goals and objectives identify and address areas in need of growth and development, and the College is working towards these physical resource improvement goals through open dialog with all constituents via committees, governance practices, and campus meetings.

The main campus of Honolulu Community College, a short distance from the heart of downtown Honolulu, occupies over twenty acres on Dillingham Boulevard in the Kalihi-Palama area. The College also has facilities near Honolulu International Airport for the Aeronautics Maintenance program, on Kokea Street for automotive and heavy equipment shops, and at Sand Island for the Marine Education and Training Center.

The College is a few years away from celebrating its 100th anniversary, and while scheduled maintenance and renovation projects have begun to modernize the campus, its aging infrastructure remains a challenge with budget restrictions across the community colleges. Major capital projects are managed by the UHCC; the College manages minor projects, including all repair and maintenance and health and safety repairs. Recent facility improvements (completed and ongoing) include renovation of the cafeteria, areas of Building 5 and its central courtyard, and elevator replacements at multiple building locations. The efforts below address how the College’s physical resources address the teaching and learning needs of students, faculty, and programs, and assures that the mission of the College is achieved.

ACCESS
The College ensures access to the main campus and all off-site locations to meet the needs of its students, employees, and the public during day and evening hours when classes are in session. Access to facilities on the main campus are ensured by posted hours of operation on map kiosks situated across the mall walkway and the campus website (III.B.2); parking is available, requiring a permit or pass for students, employees, and visitors. Campus parking permits designate entry to specified parking lots, which have respective hours of access. As part of daily operations at all site locations, building occupants, custodial and maintenance staff, as well as security personnel monitor campus buildings and grounds.

During times that Honolulu CC is officially closed, buildings are locked and the Vice Chancellor of Administrative Services (VCAS) must authorize access. Space allocation and access to facilities for individuals and organizations with and without college affiliation for activities beyond the regular educational functions are available. UH System-wide policy (III.B.3) sets priorities and procedures for use of university-owned facilities and grounds. Facilities requests are reviewed and approved with the submission of appropriate forms through campus Administrative Services (III.B.4).

The College and the UH System are committed in providing equal access to physical resources by following all applicable title regulations of the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504. Accessible pathways, elevators, and designated disability parking are available and noted on the campus map, which can also be found on the campus website (III.B.2).

Annual facilities inspections to ensure ADA compliance are conducted by a Disability Specialist. ADA compliant resources and furniture (desks, chairs, tables, keyboards, specialized software, etc.) are made available across campus to support students and employees that require accommodation. The Disability Specialist chairs the Committee on Disability Access, which meets every other month as a campus wide group to improve information sharing and coordination of efforts to meet the needs and requirements of students with documented disabilities for compliance with ADA and Section 504 (III.B.5).

In 2015 the College underwent a CTE Civil Rights Review of its programs and facilities, which was conducted in accordance with the state’s Methods of Administration Program under the direction of the US Department of Education, Office for Civil Rights (OCR). OCR inspected the main campus and off-site locations to ensure compliance with applicable federal ADA regulations. Findings of the compliance review indicated areas requiring corrective action, such as improvements to building and facility accessibility among other items. The College addressed and completed a majority of required areas of
compliance in the review, and remaining items are due to be resolved in accordance with timelines in a voluntary compliance plan (III.B.6).

Safety and Security

The College places importance on maintaining a safe learning and working environment for its students and employees. Campus safety and security are managed by the College with UHCC providing training and oversight for compliance with the federal Clery Act and workplace violence reporting and training.

The Health and Safety Committee meets once at the beginning of each semester and includes constituents from all campus departments and divisions including the administration (VCAS) and student representatives. The committee also includes liaisons from all off campus locations. Meetings provide information on safety issues and facility improvements; members are also informed about health, wellness, security, and emergency preparedness issues. Feedback from safety liaisons is solicited. The committee has been instrumental in creating and providing health and safety resource documents that pertain to emergency preparedness, hazard communication, blood-borne pathogens, among other campus safety issues (III.B.7). Health & Safety Bulletins are emailed monthly to the campus community, highlighting diverse topics such as the safe use of prescription opioids, mumps vaccinations, window safety, use of extension cords and surge protectors, and much more (III.B.8).

The College’s Health and Safety Program documents extensive direction for employees and students regarding safety education, responsibility, and accountability, especially in regards to accident prevention and eliminating hazards (III.B.9). The program conforms to appropriate practices of a technical occupational institute and is in compliance with the health and safety requirements issued by the Hawaii Occupational Health and Safety Division. Additionally the Environmental Health and Safety Officer for UHCC conducts periodic hazard communication training for employees who deal with hazardous materials and substances (III.B.10). Communication and involvement by administrators, faculty, and staff ensures safety planning and prevention and sustains a healthful teaching and learning environment.

Under the direction of the VCAS, the Administrative Services Group meets at least monthly as an information sharing committee that discusses safety and security issues as well as other operational topics such as parking, facilities use, and construction and renovation updates. Members represent a wide range of constituents from across the campus (III.B.11).
Honolulu CC is committed to providing a safe and secure campus environment for all of its key constituents. Detailed campus security information and protocols, in addition to the College’s comprehensive Annual Security Report (III.B.12), are available online (III.B.13) in the college catalog, to address the needs of the campus community and the Crime Awareness and Campus Security Act of 1990 (III.B.12).

Campus Security is responsible for providing 24/7 security service and is staffed by a Security Manager and six Security Officers. Security personnel ensure compliance with federal, state, and local laws, as well as the rules and regulations of the College. They patrol the campus by vehicle and on foot, and perform the full range of public safety services dealing with incident reports, campus investigations, medical and fire emergencies, traffic accidents, enforcement of laws regulating the use of alcohol, drugs, and weapons, and all other situations requiring Campus Security assistance. The College has installed blue emergency telephones across the main campus that provide 24-hour direct communication to Campus Security.

The College’s Security Manager along with the VCAS coordinates and communicates periodic campus emergency exercises, such as active shooter training and evacuation drills (III.B.14). The Emergency Action Plan provides policy and procedures for addressing natural and man-made emergencies for all Honolulu CC locations (III.B.15). Emergency response and notification along with evacuation and training guidelines are clearly set forth in the event such occurrences take place.

The College partners with the Honolulu Police Department in planning, training, and implementation of emergency exercises. The UH Alert emergency notification system is utilized to inform subscribed users (students and employees) of emergency events, drills, and campus closures through timely text or email messaging (III.B.16). Campus Security announcements (“Timely Warning and Campus Safety”) and crime and emergency reports/statistics are made available campus-wide via email and are accessible on the College website and in the Annual Security Report (III.B.17).

Safety and security measures are ensured at all off-site locations; elevators, air conditioning, fire alarm, and building alarm protection systems are inspected and maintained, and security patrols are routine. Contracts and maintenance agreements are in place. State and federal airport security provides oversight at the Airport Training Center for the Aeronautics Maintenance Technology program. Campus Security patrols facilities for both the Automotive and Diesel Mechanics Technology programs located on Kokea Street. Safety and security resources and services for the Pearl Harbor Apprenticeship Program are managed and provided by the US Department of the Navy where the instruction takes place.
During fall 2017 the main campus began a series of facilities improvements that included building alarm upgrades and replacement and installation of 22 security cameras at various interior and exterior locations. Through a UHCC-wide initiative, the College will shortly undergo a rekeying project. This upgraded system will enhance buildings with high security keys and allow for lock down capabilities if there is a potential threat on the campus. These special proprietary keys will prohibit duplication and ensure enhanced security and safety for all building occupants.

Facilities Constructed and Maintained

The College assists the UHCC in conducting and coordinating the planning, budgeting, construction, repair, and maintenance of physical resources. Small-scale repairs and maintenance are undertaken by the College’s personnel and financial resources; however, larger projects, typically requiring professional design consultants, are managed by the UHCC Office of Facilities and Environmental Health (FEH). The FEH, when appropriate, assigns its Environmental Safety Specialist to investigate and recommend remediation of code and safety needs. The FEH informs the UHCC administration of the projects’ scope, cost estimate, and schedule.

The College participates in the annual UH Facilities Renewal Reinvestment Model (FRRM) that documents the backlog of maintenance and estimating the annual funding required for on-going capital reinvestment. The FRRM uses campus building information (e.g., building name, gross square feet, construction date), and life-cycle methodology based on building sub-system and campus infrastructure life-cycles and replacement costs to estimate deferred maintenance and future capital repair needs (III.B.18 [p. 1]). The UHCC also supports the College by acquiring and allocating Capital Improvement Program (CIP) funding and the implementation of construction projects on the campus (III.B.19).

The College’s Operations and Maintenance Department (O&M) is responsible for the management of buildings and services, which include grounds keeping, custodial services, and utility infrastructure. O&M personnel perform daily inspections and preventative maintenance of facilities and grounds to ensure access, safety, and security. For programs located off the main campus, custodial staff is assigned at all facilities and grounds keepers are scheduled once week on a rotation for the Marine Education and Airport Training Centers and the automotive and diesel facilities. All campus personnel regardless of location are able to submit facility work requests online through the eFacilities AiM Work Order Management System (III.B.20).
In fall 2015 the College welcomed its first dedicated Facilities Manager, who has been instrumental in managing oversight of all physical resource services, projects, and improvements in a professional and timely manner. Current facility service priorities embrace a culture of active communication with all members of the campus community through frequent email notification and status alerts of pending repairs and renovations. Faculty and staff can also access campus utility updates for electrical, air conditioning, and plumbing matters in addition to submitting AiM facility work requests directly from the Facilities Management webpage (III.B.21). The Facilities Manager is currently working with the VCAS in drafting a formalized Facilities Plan to fully support and enhance the College’s academic programs and educational experience.

**Healthful Learning and Working Environment**

The College promotes a healthful learning and working environment through its commitment to sustainability. The Chancellor recently appointed a Sustainability Coordinator to ensure that current campus practices are aligned with the sustainability goals of the University of Hawai’i and UHCC (III.B.22, III.B.23). Faculty, staff, and students are not only educated on best practices, but actively participate in the campus efforts to reduce waste, improve energy efficiencies, and lower utility costs. The College has representation on two system-wide sustainability committees; one directed at curriculum and sustainability course designation and the other for facilities management. The Honolulu CC Sustainability Implementation Plan is a guided pathway to fulfilling the System’s goal of minimizing greenhouse emissions and becoming carbon neutral by 2050 (III.B.24).

The Health and Wellness subcommittee promotes, advocates, and educates faculty and staff in maintaining a healthful lifestyle through resources and workshops. Recent activities and presentations address stress management, dementia and caregiving, healthy cooking, hurricane preparedness, and participation in the annual Great Aloha Run (III.B.25).

The College provides additional measures to ensure a safe and healthful environment such as Campus Security escort services during evening hours, annual hazardous waste training, information on chemical safety requirements and practices, improved exterior lighting, and an e-waste recycling program for outdated electronic equipment. Students and employees have access to gender neutral and family restrooms at various locations designated on the campus map.

**Analysis and Evaluation**
Honolulu CC meets this standard. The College has sufficient physical resources supporting all programs and support services regardless of location. Facilities are constructed and maintained to assure access, safety, and security for all members of the college community. Operations and maintenance needs are promptly identified and addressed in a timely manner. Inclusive sustainable initiatives and practices are in place to provide a healthful learning and working environment.

While meeting the Standard, the College recognizes that leadership changes have impacted Administrative Services’ ability to update and maintain policies, procedures, and relevant documentation pertaining to physical resources. Since the last accreditation, the College has transitioned through three individuals for Vice Chancellor of Administrative Services. The College and the current VCAS have identified that facilities planning and process documents are important in assuring smooth and functional operation of the department. The VCAS is drafting a comprehensive Facilities Plan that will guide the physical campus through future planning and decision-making.

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Facilities Planning and Equipment Replacement

UHCC centrally 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 (III.B.26). To accomplish its goals for a modern teaching and learning environment, the UHCC will seek to address three key components: (1) instructional classrooms, laboratories, and support facilities; (2) capital equipment replacement; and (3) high-speed digital infrastructure. Learning space standards are adopted to evaluate physical layout in addition to digital/media, furniture, laboratory and shop requirements. The strategic directives come with the understanding that some improvements will require major renovations while others will have lower cost solutions.
Sustaining and acquiring sufficient physical resources to support programs and services are defined within the College’s Educational and Strategic Plan 2016-2021 as well, which details the goals and objectives and provides guiding principles for facilities planning. “Goal E” of the plan (I.A.3 [p. 11]) identifies opportunities where the Campus will make progress in addressing areas related to infrastructure (facilities), sustainability, and technology. The College aims to eliminate its deferred maintenance, replace and upgrade program equipment, and ensure facilities are designed and maintained to meet teaching and laboratory learning. Strategic directions for the College are aligned with those from UHCC and the University of Hawai‘i (I.A.7, I.A.25).

UHCC is committed to a planned equipment replacement program that will take into account the expected life span, the cost, and a system-wide budget for capital equipment replacement. Currently, campus programs and services that seek budget allocation requests for large-scale physical resources, such as new or replacement equipment, must justify and submit a formal annual budget request, which must address program needs and align with the College’s mission (I.A.19). This process, however, does not guarantee that needed new or replacement equipment will be acquired, since College funding is dependent on many factors including enrollment tuition and obtaining performance-based funding. By approaching the replacement of equipment as a system through its new strategic planning goals, the impact on the College’s budget will be modulated so that large items do not impact the budget in unexpected ways.

While UHCC has created a high-speed digital network connecting all campuses, proposed guidelines are aimed to ensure that on-campus networks are constructed and maintained in a manner that takes full advantage of this intercampus network.

Campus projects will be prioritized at UHCC level by weighing the relative importance of each project against the needs of the seven UHCC campuses. Project priorities are determined by considering multiple factors, which include work order occurrences, failure of systems, complaints from users, Sightlines backlog/useful life information, long-range plans for the campuses, and space needs (III.B.26).

Planning at the College level entails utilizing information from its Annual Review of Program Data (ARPD) reports (III.B.27). Program reviews are one of the primary tools used by the College to identify resource needs and facilities planning. Instructional programs, student services, and academic support services submit ARPD information and analyses, which guides the institution in its Long Range Development Plan (LRPD) (III.B.28). Administrative executive summaries are also included in ARPD documentation. Special non-credit programs such as the Pacific Center for Advanced
Technology Training (PCATT) provide annual report data for future planning needs and assessment (III.B.29).

Program information and resource needs are included in each ARPD report as well as their relationship to the campus’ strategic plan and mission. An annual systematic program funding process is conducted each spring where cross-campus participation by the four major governance bodies (Faculty Senate Executive Committee, Staff Senate Executive Committee, Kupu Ka Wai, and Student Government) takes place. All campus stakeholders participate in the budget decision-making process; transparency ensures that program and service area needs are communicated accordingly to achieve the College’s mission of providing physical resources that are “accessible...through an engaging learning environment.” The supplementary program funding process is documented on the campus Intranet under Funding (I.A.26).

Facilities Planning and Funding: New Construction & Renovations

Long-range building and land-use planning is managed by UH System and UHCC with input from the campus. CIP funding is appropriated by the State Legislature in three categories: (1) Capital Renewal and Deferred Maintenance; (2) Minor CIP; and (3) Line Item Projects. For capital renewal and deferred maintenance, the University of Hawai‘i System utilizes Sightlines’ Facilities Renewal Reinvestment Model (FRRM). FRRM is a web-based budget-modeling tool designed to support campuses in documenting the backlog of maintenance and estimating the annual funding required for on-going capital reinvestment. The FRRM’s 2016 executive summary presents information on the Current Replacement Value (CRV) for buildings on each campus, provides an overview of the maintenance backlog, an estimate of capital repair needs over the next ten years, and an estimate of probable costs with an assumed inflation rate (III.B.18). Minor CIP implies that projects are relatively small in scope. For the current budget, Minor CIP includes projects that are estimated at less than $5 million, where priority is focused on modernization of classrooms and learning environments.

New construction and renovations of existing facilities exceeding $5 million are typically budgeted and appropriated as line item projects. In 2013 the University of Hawai‘i Board of Regents adopted a resolution supporting a moratorium on new construction projects; however, the Regents specifically exempted several CIP projects for the community colleges, which included Honolulu CC’s Advanced Technology Training Center (ATTC). The new building is slated to house the campus’ science and technology programs. The $30 million-plus allocation approved by the State Legislature to fund construction is currently on hold while the City and County of Honolulu upgrades and installs water, sewer, and drainage systems, which will soon be underway along the
Kokea Street side of the main campus. The ATTC’s building plan specification will achieve a minimum rating of Silver in the LEED Certified Green Building Rating Systems (III.B.30 [p. 12]).

The College’s Long Range Development Plan (LRDP) guides physical development based on academic needs and objectives (III.B.28). Program planning in the document identifies space needs for the growth of the Campus. As noted in the LRDP, most student support and service areas are dispersed among multiple buildings. Plans to centralize two key student services (Financial Aid and Academic Counseling) as well as relocate the Hūlili Ke Kukui Hawaiian Center materialized in 2014 when the College received a $2 million US Department of Education Title III Program Grant. The two-year renovation project has allowed the center to re-imagine its programming and expand capacity to directly support Native Hawaiian programs on Campus. The co-location of these critical services and instructional programs allow the College to maximize critical functions that support student success (III.B.31).

The UH System, UHCC, and the College have been collaborating closely with the Honolulu Authority for Rapid Transportation (HART), since the city’s current rail development project is expected to have a station stop built on Honolulu CC property at the corner of Dillingham Boulevard and Kokea Street. Construction of the station platform will require several buildings on the campus property to be demolished. Project plans will be reviewed by the UH Office of the Vice President for Administration and will require UH Board of Regents approval. Existing overhead electrical power lines along Dillingham will be moved underground, which will require a 10-foot wide utility power easement on the Campus property. The HART rail construction project will definitely impact the College, its students, employees, and the neighboring community; however, all parties involved are working at minimizing disruption. Key stakeholders at the University of Hawai‘i and the College attend periodic HART meetings to keep abreast of the latest project developments. Campus parking, traffic conditions, health, safety, and security are issues with the ongoing project that has an expected completion date of 2030 (III.B.32).

Maintenance

Operations and Maintenance provides preventative maintenance and routine or emergency repairs to facilities and grounds. Energy and emissions management of building systems including HVAC and lighting are implemented through a Johnson Controls contract that began in 2011 and assists with the College’s sustainability efforts (III.B.33). The eFacilities AiM Work Order Management System enables the Facilities Manager to identify problem sub-systems and their rate of occurrence, including
planning and tracking of maintenance issues for effective utilization of resources thus ensuring quality service to campus programs and services.

**Analysis and Evaluation**

Honolulu CC meets this standard. UHCC and the College plans, builds, maintains, and replaces its physical resources through prioritizations that align with its strategic directives and missions to fully support academic programs and services.

**III.B.3** To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

**Evidence of Meeting the Standard**

Strategic planning documents for the University of Hawai‘i System, UHCC, and the College articulate and guide the campus to ensure the feasibility and effectiveness of its physical resources support programs and services. All levels of administration within the UH System engage in planning and assessment practices, both in the short and long-term, to provide and maintain sufficient facilities and equipment (I.A.3, I.A.25, I.A.7).

The College participates in the System’s annual Facilities Renewal Reinvestment Model (FRRM) that documents the backlog of maintenance and estimates the annual funding required for on-going capital reinvestment. The FRRM uses campus building information (e.g., building name, gross square feet, construction date), life-cycle methodology based on building sub-system and campus infrastructure life-cycles, and replacement costs to estimate deferred maintenance and future capital repair needs. (III.B.18 [p. 1])

The Campus undergoes continuous review of its physical resources by building tenants, custodial and maintenance staff, and security personnel, who routinely assess and report any needed repair or modification to the campus administration. Facilities at all locations are monitored on a regular maintenance schedule, including planning for deferred maintenance by UHCC and the UH System. Priorities are established for
addressing both regular and deferred maintenance as well as a consistent program of review and replacement for capital equipment for the College.

The Facilities Manager is the primary point of contact for campus facility needs. Use of the computerized maintenance management system by all campus personnel in submitting AiM eFacilities work order requests assists the Facilities Manager and the Operations and Maintenance Department (O&M) in its annual program review and future planning (III.B.34). Service area outcomes (SAO) and assessment are assigned for O&M and help it to identify needs and effectively allocate resources. SAOs include: (1) providing consistent, accurate, and timely facility support services, and (2) maintaining a system of continual improvement for all processes. In assessing its SAOs, the department has been successful in implementing changes to improve operations and services (III.B.35). Campus wide surveys are periodically administered to students, faculty, and staff in assessing satisfaction with physical resources and services, and areas of concern are acknowledged for immediate correction or further evaluation (III.B.36, III.B.37).

Effectiveness of physical resources related to the College’s energy management system is performed by Johnson Controls, whose partnership with UHCC provides energy savings performance reports (III.B.33). Johnson Controls performs facilities evaluation and condition assessment including verification and operation of HVAC mechanical units. The integration of an innovative finance program with capital improvements funded from operating expenses allows the College to pay for facility improvements through its operational budget. As a result of the System’s contract with Johnson Controls, replacement of obsolete energy management systems, central plant equipment, and campus wide efficient lighting and plumbing fixture upgrades were accomplished.

Program analyses in Annual Review of Program Data (ARPD) reports provide instructional, student, and support services a means of communicating facilities issues and needs. Campus programs and services also submit comprehensive reviews on a cyclical 5-year rotation (III.B.38). Division chairs, deans, and the College’s administration use these reports to develop plans to readily resolve physical resource shortcomings or make recommendations for future facilities planning. Campus planning and evaluation at the program level ensures that relevant information and data is utilized on a regular basis to ensure that physical resources, including equipment, is maintained and upgraded.

The College’s CTE Tech 1 Division, which encompasses transportation and trades programs, completed a thorough equipment inventory and inspection in 2014. This assessment effort was a means of determining the short and long-term repair and
servicing of equipment. In addition to inspection, operation, and testing, the division sought input from instructors and users as well as review of current manufacturer literature and industry standards. Ranked service notes indicated equipment in need of service, repair, or replacement due to obsolescence. Funding for equipment replacement could be handled through program and/or division support or the Campus’ annual supplemental program funding requests (III.B.39, I.A.26). UHCC provides funds for equipment replacement annually; stipulations are set in place for malfunctioning or obsolete equipment. Replacement costs must be over $5,000 and cannot be furniture, vehicles or computers.

The College utilizes relevant data and space utilization analysis to make informed decisions regarding campus facilities. For classroom use and efficiency, Ad Astra Information Systems analyzed campus space in relation to the scheduling of the College’s courses over a series of semesters. Division chairs used the data in fall 2016 to maximize classroom use and arranged classes to meet student access and demand. The aim was to effectively allocate classroom space and faculty resources according to student demand to accelerate student course and program completion (III.B.40).

For its academic scheduling process, the College uses Resource 25, known also as R25, to optimize general classroom and event space usage. R25 provides specific information about the capacity and facilities of the room to optimize scheduling for classes, conferences, meetings or special events. The software is particularly useful in locating unscheduled rooms with specific criteria.

Analysis and Evaluation

Honolulu CC meets this standard. The College provides practical and effective use of its physical resources in supporting programs and services. Through support of UHCC and the UH System, the institution improves and upgrades its facilities. The campus also maximizes effective utilization of its facilities through plans, evaluations, and relevant data.

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
Evidence of Meeting the Standard

The aligning of strategic plans across the UH System, UHCC, and Honolulu CC has created a shared framework for its institutional vision and planning. An important priority to move the System forward in achieving its educational goals is modernizing facilities for the 21st century. Embedded within each strategic plan are facilities objectives to address its deferred maintenance backlog with a building and grounds maintenance program that supports modern teaching and learning environments (I.A.3, I.A.25, I.A.7).

While UHCC, partly because of the side benefit of its energy efficiency programs, has a lower deferred maintenance backlog than other University of Hawai‘i campuses, the UHCC Strategic Directions commits the community colleges to developing an on-going program of regular maintenance that eliminates the existing backlog and ensures that no significant new backlog will develop (III.B.41).

Several tactics to assist UHCC and the College include:

- Develop transparent, accountable, efficient and effective processes and supportive organizational structures for construction, renewal and maintenance of facilities to include all phases from planning and procurement through project management and acceptance.
- Reallocate current funding and seek new funding to properly address renovation, redesign, and maintenance for 21st century positioning avoiding in the process a buildup of deferred maintenance.

The UHCC Strategic Directions also commits to developing a system of planned equipment replacement, similar to the building maintenance plan that accounts for the expected life of equipment, the cost of replacement, and a system-wide budget for capital equipment replacement. The clear identification of a replacement schedule also provides a clearer picture of the amount of “deferred” equipment within the system.

Working with UH Information Technology Services and drawing on the planning work of the Modern Facilities Task Force, UHCC assesses all of its internal campus networks to assure that they provide the required high-speed connectivity to teaching and learning spaces, to business operations, and to students in general. Necessary upgrades will be implemented based on this assessment.

The University of Hawai‘i System produced a new long-range capital plan, which serves as a guide for capital project priorities, timelines and budgets. Principles of the 6-Year Capital Improvement Projects (CIP) Plan 2018-2023 include the following: target
facilities with the highest utility and poorest conditions through upgrades, improve efficiency and utilization of facility space, and prioritize functional space for improved modern teaching and learning (III.B.26).

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. The design specifications ensure that improvements are made with materials and equipment that are cost effective, efficient, and serviceable for long-term use.

In 2016, the UH Board of Regents (BOR) signaled their intent to have a system-wide shared approach to academics and facilities planning. Shortly thereafter the UH President provided system governance groups the draft of its “vision,” which documented operating principles and aspirations moving forward. Approved by the BOR in April 2017, this plan became the Integrated Academic and Facilities Plan (IAFP) for the University of Hawai’i System (III.B.42). Outlined within are facilities planning directives that will evolve within the campus strategic and facilities plans in accord with the IAFP and coordinated across the system. Institutionalized implementation will be coordinated into biennium budget planning, annual operating budget, 6 year CIP plans and academic program approvals and reviews.

A global strategic initiative for the UH System is improving the sustainability and resource conservation of its physical resources. To that end, the UHCC entered a performance contract with Johnson Controls to implement multiple conservation measures. Energy solutions designed to reduce the amount of electricity, water, wastewater, and Syngas usage were implemented at the College. Energy efficient plans called for HVAC replacements, solar hot water, lighting retrofits, a full-time energy manager and electrical car charging stations to reduce fossil fuel usage. Additionally, the College’s new science building plan specification will achieve a minimum rating of Silver in the LEED Certified Green Building Rating Systems. Cost of ownership includes determining energy efficiency performance alongside project allocation and funding options for new construction.

Analysis and Evaluation

Honolulu CC meets this standard. Systematic planning and budget oversight of long-range capital plans are defined through the UH System and UHCC with assistance from the College. Strategic goals and directives have been aligned to strengthen coordination and ongoing efficiencies. Controlling and reducing costs are calculated in
the total cost of ownership of new construction and equipment, with significant weight placed on sustainable practices that support institutional improvement goals.
Evidence List – Standard III.B

I.A.3 Honolulu CC Educational & Strategic Plan 2016-2021.pdf
I.A.26 Supplementary Program Funding Form Explanation.pdf
III.B.1 Administrative services annual review
III.B.2 Need campus hours -- Campus map (www.honolulu.hawaii.edu/map)
III.B.3 HCCP 10.101 Delegation of Authority to Develop Procedures Regarding the Use of University-Owned Facilities.pdf
III.B.4 NEW Facilities Use Request form pdf-internal/external
III.B.5 COSA (programs.honolulu.hawaii.edu/intranet/node/329)
III.B.6 Honolulu CC Letter of Findings_CTECivilRightsCompliance.pdf
III.B.7 Health and Safety Committee (programs.honolulu.hawaii.edu/intranet/node/342)
III.B.8 Health & Safety Bulletin (programs.honolulu.hawaii.edu/intranet/node/2011)
III.B.11 Administrative Services Group (programs.honolulu.hawaii.edu/intranet/node/1322)
III.B.13 Campus Security (www.honolulu.hawaii.edu/security)
III.B.14 HonCC Safety and Security Information.pdf
III.B.15 EmergencyActionPlan_April2008_draft.pdf
III.B.16 Emergency Alert (www.hawaii.edu/alert/)
III.B.17 Timely Warning and Campus Safety Announcement.pdf
III.B.18 UH Facility Renewal Reinvestment Study 2016 Update 2016-08-12.pdf
III.B.19 Capital improvement Plan webpage Screen Shot
III.B.20 AIM (programs.honolulu.hawaii.edu/intranet/node/386#facilities)
III.B.21 Facilities Management (www.honolulu.hawaii.edu/facilities)
III.B.22 UH Sustainability (www.hawaii.edu/sustainability/)
III.B.23 UHCC Sustainability (uhcc.hawaii.edu/ovpcc/sustainability)
III.B.24 HonCC sustainability-implementation-plan.pdf
III.B.25 Health & Wellness Committee Info (programs.honolulu.hawaii.edu/intranet/node/1172)III.B.26 UH 6-Year CIP Plan.pdf
III.B.27 Program Review (programs.honolulu.hawaii.edu/intranet/node/776)
III.B.28 HCC LRDP.pdf
III.B.30 IAFP_BOR_Approved_April202017.pdf
III.B.31 HonoluluCC Title III Project Narrative 2015 final.pdf
III.B.33 UHCC Yr 4 MV Report.20161107.pdf
III.B.34 Facilities Annual Program Review FY 17.pdf
III.B.35 SLO-SA0_Assessment_Report_NON-Instructional_Admin_2017_10_02.pdf

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III.B.36 Standard III Results - 2018 Self Study.pdf
III.B.37 FacilitiesSurvey_Students_2017.pdf
III.B.38 5 Year Program Review Schedule.pdf
III.B.40 AdAstra_townhall-2015-12-01-presentation.pdf
III.B.41 BOR_Meeting_of_11_17_16_Materials___PUBLIC.pdf.pdf
III.B.42 UH 6-Year CIP Plan.pdf
Standard III.C: Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The Honolulu CC Information Technology Services (HON ITS) provides technology planning, purchasing, support, and operational requirements for the institution. HON ITS supports the college mission by providing the technical infrastructure to sustain an engaging learning environment that values academic excellence.

HON ITS operates in conjunction with the University of Hawai‘i, allowing the technology of the campus to be fully integrated with the other UH campuses. UH manages the system-wide infrastructure, including identification authentication, Laulima (learning management platform), Banner (student information system), PeopleSoft (human resources management system), and KFS (Kuali Financial System).

HON ITS is structured as four departments (Network, Support, Operations, Planning and Purchasing) with six overlapping functional areas (Asset Management, Infrastructure, Academic & Administrative Solutions, Educational Technologies, Event Media, Service Desk). The services are designed to address the evolving needs of the campus, particularly academic programs, teaching and learning, support services, and management and operation function.
The staff of thirteen full-time employees and four part-time student assistants of the HON ITS division are managed by a Chief Information Officer.

The UH ITS Help Desk provides 24-7 support to assist faculty and students with Laulima (Sakai) learning management system (III.C.1). Faculty use Laulima for communication with students, providing assignments, tracking grades, administering exams, and other services related to course management.

Google is the service provider for all University of Hawaii (UH) institutions and provides email, scheduling, cloud storage, and productivity tools, such as for documents, spreadsheets, and presentations. These are available to all students, faculty, staff, and administrators.

The Google login is customized to use the @hawaii.edu domain, which is the primary account and used for authentication for Laulima (III.C.2), online registration (III.C.3), and MyUH for student and faculty services (III.C.4). Faculty and staff use the login to access online pay statements, online leave requests, eCafe course evaluation information, and Halawai Web Conferencing.

The Honolulu CC campus operates approximately 2,300 desktop, laptop, and virtual desktop computing devices, and over fifty virtual and physical host servers with extensive Unified Threat Management coverage of the entire campus. Voice communication includes 437 VOIP campus phones plus UH System integration with its PBX.

Campus wireless networks provide 130 access points overlapping with high speed wired networking in all buildings including all campus classrooms. The networks extend to off-campus sites of Kokea Street (Automotive Technology and Diesel Mechanics programs), Airport Training Center (Aeronautics Maintenance), and the Marine Education and Training Center (Small Vessel Fabrication and Repair). The military supervises its own network at Pearl Harbor Navy Shipyards (Applied Trades) for security reasons.

The majority of software products utilized are accessed online. To ensure this functionality, HON ITS reviews, updates, and approves a network plan that is published at least two times per year (III.C.5), and follows its technology guidelines outline in the HON ITS Strategic Plan (III.C.6).

For the teaching environment, HON ITS provides reliable and enhanced technology in the classroom and develops technology plans required by divisions, departments, programs and students. The goal is to meet the instructional needs of faculty.
Over 75% of current classrooms are now standardized for connectivity and media. Students and faculty benefit from the standard media classrooms, which dependent on sizes, will have digital projections or minimum 60” LCD displays, white walls for writing and projection, standard presentation virtual desktop appliances, and wireless access to the campus high-speed Wi-Fi networks. Classrooms are maintained and upgraded on a five-year cycle along with all campus networking, core routing, and Unified Threat Management systems.

HON ITS initiated a five-year plan to enable all course content to be accessible online regardless of teaching modality (III.C.7). The availability of course content online, including lectures, allows repetition and review of materials that hopefully leads to better student success and retention rates.

HON ITS surveys faculty every fall and spring to evaluate its support, seeking an approval goal of 90% (III.C.8). HON ITS also identifies technology needs of the campus with various surveys, including an annual poll of divisions and program directors to determine both current technology needs and potential opportunities requiring technology (III.C.9, III.C.10).

All buildings are wired for fiber optic with gigabit capacity for both wired and wireless networks. Off campus programs, in campus-owned buildings, have fiber optic connectivity via UH networks, while the airport facility has a direct wireless network accessed through the Marine Education Technology Center facility that is fiber-linked to the main campus.

HON ITS also provides reliable campus voice systems, files services, and vendor solutions. It also develops and implements information solutions for services that are requested by administration, divisions, departments and programs. When a project is completed, an online, satisfaction survey is used to assess successful achievement, with a goal of a 95% positive response (III.C.15).

IT also measures the number of completed projects, delayed projects, and upgraded and degraded ITS services with goals of 90% on-time delivery and with asset losses of less than 5% (III.C.12).

HON ITS provides support 7:00 AM to 6:00 PM Monday through Friday and 8:00 AM to 12:00 PM on Saturday. Extended services are provided for campus or community events as needed.
All faculty and staff technology support requests are handled via the online GLPI ticketing system (III.C.11). This structure greatly improved campus support as shown by the GLPI statistics (III.C.12, III.C.13, III.C.14).

As mentioned above, HON ITS tracks support requests through its online GLPI ticketing system and strives to provide a prompt and effective response to each reported incident or request. HON ITS has a goal of a 95% successful response rate within 24 hours of ticket submission and reviews the data annually. In addition to this, HON ITS maintains and updates any ITS Services Catalog changes and notifies the campus within thirty days (III.C.16).

Sufficient controls and protection mechanisms are utilized to minimize disruption or attack to sensitive data networks and to assure secure and consistent functionality. The number of campus outages and data breaches (itemized by type) measures achievement of this outcome with the target goal of zero data breaches and 99% uptime excluding external power failures (III.C.17). University of Hawai‘i Informational Technology Services provides technical updates (alerts) for all 10 campuses (III.C.18). These provisions ensure security, privacy, and reliability in addition to emergency recovery.

Analysis and Evaluation

Honolulu CC meets this standard. HON ITS works in conjunction with UH ITS to provides comprehensive and adequate technology services for the College. Technology services support the institution’s management and operational functions as well as academic programs, including teaching, learning, and support services. Technology services are appropriate for the institution, including support, facilities, hardware, and software.

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The College’s technology is continuously updated and replaced to improve the quality and capacity of infrastructure for operations, programs, and services to support an
engaging learning environment for students, which is the mission of the institution. The quality and improvements of the technology are based in the HON ITS Strategic Plan. The plan focuses on providing technology to improve student learning outcomes, assisting faculty with integration of information, and enhancing technical efficiency (III.C.6).

Among the efforts to improve student learning is integrating cloud technology in the classroom and encouraging migration of course content to cloud services for constant availability. To assist faculty, IT has been installing interactive media in all standard classrooms and providing technical training for adaptive learning, among others. Technical operations are being improved by migrating information from drives to more reliable cloud storage, migrating the virtual data center to UH Mānoa to circumvent campus power issues due to construction, and so on. The strategic plan covers guides technology decisions through 2021.

The campus technology is closely aligned with the UH Information Technology Services (ITS), which works to integrate all 10 campuses. UH ITS follows its strategic plan to promote engagement, deliver a high-performance infrastructure, demonstrate technology leadership, promote efficiency, expand reach to research and other activities, innovate, and continuously improve (III.C.19). Among its eight key aims are to support student success, build innovative environments, and enhance value of data assets.

To keep the campuses abreast of its initiatives, UH ITS provides a full-day workshop each year (III.C.20, III.C.21).

While UH ITS supports technology that expands to all UH campuses, HON ITS provides the support for the local campus. With an annual budget of around $400,000, HON ITS has been able to build an intelligent, high-speed campus network, with hybrid cloud services replacing very expensive campus data centers. Technology is prioritized, based on the goals of its own plan.

The HON ITS Virtual Data Center is based on a hybrid cloud strategy and provides campus-wide Unified Threat Management, three layers of network security for student, personal, and health data, and security for expanding Internet of Things operation of building systems, security cameras, mobile devices, and encrypted remote access. The result is security, availability of services, limiting redundancy of systems, scalability for new services, and convenience for administration, faculty, staff, and students.

The campus Virtual Data Center and all levels of the IT infrastructure are designed for long-term reliability and continuous upgrading. Elements of this are significantly different than legacy systems based on standalone computing devices. Overall policy for
active components is eight years and replacement of standalone hardware computing devices (desktops and laptops) every five years.

All networking equipment, physical and virtual, is monitored with lists of age and service history (III.C.22). This IT inventory tracking helps with asset planning purposes. IT Inventory for asset planning is updated and published on the ITS intranet twice a year.

The HON ITS core routing and Virtual Data Center are current hardware with less than five years of an eight-year policy. The manufacturer and system supplier support policies are maintained for Threat Management systems. As these are steadily evolving systems the College is already evaluating new technologies to replace these systems as of summer 2017.

Physical host servers (the hardware component for both virtual servers and virtual desktops) are currently at five years for end user and primary production systems. Older host hardware is maintained for testing, support, and non-critical network system redundancy.

Procedures are in place to ensure the campus wired and wireless networks are secure and reliable all year round. HON ITS annually reviews its products and services provided to the campus in its annual reports (III.C.23, III.C.24, III.C.25).

For planning, purchasing, and asset management, all computing equipment, excluding program or discipline specific systems, is provisioned by HON ITS, allowing faster replacement of legacy hardware with VDI (virtual desktop interfaces) and hybrid cloud systems for higher reliability and availability from any Internet connected computing device, campus owned or personal.

Through its purchasing policy and procedures, IT has been able to minimize technology waste and redundant technology purchases. Previously, hardware and software were purchased directly by departments or programs with only general specifications provided for the campus. Since 2016, to insure technology fits within the IT plan, purchases of equipment and software have been centralized, each with approval by the Chief Information Officer (III.C.26).

The upgrade to virtual desktops has allowed replacement of general computer lab equipment for continuous upgrade and efficient replacement. This is now being expanded to faculty offices with approximately two hundred VDI are in service on the campus. Faculty and staff are being directed to submit GLPI ticket requests to HON ITS for any office computer older than five years. Traditional desktop systems are replaced
on request with VDI for new clients or by conversion of existing hardware to client status. Replacement of laptop computers requires justification for a laptop and is replaced on the same schedule. Unless required, HON ITS provides current equipment to published specifications and imaging from identified manufacturers, currently Dell, Lenovo, and Apple.

One current project is to install backup power generation for the IT infrastructure on campus. Campus construction and power related activities often are planned for after hours, weekends, and holidays, limiting campus-based logins when power is turned off. While our hybrid cloud infrastructure is increasingly replacing campus-based systems, identity management and security are limited during these power outages. Since this is not acceptable for students and faculty, this problem is being addressed by building a fully redundant HON ITS facility at the UH Mānoa campus’ Information Technology Center that includes staffing and full backup power capabilities. This project will be particularly important as class offerings need to be online and campus physical facilities need uninterrupted security.

To help students stay up-to-date with software on their devices, all enrolled in the College are able to receive, without charge, Microsoft Office 365 with storage, cloud applications and downloadable applications, for up to five computers. This same benefit applies for all campus faculty, staff, and administrators. Currently the campus maintains approximately 7,000 licenses for the campus community and is upgraded automatically as required.

Analysis and Evaluation

Honolulu CC meets this standard. The institution keeps track of its campus technology and monitors age of equipment for replacement. Plans for updating technology are included in the HON ITS strategic plan, to ensure infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

**III.C.3** The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.
Evidence of Meeting the Standard

Honolulu CC off-campus facilities and sites are technically integrated, three with high capacity fiber optic networking and one by broadband. These were completed within the last four years.

The off-campus sites include Kokea Street (Automotive Technology and Diesel Mechanics programs), the Marine Education and Training Center (Small Vessel Fabrication and Repair), and the Airport Training Center (Aeronautics Maintenance). The Airport Training Center uses broadband because the building is not UH property and federal law precludes the installation of fiber optic cabling.

The College provides courses at the Pearl Harbor Navy Shipyard for the Applied Trades program, but the military supervises network there for security reasons. Access to campus applications is restricted by the Naval base network firewalls.

Otherwise, all technology products and services on the main campus are available to faculty, staff and students at remote facilities. The College allocates resources for the management, maintenance, and operation of its technological infrastructure and equipment (III.C.27).

For security, UH ITS manages a Google login customized for use of the @hawaii.edu domain, which is the primary account and used for authentication for the learning management system Laulima (Sakai), online registration, and MyUH for student and faculty services. The Google login is also used by faculty and staff to access online pay statements, online leave requests, eCafe course evaluation information, and Halawai Web Conferencing.

The UH Help Desk provides round-the-clock support for students and for faculty (III.C.1). Specific problems related to Honolulu CC courses and faculty are forwarded to HON ITS.

Laulima is the same learning management system used by faculty for face-to-face classes and provides cloud applications, collaboration, storage, and communication. For reliability, the College upgraded the campus networks, both wired and wireless, to support high-speed Internet connectivity to Laulima.

In 2016, to provide faculty with tools for distance education courses, HON ITS began training faculty in its new Faculty Content Development Studio. The studio is designed to provide both audio and video technology for narration of presentation slides applications and studio video production of course lectures.
Audio recording is linked to Honolulu CC Office 365 PowerPoint Mix cloud services to provide universal client delivery of presentation with interactive component and assessment quizzes via the Microsoft Mix site. Regular web streaming via HTML 5 is also available as is upload to Laulima.

The facilities utilize virtual studio sets and is almost completely automated for faculty use. The classroom sets include screens for presentation materials, e.g. PowerPoint with live annotation as well as white board annotation. Tablet icons manage camera controls, without technical support. HON ITS currently operates this studio and provides the training and support for faculty who wish to use it.

In addition to the benefits for online courses, putting course content online can help students in face-to-face classes to view or review class materials, including those requiring additional assistance. Course content online, regardless of the teaching modality, may improve student retention.

**Analysis and Evaluation**

Honolulu CC meets this standard. The institution maintains and provides reliable, secure, and safe technology resources at all locations where it offers courses, programs, and services, except at base facilities restricted by the military. These resources include those for online students.

**III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

**Evidence of Meeting the Standard**

The College provides appropriate instruction and support for faculty, staff, students, and administrators for effective use of technology for programs, services, and institutional operations.

The Laulima learning management system used by students and faculty provide comprehensive visual help screens for all aspects of using the software, from getting started to working with assignments, taking quizzes, navigating through course modules
(III.C.28). For faculty, there are more help screens for complex uses such as communicating with students, importing quizzes, handling grading, managing forums, using clickers, among many others (III.C.29).

Various technology training is available to students, faculty, and staff. Many training materials and services are available through HON ITS, including the Training Toolbox that provides video presentations on technology and services (III.C.30).

Academic Support also provides training services in conjunction with the general campus computer labs that they operate.

Microsoft Office 365 provides a large library of training videos for both students and faculty in the educational uses of their technology. Microsoft provides the general Office Training Center (III.C.31), the Office 365 Basics Video Training (III.C.32) and the Microsoft Virtual Academy (III.C.33).

Analysis and Evaluation

Honolulu CC meets this standard. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College follows UH System policy on the appropriate use and management of information technology resources (III.C.34), to provide effective protections, equal access, and administrative guidelines for use of these resources. This policy applies to students, faculty, staff, and authorized guest users.

The College also complies with other UH System policies and procedures, including the institutional data governance policy establishing system-wide standards to protect the privacy and security of data and information under the stewardship of the University (III.C.35).
Students are obligated to abide by the code of conduct policies stipulated by the UH System (I.C.24) and the Honolulu CC (I.C.25). These policies cover plagiarism, including through the use of technology.

As a procedure, unauthorized materials that infringe on copyrights will be taken down from UH System webpages (III.C.36) in accordance with the Digital Millennium Copyright Act. These infringements also violate the policy on use and management of information technology resources (III.C.34).

The College also follows copyright and file sharing policies (III.C.37). These policies are published on the UH website.

Analysis and Evaluation

Honolulu CC meets this standard. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.
## Evidence List – Standard III.C

| III.C.24 | Student Conduct Screen Shot (www.honolulu.hawaii.edu/node/163) |
| III.C.25 | EP 7.208 Systemwide Student Conduct Code |
| III.C.1 | UH ITS Help (www.hawaii.edu/its/help-desk) |
| III.C.2 | Laulima (aulima.hawaii.edu/portal) |
| III.C.3 | STAR registration (www.star.hawaii.edu/studentinterface/) |
| III.C.4 | MyUH (myuh.hawaii.edu) |
| III.C.5 | SAO ITS Networking 2017 |
| III.C.6 | HON ITS Strategic Plan 2016-2021 FINAL.pdf |
| III.C.8 | F17 Fac-Staff Survey ITS.pdf |
| III.C.11 | HON ITS Support (its.honolulu.hawaii.edu) |
| III.C.12 | GLPI Five Year Summary.pdf |
| III.C.18 | UH ITS Alerts (www.hawaii.edu/its/alerts/) |
| III.C.20 | UH ITS Workshop (www.hawaii.edu/its/agenda-it-all-campus-workshop-2017/) |
| III.C.21 | UH ITS About and Workshops (www.hawaii.edu/its/about/) |
| III.C.22 | 2015 Technology inventory |
| III.C.26 | HON ITS IT Purchasing Policies and Procedures.pdf |
| III.C.28 | Laulima help for students (www.hawaii.edu/talent/laulima_students.htm) |
| III.C.29 | Laulima faculty tutorials (www.hawaii.edu/talent/laulima_students.htm) |
| III.C.34 | EP 2.210 Use of Information Technology.pdf |
| III.C.35 | EP 2.215 Institutional Data Governance |
| III.C.36 | Digital Millennium Copyright Act screenshot |
| III.C.37 | File Sharing Policy (www.hawaii.edu/its/filesharing/) |
Standard III.D: Financial Resources

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Honolulu CC coordinates its financial resources with the Office of the Vice President, University of Hawai‘i Community Colleges (UHCC), which oversees the seven Hawai‘i community colleges. Honolulu CC is one of its members. UHCC is committed to support and sustain student learning programs and services and improve institutional effectiveness. Sufficient revenue streams are maintained to cover base operations as well as support initiatives that innovate and enhance programs and services. Institutional priorities are identified through goals and objectives established during the strategic planning process and funding sources are provided to help realize some of these priorities. The budget process is managed with integrity to ensure that financial stability is maintained.

The institution has sufficient revenues to support improvements and innovation in education at the College, and the campus budget for the past three years shows sound fiscal management. Fiscal years begin on July 1 (III.D.1, III.D.2). (See sections III.D.4 on institutional planning and III.D.3 program funding through program review.)

There are two basic funds supporting the institution: General Funds (GF), provided by the state, and Tuition and Fees Special Fund (TFSF), generated from student enrollment. General Funds helps cover the bulk of operating expenses, which payroll for faculty and staff account for about 80%.

The state appropriated revenues (General Funds) subsidize a significant portion of the operating costs of the community colleges to keep post-secondary education within reach of target populations. The Vice President for Community Colleges and the Community College Chancellors determine the General Fund allocations to the individual community colleges, normally maintaining established levels of current service funding.
Current service funding is equal to the prior year General Fund appropriation, plus any collective bargaining augmentations, minus based budget reductions, plus funds for new initiatives (such as program changes). General Fund base budget reductions are normally driven by downturns in the state economy; however, it should be noted that there have been no significant budget reductions since FY 2011.

The General Funds combined with tuition generated from credit instruction comprise the general operating fund or unrestricted operating budget of the campus. In 1995, the Hawai‘i Legislature authorized the establishment of the Tuition and Fees Special Fund (TFSF) and permitted the University of Hawai‘i system to retain and expend revenues from tuition in order to “…maintain and improve the University’s programs and operations” (Act 161, SLH 1995). Prior to this action, tuition revenues were retained by the state, and the UH System received General Fund appropriations for all general operating expenses.

This change afforded the Community Colleges the means to implement planned tuition increases designed to sufficiently cover base operations as well as fund initiatives supporting educational improvement and innovation. But, in spite of consecutive tuition increases over the past twelve years, the UH Community Colleges remain affordable. According to the 2016 College Affordability Diagnosis by the University of Pennsylvania Graduate School of Education, the UHCC campuses were identified as the most affordable two-year public higher education institutions in the nation (III.D.3).

The Board of Regents (BOR) has the authority to set tuition and fees (III.D.4, III.D.5). When tuition and fees are increased, the University provides timely notice and explanation to students (III.D.6).

The combination of General Funds and TFSF provide a significant stabilizing effect on campus funding operations. Even when enrollment contracts, General Fund allocations remain relatively stable, mitigating the impact of the loss of TFSF revenue. Conversely when enrollment grows, campuses generate additional revenue to meet increased costs. As mentioned previously, reductions to the General Fund base itself usually coincides with downturns in the state economy; however, these periods are often associated with increases in enrollment as students leave the workforce to further their education (III.D.7).

Honolulu CC manages its finances with integrity to ensure stability, abiding by the policies of the BOR (III.D.8), UH, and UHCC (III.D.9). In line with these policies, the College follows administrative procedures to make certain financial resources are used tactically to achieve the College mission.
The framework of financial planning begins with a comprehensive operating financial plan submitted to the BOR for its approval prior to the start of each fiscal year. The plan provides the BOR with oversight to ensure that the University is managing its resources in a fiscally responsible manner.

The plan includes all appropriated funds including the general operating budget and other special and revolving funds. The primary underlying assumption of the approved plan is that projected expenditures do not exceed projected revenue, except for planned one-time expenditures. These budgets are broken down on a quarterly basis and variances exceeding established thresholds at the UHCC level must be explained to the BOR at the close of each quarter. The Board requires a budget review, and the UH campuses develop the plan (III.D.10).

General operating budgets (GF plus TFSF) are formulated for the BOR using the following budget tools:

- General Fund projections are based on anticipated allocations (III.D.9).
- TFSF revenue projections are based on prior year collections plus/minus changes in projected enrollment and plus BOR approved rate increases. TFSF projections are carefully monitored and adjusted according to actual fall and spring enrollment (III.D.11).
- Regular and lecturer payrolls are projected based on labor ledgers and personnel data contained in financial management and personnel information systems to ensure accuracy of projections, such as those provided from the labor ledger information in the university's Kuali Financial System.
- Non-payroll budgets (other current expenses) are evaluated against historical averages of expenditures to determine appropriateness of current year allocations (III.D.12).
- Cash balances are projected and reviewed to ensure compliance with reserve policy requirements (III.D.13).

All other special and revolving fund programs implement cost-center-based budgeting for revenues and expenses through the development of financial plans that are submitted to the business office. A UHCC policy was adopted to provide additional guidance to the campuses on executing financial oversight of these revenue-generating programs (III.D.14).

General operating information is entered into the Kuali Financial System at the individual account level by major category of expenditure (regular payroll, lecturer
payroll, casual hire payroll, student help payroll, other current expenses and equipment). These budgets are monitored monthly by the UHCC.

The College adjusts general operating budgets (GF plus TFSF) throughout the year as needed, taking into account payroll budget updates from UHCC. Variances indicate what is to be adjusted:

- Regular and lecturer payroll requirements are re-projected every month and compared against budgets to determine if revised projections require budget changes.
- Other payroll and non-payroll budget balances are reviewed on a regular basis to determine if budget balances are adequate or require budget changes (III.D.15, III.D.16).
- Internal general operating budget financial plans are produced and updated to ensure that campus revenue and expenditure plans are current (III.D.7).
- General operating budget status reports are reviewed at UHCC Vice Chancellor of Administrative Services (VCAS) meetings (III.D.7).
- The College’s VCAS meets with heads of each division or program review their budgets and requirements. *(See section III.D.4)*

For other special and revolving funds, financial plans are monitored to track revenue and expenditure projections (III.D.11). Best practices for cash management are followed to ensure that cash flow requirements, long-term obligations and other unanticipated costs can be covered as they arise.

The resource allocation process provides a means for setting priorities for funding institutional improvements. Allocations are provided with priority for development, maintenance, and enhancement of programs and services that strategically support important initiatives. *(See section III.D.3; section I.B.3).*

The College also may receive performance-based funding. Performance-based funding aims to generate greater institutional productivity, accountability, and educational attainment. Through funding incentives, performance based funding is designed to encourage efficient resource allocation, greater awareness and attention to strategic priorities and a results-oriented campus culture *(I.B.26).*

The UHCC currently earmarks approximately $6.5 million of its base budget for this purpose. Starting from FY 2016, the University of Hawaii System began providing performance-based funding that contributed an additional $2.0 million. Combined,
performance-based funding represents over 4% of the total UHCC operating budget (III.D.17).

The Hawai‘i Graduation Initiative (HGI) is one example of a high priority initiative. The HGI aims to increase the percentage of educated citizens within the state. The strategy for HGI reflects the UHCC’s commitment to support increased student enrollment and completion, particularly for students from underserved populations and regions, and to expand workforce development opportunities across the state. Performance-funding allocations support the HGI by linking funding to the successful attainment of goals that promote the initiative.

The College also receives UHCC Innovation and strategic initiative funding allocations to address critical needs identified through the strategic planning process and support of goals. Some of the initiatives include subsidizing the cost of new classes associated with enrollment growth, reforming developmental education, improving retention and persistence through guided pathways and early intervention systems, expanding financial aid support, supporting Native Hawaiian achievement, replacing equipment, and so on (I.A.7, III.D.18).

Examples of some of the major initiatives are as follows:

**Enrollment Growth** funding is designed to provide the community colleges with the resources needed to meet student demand for instruction. Since tuition revenue alone historically has been insufficient to cover all costs associated with offering additional classes, the enrollment growth fund was established to cover the differential cost (additional costs net of tuition revenue) for additional credit classes/credits required to meet student demands. This has successfully eliminated the financial “disincentive” for adding new sections and allowed UHCC campuses to become more aggressive in their decisions to add classes that students need to complete their degree requirements.

**Developmental Education Reform** funding supports the UHCC’s large-scale approach to accelerate students through college-level math and English. National data through such organizations as Complete College America consistently show that incorporating the co-requisite model, rather than the pre-requisite model, results in many more students successfully passing gatekeeper courses. Given the large number of underprepared students that require support to successfully complete college-level courses, the initiative is anticipated to have a significant impact on retention, persistence, and graduation.

**Guided Pathways** funding supports efforts to improve timely completions by providing every student entering the community colleges with a clear individualized
guided pathway to their credential with associated student support structures. The initiative expands the University’s capacity to track and advise students using an intuitive online academic mapping and advising tool that links with student registration.

**Achieving the Dream** funding supports the participation in the national effort to help more community college students succeed, with a special focus on students of color and students with low-income.

**Financial Aid Support** funding supports efforts to eliminate financial barriers to the community colleges by improving access to financial aid among low-income students, and those from underserved regions and populations.

**Equipment replacement** funding supports campus efforts to maintain an inventory of properly functioning and technologically current equipment. Career and Technical Education (CTE) programs in particular require a substantial investment in equipment to provide students with meaningful hands-on training, ensure student safety and maintain currency with industry standards and expectations.

Institutional resources are sufficient to ensure financial solvency.

**Analysis and Evaluation**

Honolulu CC meets this standard. The financial resources of the College are sufficient to support and sustain student learning programs and services and sufficient to improve institutional effectiveness. The basic funds supporting the institution are General Funds coming from the state and Tuition and Fees generated from student enrollment. The College plans and distributes funds for development, maintenance, allocation and reallocation, and enhancement of programs and services. Through layers of oversight, including that of the Board of Regents and the UHCC, the institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

**III.D.2** The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.
Evidence of Meeting the Standard

The College’s mission and strategic goals are the foundation for all financial planning. The institution identifies goals for achievement, establishes priorities, and ties institutional plans to financial plans both for the short-term and long-term.

The College’s mission is to provide accessible educational opportunities that values academic excellence and personal growth of all students. This goal coincides with the strategic directions of the University of Hawai‘i and the UHCC. To support the goals, measures are used to support funding allocations (performance funding).

These measures are aligned with the UH Strategic Directions, the UHCC strategic plan, and the College strategic plan. On a wider scale, these strategic goals drive budget priorities in an effort to achieve the outcomes directed by the UH Board of Regents (BOR).

The University of Hawai‘i (UH) has identified guiding principles in establishing its formal Strategic Directions for 2015-2021 (I.A.25). The UH Strategic Directions, approved by the BOR in January 2015, provides the framework, objectives, and priority targets for the University. Honolulu CC’s strategic plan (I.A.3) and the UHCC strategic plan (I.A.7) align with the UH Strategic Directions (I.A.10).

The University of Hawai‘i strategic planning process provides a direction and the focus for the budget development process. Strategic planning was the basis for development of a Budget Policy Paper issued by the University President during the biennium budget cycle (III.D.19). The Policy Paper sets forth the environmental context for budget building, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget. The emphasis of the Budget Policy Paper is on proposals that can be framed to support the major strategic directions of the University of Hawai‘i. As such, strategic planning and budget development are closely linked processes as budget priorities are based on the achievement and advancement of strategic planning goals.

On the UHCC level, the Strategic Planning Council (SPC) is the primary body for assuring participation in the strategic planning process (I.A.5). The council consists of the chancellors, faculty senate chairs, student government leaders from the campuses, and vice president and associate vice presidents for the community colleges. The SPC evaluates and finalizes outcomes and performance measures and meets twice a year in full session to review progress made toward the goals and to make adjustments as needed over the planning period (III.D.20, III.D.21, III.D.22). The SPC uses the outcomes of the strategic planning process to set goals and priorities that are reflected in
program planning, budget planning and resource allocation decisions. The SPC also makes recommendations on the allocations and broad purposes of the innovation funds described earlier. (See section III.D.1)

On the institution level, the campus Planning Council is the primary group for overseeing the strategic planning process (I.A.8). The committee is made up of faculty, staff, and administrators from key areas of the College. The Council meets monthly to discuss strategic campus issues, specifically developing and reviewing the strategic plan, the college mission, institutional learning outcomes, and managing the supplementary program funding process by involving other four governing committees to provide feedback on budgeting priorities. The strategic plan and the college mission are reflected in the resource allocation for that program funding (I.A.13, I.A.26). All programs are encouraged to participate in the process and allocation is determined by priorities from rankings by campus governance committees (III.D.23, III.D.24, III.D.25).

The following are measures that are tied to funding allocations upon the successful achievement of established goals:

**UH performance funding goals ($2.0M):**
- Degrees and certificates awarded
- Degrees and certificates awarded to Native Hawaiian students
- Degrees and certificates awarded to students in Science, Technology, Engineering, and Math (STEM) fields
- Degrees and certificates awarded to Pell recipients
- Transfers from the community colleges to UH baccalaureate campuses
- Success rates (150% time-to-degree)

**UHCC performance funding goals ($6.5M):**
- Degrees and certificates awarded
- Degrees and certificates awarded to Native Hawaiian students
- Degrees and certificates awarded to students in Science, Technology, Engineering, and Math (STEM) fields (including UHCC students that go on to receive UH awarded baccalaureate degrees)
- Degrees and certificates awarded to Pell recipients
- Transfers from the community colleges to UH and non-UH baccalaureate campuses.
There is strong evidence that past expenditures have supported the achievement of institutional plans based on the achievement of goals for measures that are tied to funding (I.B.25 [p. 24]). Goals are established through FY 2021 to provide a framework for both short-term and long-term budget planning.

Other specific UHCC goals that are not tied to funding were also established to eliminate access and success gaps for targeted populations. These goals reflect the commitment to address achievement gaps for populations normally considered underrepresented in higher education (Native Hawaiian, Filipino, Pacific Islander, and low-income students). The goals relate to enrollment, graduation, STEM graduation, and transfer for the targeted underrepresented populations. There is evidence to suggest that expenditures have supported progress toward achieving these goals; however, it should be noted that these are relatively new measures and that additional time is needed to fully realize these goals (III.D.20, III.D.21, III.D.22).

As noted earlier, the College’s financial planning process relies on UH System, UHCC, and campus plans for direction. The UH and UHCC strategic plans set the overall direction and performance benchmarks. Institutional standards for achievement and the methods of assessing these standards are set by UHCC policy (I.B.24). Campus plans operationalize the methods to meet these standards (I.A.3).

The timing of the financial planning process at the College is tied to the state budget and UH System budget processes. The UH System President prepares a budget, which includes all elements of the University for submission to the Board of Regents.

The Board has a fiduciary obligation to ensure that the University is managing its resources in a fiscally responsible manner (III.D.26). The University also adheres to its policy of fiscal responsibility (III.D.27).

Upon approval by the Board, the University’s budget is submitted to the Governor for review and incorporation into the executive budget request. The executive budget request for the state is then submitted to the legislature in December for consideration in its regular January session. Appropriations by the Legislature are usually passed in May and transmitted to the Governor for approval. Upon approval in June by the Governor, allocation notices are transmitted to the University, including any restrictions imposed on legislative appropriations. The UH President determines distributions of General Funds including a UHCC level distribution. The Vice President for Community Colleges (VPCC) and the community college chancellors determine the General Fund allocations to Honolulu CC and the other community college campuses, normally
maintaining established levels of current service funding. The College then manages the appropriation based on operations needs and strategic priorities (I.A.3).

Analysis and Evaluation

Honolulu CC meets this standard. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning (I.A.5). The institution’s strategic plan links to the strategic plans of UH and UHCC (I.A.10). The institution has policies and procedures to ensure sound financial practices and financial stability (III.D.26, III.D.27, I.A.5). Appropriate financial information is disseminated throughout the institution at the beginning of each fiscal year, when funds are available.

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The institution establishes priorities among needs so that it can predict future funding requirements. Institutional plans are based on the UH strategic plan, UHCC strategic plan, and the Honolulu CC strategic plan and are closely linked to financial plans, both short-term and long range. The financial planning process also relies primarily on institutional plans for content and timelines.

The institution defines and follows guidelines and processes for financial planning and budgeting (I.A.5) (See section I.B.9). Budgeting is in conjunction with the UHCC.

UHCC has clearly defined guidelines and processes for financial planning and budget development. The budget development process is outlined in the Budget Policy Paper and budget instructions. The Policy Paper sets forth the environmental context for budget construction, the general program policy and management objectives, and the institutional priorities that guide the preparation of the budget (III.D.28).

The budget instructions establish the budget philosophy, major budget assumptions, expectations, and timeline. The instructions also address operating budget revenue and
expenditure assumptions, including enrollment and tuition revenue projections, payroll cost assumptions, and utility cost projections. Assumptions for developing CIP revenue and expenditure projections also are provided. Finally, the instructions outline the expectations for increased efficiencies and productivity (III.D.28).

Budget development details are posted on the UHCC website (III.D.29). A proposed budget request is submitted to the Board of Regents. UHCC budget execution documents are distributed during monthly Vice Chancellor of Administrative Affairs meetings and posted on the UHCC website (III.D.30). Key documents include general operating budget allocations, general operating budget financial plans and general operating budget status reports.

Honolulu CC’s budget development is consistent with UHCC’s allocation process (III.D.1).

The College follows a policy for planning, resource allocation, and assessment process that integrates components into a system that assures that academic and facilities planning is consistent with the established mission for the college (I.A.4, I.A.19). The policy specifies the strategic plan, the mission, planning context, assessment, priorities, and resource requirements. The strategic plan and the mission were developed with full campus involvement, and they are the guiding principles for fund allocation.

The College also bases its financial planning on analyses of program effectiveness. Each year programs receive data from UHCC to analyze the effectiveness of their programs. The data and subsequent analyses are called Annual Reports on Program Data (ARPD) (I.B.40, I.B.36, I.B.38). The APRD help programs determine their strengths and weaknesses for financial and academic planning and these use these analyses to request additional funds for projects that benefit students.

The requests for additional funding involves the whole campus through a process managed by the Planning Council and the Vice Chancellor for Administrative Services (VCAS). As mentioned, funding proposals describe how the funds apply to the mission and goals, the College’s strategic plan, and the assessment of program data (I.A.13, I.A.26). ARPD assessment also influence decisions on a program’s existing funding, such as move to close the Construction Management Program and incorporating its courses into the Architectural, Engineering and CAD Technologies program.
Requests are reviewed by deans and the VCAS and then forwarded to the Planning Council, which distributes them to be ranked by the other four governance committees – Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), Kupu Ka Wai Council (KKW), and Student Government. The proposals also are made available on the Intranet for the campus to view.

The process incorporates a town hall meeting where proposers present and answer questions about their proposals. This meeting is open to faculty, staff, and students, who can provide input to their representatives on the governance committees. The process allows participation from the whole campus.

As noted, the Planning Council oversees this budget process, working closely with the VCAS. The rankings are consolidated and presented to the Chancellor, who makes decisions on the funding based on campus funds available (III.D.31, III.D.23, III.D.32).
Because of the complexity with recurring costs and staffing limitations, programs request positions initially through deans. These requests must be supported by the ARPD analyses, the goals of the College mission, and the strategic plan. Human Resources and the VCAS review requests for positions and advise the Chancellor before being approved.

Analysis and Evaluation

Honolulu CC meets this standard. The institution defines and follows guidelines and processes for financial planning and budget development. Faculty, staff, and students have opportunities to participate in the development of institutional plans and budgets.

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Institutional planning at Honolulu CC reflects a rational assessment of resource availability, development of financial resources, and expenditure requirements. These are in line with its strategic goals.

Proposals for tuition increases take into account the needs of keeping college affordable, meeting immediate campus needs, and achieving the goals of the strategic plan. UHCC has successfully maintained this delicate balance for all the community colleges. The established tuition rate schedule ensures adequate resources for the ongoing needs and new funding to meet strategic objectives, yet the tuition still allows the colleges to remain affordable when compared to other two-year institutions.

One of the strategic directions is to diversify the resource base beyond state appropriations and tuition to support student education. The tactics to achieve this goal include:

- Improving revenue streams associated with other revenue-generating programs that will ultimately help cover campus overhead expenses.
• Spearheading efforts to pursue external funding for projects that relate to strategic priorities. UHCC is in the process of establishing a Grants Office that will target state- or system-wide appeal to accelerate long-term strategic goals. One example of tremendous potential is the recent 5-year award in September 2015 for the whole system of $24,653,118 in federal Trade Adjustment Assistance Community College and Career Training Grants Program (TAACCCT) funding.

• Executing successful fundraising campaigns across all campuses to provide additional support for students, faculty, facilities, priorities, and programs.

• Executing coherent strategies for international and non-resident recruitment and enrollment, including partnerships, that advances revenue goals as well as the educational benefits to Hawai‘i students of a globally diverse student body.

Financial planning information is distributed throughout UHCC via Board of Regents’ (BOR) reports, Vice Chancellor of Administrative Services (VCAS) meetings, the UH Budget Office website, the UHCC website, and the Honolulu CC website (III.D.33, III.D.29, III.D.34).

The BOR quarterly reports provide financial reports that show budget to actual performance, along with explanations for significant deviations from the approved budget. VCAS meetings include detailed analysis of revenue budget to actuals, expenditure budget to actuals, cash balances and end-of-year cash projections. Financial information is updated and posted on the UHCC website with that of the community colleges consolidated (III.D.33).

As noted in section III.D.3, the institution establishes funding priorities in a manner that helps the institution achieve its mission and goals, which focus on student learning. The financial planning process relies on the UH System, UHCC, and campus plans for content. The UH strategic planning documents establish the overall strategic goals and the funding priorities that can be requested during the budget development cycle to help achieve these goals. UHCC strategic planning documents further articulate the planning assumptions and provide specific tactics to attain strategic objectives. UHCC budget allocations include funding for some of these objectives (I.A.25, I.A.7, I.A.3).

Financial or internal reports provide budgets, historical or current year revenues, expenditures, transfers, legislative or executive restrictions, enrollment trends, carry-forward cash balances, reserve balances, and cash projections to college staff at various levels. Information is communicated via written memorandum, reports, or meetings, specifically at the beginning of the year during development of budgets, and
periodically during the year to monitor the financial status. The financial status includes assessing the need for budget adjustments due to changes to initial plans, unanticipated savings, or new requirements. Projections are revised if necessary.

Identification of funds that can be reallocated, or projected unallocated balances can be available for filling of vacant positions or other needs. Filling of vacancies are prioritized by campuses, based on various factors, such as enrollment, student outcomes, the student going rate, and positions to address audit deficiencies.

UH System policy requires the College follow budgeting and accounting methods. Fiscal Administrators (FA) are responsible for controlling program expenditures within the funding authorization in accordance with University policies and procedures and sponsor funding requirements (III.D.27).

The process for operational budget development on campus begins with department heads providing expenditure requirements to their deans (or administrators) and the Vice Chancellor of Academic Affairs (VCAA). These funding needs then are discussed with the Vice Chancellor of Administrative Services (VCAS) (III.D.35).

Illustration-Standard-III.2 – Budget Development Process
After discussions, the VCAS prepares a campus operational budget. The budget is then finalized in conjunction with the Chancellor and the VCAA.

Program administrators of non-extramural funds provide financial or internal reports, budgets, historical or current year revenues, expenditures, transfers, legislative or executive restrictions, enrollment trends, carry-forward cash balances, reserve balances, and cash projections to college staff at various levels. Information is communicated via written memorandum, reports, or meetings when budgets are developed and when budget adjustments are made from changes to initial plans, unanticipated savings, or new requirements.

The VCAS then analyzes projected revenues from sources described in III.D.1 to determine the distribution of campus funds.

The College annually reviews its budgetary needs to support instructional and non-instructional programs and support services. This review process is based on reviews among the vice chancellors, deans, division chairs, and program coordinators. The review process takes into account program reviews, the strategic plan, campus initiatives, and the mission of the college.

Analysis and Evaluation

Honolulu CC meets this standard. The College's institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The institution has internal control and fiscal policies and procedures in place (III.D.27, III.D.9). These policies provide a framework for financial responsibility, while the
internal controls for financial management are maintained through its financial software, the Kuali Financial System (KFS), which was implemented system-wide financial in July 2012. KFS provides a system for department heads and administrator to approve expenditures through each level of authority. KFS keeps track and manages all of the financial transactions and fiscal activity for all of the UH campuses. KFS provides real-time accounting and interfaces with other UH Systems, such as Banner Student, PeopleSoft Human Resources, and eTravel.

KFS is integrated through University system to make financial information available to those needing access. KFS keeps a record of transactions and information for financial decisions, allowing financial officers, the business office, department heads, division chairs, deans, and other managers to view their current budgets and expenditures to control their finances. The system also is used for approval and management of expenditures and payments, including those with layers of managers involved. Guidelines were implemented to protect the integrity of the system (III.D.36).

Department heads and administrators are responsible for the development and management of their budgets. KFS allows them to keep vigilant over their accounts and make real-time decisions.

To manage accounts, UH implemented eThority, which allows queries of financial data from KFS. Over the past two fiscal years, designated teams from the Fiscal Services Office (FSO) visited business office staff on each of the 10 campuses for feedback on user satisfaction of KFS and eThority (III.D.37). The suggestions were prioritized to determine which changes could feasibly be implemented in the system. While some suggestions have already led to changes in the system, this is an on-going process.

Analysis and Evaluation

Honolulu CC meets this standard. The College, along with the other colleges in the system, uses KFS to assure financial integrity of the institution and responsible use of its financial resources. Those managing budgets as well as officers, who oversee financial operations for sound financial decision-making in a timely and dependable manner, access the software. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.
III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College’s financial documents maintain creditability and accuracy, including the budget, which are developed so financial resources support student learning programs and services. Department heads have access to accounts through the KFS software to help them manage their budgets. These department heads are involved in the budget process and responsible for development and management of their budgets. The Vice Chancellor of Academic Affairs works with the department heads, respective deans or administrators, and Vice Chancellor of Academic Affairs in formulating an overall campus budget, ensuring that the financial resources support learning programs and services. All accounts are viewable at the system level as well.

As discussed in III.D.2, the College bases its financial planning on its mission, strategic plan, and program reviews. All are aimed at bolstering the institution’s learning programs and services to help students achieve educational goals.

For fiscal responsibility, the College follows Board of Regents (BOR) policy, which addresses the fiscal management and budget process. The policy notes the Board’s “fiduciary obligation to ensure that the University is managing its resources in a fiscally responsible manner” (III.D.26).

Audits are used to ensure creditability and accuracy of funds. The Board of Regents bylaws (I.A.6) mandate an independent audit of the quality and integrity of the University’s compliance with legal, regulatory and policy requirements, financial report and financial states, and internal controls related to risks.

The audits are governed by University policy, which provides a framework and guidance for reviewing financial reporting (III.D.26). University management establishes and maintains effective internal financial controls and preparation of financial statements. The Vice President for Budget and Finance/Chief Financial Officer works with the BOR’s Committee on Independent Audit, made up of board members, and Office of Internal Audit in planning and coordination of audits.

The Office of Internal Audit assists the BOR and University Management in fulfilling their oversight, management, and operating responsibilities. It also provides
independent, objective assurance, and consulting services designed to add value and improve the University’s operations (III.D.38).

The Vice President for Budget and Finance/Chief Financial Officer liaises and coordinates follow-ups with vice presidents and chancellors who are responsible for responding to and implementing remedies for recommendations, as stipulated by the BOR policy.

The Office of Internal Audits provides audits to attest the fairness, accuracy, and reliability of financial data as well as for controls on management risks, compliance, and follow-up.

Through the BOR, an audit of the University takes place with a certified public accountant (III.D.39). A report on the December 2016 audit is captured in the minutes of the BOR committee (III.D.40).

Analysis and Evaluation

Honolulu CC meets this standard. The University system incorporates internal and external audit to ensure responsibility for the accuracy of budgets and financial documents. The program review process, the strategic plan, the college mission provide the means for appropriate allocation and use of financial resources to support student learning programs and services.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The Board of Regents conducts an external audit with an independent accounting firm each year.

The auditors provide to the university any observed weaknesses in financial or internal controls in an Internal Control and Business Issues Report. The report also discloses whether findings from the prior audit are resolved and if findings are repeat findings in the current year.
Audit findings are discussed with affected units to ensure units have an understanding of the reason for the finding and the regulations or other requirements upon which the finding is based. Findings are also communicated to campus administrative staff and campus or system support units if they are affected or may be involved with corrective action.

Affected units and administrative or support unit staff discuss and develop corrective action plans, which may include correcting errors, changing existing procedures, developing new procedures, making staff changes, training, implementing of new systems (e.g. Destiny) to improve compliance with regulations, increasing or enhancing financial or programmatic data available for monitoring and decision making, or improving internal controls.

Corrective action plans are communicated to the auditor in accordance with deadlines set by the auditor or coordinating office such as the Office of Research Services (ORS) (III.D.41, III.D.42, III.D.43).

Corrective action plans identify the program and individuals responsible for implementing corrective action, actions taken to correct the audit finding or deficiency (if applicable), actions taken to prevent reoccurrence (if applicable), and the date corrective actions were taken.

For the annual financial audits, corrective actions are confirmed by the auditor in the subsequent annual audit or by management letter (III.D.44, III.D.45, III.D.46).

For audits by UH Internal Auditor or other external auditors, corrective actions may be confirmed by review of operations or follow-up audits.

The independent auditors report for the 2016 consolidated financial statements contains an unqualified opinion, meaning the auditors have no reservations concerning the financial statements over the past six years.

**Analysis and Evaluation**

Honolulu CC meets this standard. The institution’s responses to external audit findings are comprehensive, timely, and communicated appropriately. The independent auditors report for the 2016 consolidated financial statements contains an unqualified opinion, meaning the auditors have no reservations concerning the financial statements over the past six years.
III.D.8 The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The College’s consolidated financial statements are prepared in accordance with generally accepted accounting principles on an annual basis. These financial statements are audited along with UH funds including all special funds. The audit informs the university of weaknesses in financial or internal controls that are observed and it discloses whether findings from the prior audit were resolved or still unresolved and if findings are repeat findings in the current year.

The independent Accuity auditors report for the 2016 consolidated financial statements contains an unqualified opinion, meaning the auditors have no reservations concerning the financial statements. It states: “In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the University of Hawai’i, as of June 30, 2016 and 2015, and the changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America (III.D.47).”

In addition to the audit of the financial statements, the University is required to have a financial and compliance audit since it expends $750,000 or more in federal awards during the fiscal year.

The audit provides a report on internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements. This report describes the scope of testing of internal control and compliance, as well as the results of the tests. Where applicable, the report refers to a separate schedule of findings and questioned costs.

For 2016, with respect to internal control over financial reporting, the auditor reported that “[W]e did not identify any deficiencies in internal control that we consider to be material weaknesses.”
For 2016, with respect to compliance with provisions of laws, regulations, contracts, and award agreements, the auditor reported, “The results of our tests and the report of other auditors disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.”

The audit also provides a report on compliance for each major program and a report on internal control over compliance. The report includes an opinion or disclaimer of opinion as to whether the audited complied with federal compliance requirements that could have a direct and material effect on each major program and refer to a separate schedule of findings and questioned costs if applicable.

For 2016, with respect to compliance for each major program, the auditor reported, “In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.”

With respect to internal control over compliance for 2016, the auditor reported, “We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified certain deficiencies in internal control over compliance, as described in the accompanying schedule of findings and questioned costs as Finding Nos. 2016-001 through 2016-003 and 2016-005 that we consider to be significant deficiencies.”

There were no findings that were directed at Honolulu CC.

The audit also provides an opinion (or disclaimer of opinion) as to whether the financial statements are presented fairly in all material respects in accordance with generally accepted accounting principles and an opinion (or disclaimer of opinion) as to whether the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

For 2016, the auditor reported, “In our opinion, the schedule of expenditures of federal awards, as prepared on the cash basis of accounting, is fairly stated in all material respects in relation to the basic financial statements as a whole.”

All UHCC special and revolving funds are financially audited by external audit organizations. The University’s Office of Internal Audit reports audit findings directly to the Board of Regents’ Committee on Independent Audit to ensure appropriate oversight, management and operating responsibilities.
Hawai‘i Revised Statutes §23-12 requires the State of Hawai‘i’s Office of the Auditor to conduct a review of University of Hawai‘i special, revolving, trust funds and accounts once every five years. Honolulu CC, a member of the UH System, is included in this review.

The State of Hawai‘i’s Office of the Auditor’s Report 14-18, Review of Special Funds, Revolving Funds, Trust Funds, and Trust Accounts of the University of Hawai‘i, examined 65 University special funds, revolving funds, trust funds, and trust accounts. The report was completed in December 2014. As noted above, audits are conducted every five years.

Hawai‘i Revised Statutes §23-12 specifies that the Office of the Auditor’s review include:

1. An evaluation of the original intent and purpose of each fund, both as expressed by the Legislature and as understood by the expending agency;
2. The degree to which each fund achieves its stated and claimed purposes;
3. An evaluation of the fund’s performance standards as established by the agency; and
4. A summary statement reflecting total fund transactions in the preceding five fiscal years, including the fund balance at the beginning of each fiscal year, total deposits and withdrawals, amount of interest earned, total expenditures made from the fund, and the ending fund balance for each fiscal year.

Report 14-18 stated that the Community Colleges Special Fund, established by §304A-2162, “continues to serve the purpose for which it was created, but it functions as, and meets the criteria for, a revolving fund and should be reclassified as such.”

Report 14-18 was presented to the 2015 Hawai‘i State Legislature; however, the legislature, through further consultation with UHCC, determined that the special fund classification was appropriate.

UHCC participates in annual surveys to ensure that revenue bond expenditures and uses of spaces improved by revenue bonds remain consistent with regulatory and legal restrictions.

Internal control systems are considered when developing procedures, deciding staff assignments (separation of duties), and implementing improvements to the financial system or sub systems (e.g. Banner, Destiny).
Internal control systems may also be reviewed in response to any deficiencies identified by the management letter from the annual financial audit. Reviews are conducted by the UH central offices, such as General Accounting (GAL) or Financial Management Office (FMO). There were no findings for Honolulu CC in 2015-17 management letters.

UH internal audits are conducted to ensure the quality and integrity of the University’s compliance with legal, regulatory and policy requirements, financial reporting and financial statements, and internal controls. Internal audits are not conducted on a regular cycle. The UH Internal Auditor performs audits of selected programs (e.g. petty cash, culinary program) and may identify internal control deficiencies.

The University may hire an external audit firm to conduct an audit of a specific department or program and may identify internal control deficiencies.

The legislative auditor may conduct an audit of a specific department, program, or fund and may identify internal control deficiencies.

Honolulu CC follows the guidelines for internal controls set by UHCC and the University. Financial responsibilities are outlined in the policies of UHCC (III.D.9) and the UH System (III.D.27).

Corrective action plans in response to audit exceptions or deficiencies in an auditor’s management letter are implemented when identified during the audit or after completion of the audit. Corrective action plans identify the program, individuals responsible for implementing the plans, actions taken to ameliorate audit findings or deficiencies, actions taken to prevent reoccurrence if applicable, and the date corrective actions are taken.

For annual financial audits, corrective actions are confirmed by the auditor in the subsequent annual audit or management letter (III.D.44). There were no corrective actions for Honolulu CC.

For audits by the UH Internal Auditor or other external auditors, corrective actions may be confirmed with a review of operations or a follow-up audit by auditors, if any.

Analysis and Evaluation

Honolulu CC meets this standard. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. In past audits, there have been no findings or corrective actions pertaining to Honolulu CC.
III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The College has sufficient cash flow and reserves to ensure stability, support strategies for appropriate risk management, and meet financial emergencies and unforeseen occurrences. This is reinforced by the UH System, which requires each campus to maintain adequate financial resources (III.D.48).

Financial sustainability and integrity is upheld through the maintenance of adequate reserves. A UHCC policy requires that sufficient reserve targets be met and maintained (III.D.49) and the Board of Regents stipulates a similar policy (III.D.8). Although the UH System and UHCC calculate reserves differently, in both cases, sufficient balances are maintained.

In November 2013, the University as a whole adopted a financial reserve policy to establish system-wide operating reserves from non-general fund revenue in amounts sufficient to provide continued operations for at least two months with a minimum of five percent unencumbered cash from all tuition and fee funds, special funds, and revolving funds. At June 30, 2016, 2015 and 2014, operating reserve amounted to $261.5 million, $234.4 million, and $210.8 million, respectively, for the University (III.D.47 [p. 7]).

All community college campuses maintain sufficient cash reserves to address emergencies (5% minimum reserve) and other operating contingencies, such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation (10% targeted reserves) (III.D.50).

Honolulu CC meets both the 5% minimum and 10% targeted reserve requirements.

The cash reserve is defined as unrestricted funds set aside to ensure the long-term financial stability of UHCC programs by providing resources to address emergency situations, unanticipated shortfalls in revenue, increases in expenditures, and other
one-time funding opportunities that help campuses meet goals for continuous improvement.

Cash Reserves are made up of a Minimum Reserve (5% of prior year expenditures) and a Target Reserve (5%-10% of prior year expenditures):

- The minimum reserves are defined as unrestricted funds set aside to address critical, one-time, unforeseen, non-discretionary items that require immediate funding. Minimum reserves may be applied to these needs only when target reserves are fully exhausted.

- Target reserves are defined as unrestricted funds set aside to address requirements that are non-recurring in nature. The target reserve cannot be used to address long-term funding requirements or financial structural deficiencies.

- If campus cash reserve balances fall below the minimum reserve level of 5%, the campus will be required to prepare a financial plan that details how the minimum reserve levels will be restored.

All UHCC campuses have consistently met and exceeded both the minimum and targeted reserve levels (III.D.50).

Approximately one-quarter of General Funds are provided by the state prior to the beginning of the fiscal year and the remaining full-year allocation is provided prior to the end of the first quarter. Tuition is collected prior to the beginning of fall and spring terms and is expended over the course of each term. Tuition revenue projections are adjusted according to actual enrollment, and budgets are adjusted accordingly. Self-sustaining, non-state funds maintain sufficient balances to accommodate working capital needs. Careful monitoring of revenues, expenditures and cash are conducted to prevent cash-flow problems.

**Analysis and Evaluation**

Honolulu CC meets this standard. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management. Although there has not been any need, the College is prepared with reserves to implement contingency plans to meet financial emergencies and unforeseen occurrences.
III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The institution effectively manages all finances, including financial aid, grants, special and revolving funds, extramural funds, and capital improvement funds.

The College’s Financial Aid Office oversees compliance with Federal Title IV regulations and requirements, maintaining documentation to demonstrate compliance with regulations and requirements, such as student eligibility based on need, financial aid awards that do not exceed unmet need or maximum award limits, adjustment of awards when unmet need changes or student withdraws, repayment of federal program for over-award/adjustments, reporting of awards, adjustments, withdraws to federal agency, exit interviews for students with loans, and so on. A further discussion of this compliance is in III.D.15.

Special and revolving funds finance certain aspects of campus operations; however, unlike General Funds and TFSF that support general operations, these funding sources are used to support specific program activities. Administrators, who submit business plans, budgets, and revenue projections to the Business Office, manage funds of the programs.

These program activities include non-credit instruction, summer session instruction, conferences, and student activities. The individual funds are established by statute and operate on a self-sustaining basis. In addition to covering direct costs, programs are required to generate an administrative cost fee to cover their equitable share of general campus operating expenses.

Extramural funds are project-based funds from federal, state, and private sources, which relate to research and training grants or contracts. These funds are obtained through competitive grants or contracts and are focused on specific improvements or on services provided to the contracting agency. Principal investigators take responsibility to manage the extramural funds within compliance and regulations as specified in grant documents. The University Office of Research Services (ORS) assists to facilitate stewardship of the extramural funded activities, such as for submission of proposals and acceptance of awards (III.D.51).
The budgets and expenses for extramural funds can be monitored through KFS and eThority reports (III.D.51). The principal investigators and fiscal staff comply with federal or state regulations and requirements, grant or contract terms and conditions, maintain documentation to demonstrate compliance with regulations and requirements, deliverables, and so on. Grant funds are managed by private investigators in compliance regulations and requirements.

For loan funds, KFS provides monitoring of the financial status, such as available funds affected by new federal capital contributions for the year, institutional matching capital contributions for the year, loan repayments, new loans, or administrative allowance charges, if there are any. The financial aid office manages loan programs to ensure compliance with regulations and requirements for various loan programs. (See section III.D.15.) Federal student financial aid loans (Perkins), for example, have requirements for eligibility, loan limits, institutional matching, notifying students that loans must be repaid, and exit interviews.

The College follows Board of Regents and UH policies for contractual agreements (III.D.52, III.D.53, III.D.54, III.D.55).

As for protecting and updating the College’s assets, UHCC supports all campuses by securing and allocating Capital Improvements Program (CIP) funding. The primary source of revenues for University CIP projects come from state issued general obligation bonds where debt service payments to retire the bonds are funded by the state. Individual campuses are not obligated to pay for these long-term obligations.

There are three major categories of CIP projects:

- **New Construction** – The construction of new facilities and major renovations of existing facilities (renovations exceeding $5 million) are budgeted and appropriated as separate line item projects. Planning for the development of new facilities is guided by campus long-range development plans (III.D.56, III.D.57, III.D.58, III.D.59).

- **Funding for new facilities and major renovations are provided as line items in the authorizing statutes. These appropriations are limited to the scopes of work described in the authorizing statutes.**

- **Capital Renewal and Deferred Maintenance** – Capital Renewal and Deferred Maintenance (CRDM) projects are comprised of two parts: (a) Capital Renewal and (b) reduction of Deferred Maintenance.
Capital Renewal – All buildings are comprised of different sub-systems that have predictable lifetimes. The Facilities Renewal Reinvestment Model (FRRM) identifies roofs, building exteriors, elevators and conveying systems, air conditioning, lighting, electrical equipment, plumbing, fire protection and detection systems, built-in specialties and equipment, and interior finishes. Capital Renewal requirements are sub-systems that are at the end of their useful lives and need to be replaced. In other words, the failure to implement Capital Renewal projects results in a commensurate increase to the deferred maintenance backlog. Capital renewal requirements are detailed on the Sightlines report for budget planning purposes (III.D.60).

Deferred Maintenance – Buildings with Deferred Maintenance are facilities that have failing sub-systems or sub-systems that are operating beyond their useful lifetime. The Facilities Renewal Reinvestment Model on the sightlines report guides campus evaluations of deferred maintenance needs; however, onsite evaluations conducted by the campuses on an ongoing basis ultimately identify specific deferred maintenance projects that require funding (III.D.61).

Minor CIP – The Minor CIP project category is for the modernization of learning environments to enhance the delivery of priority instructional programs. Funding priorities are placed on improving classrooms and other spaces that directly support educational improvement and innovation (III.D.62). This funding source, typically $10 million a year, has been a major factor in campus plans to keep instructional spaces up-to-date.

Funding for CRDM and Minor CIP are provided as state-funded lump sum appropriations, which means that the community colleges can determine the specific projects that are funded through the lump sum appropriations. UHCC conducts an annual CRDM and Minor CIP budget meeting to allocate the lump sum appropriations. Each campus formulates prioritized lists of CRDM and Minor CIP projects for consideration. Projects are prioritized at the UHCC level by weighing the relative importance of each project against the needs of the seven UHCC campuses. This process ensures that the highest CRDM and Minor CIP needs are met by allowing the funds to flow to the most critical projects in the UHCC (III.D.63).

The UH Foundation is a separate entity that supports the University and follows its own fund-raising guidelines. The primary source of funds is from private donors. Programs ensure gifts and donation are utilized in accordance with any restrictions specified by donors and the UH Foundations policies. Policies, for example, do not allow funds to be used to hire employees.
The College’s VCAS oversees the finances of the campus, including financial aid, grants, donations, contracts, and capital improvement projects. In addition, principals are assigned to manage financial aid, grants, and donations with integrity.

Analysis and Evaluation

Honolulu CC meets this standard. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The College considers both short-term and long-range financial priorities to assure financial stability and solvency, working closely with UHCC and the UH System. The UHCC assists the community colleges to formulate yearly campus financial plans. The College identifies, plans, and allocates resources for payment of liabilities and future obligations.

The community colleges have long-term debt instruments (revenue bonds) for various energy conservation and alternative energy projects on each campus (except for Hawai‘i CC). Bond funds are used for purchase, and installation of new or replacement fixtures and equipment, which consume less energy or generate electricity resulting in lower utilities cost for campuses.

Debt service is paid centrally by the Community Colleges Systemwide Support (CCSWS) unit with annual reimbursement from campuses based on energy savings for each campus. Funds are allocated for the debt service reimbursement annually as part of the budget planning and execution process for each campus. The percentage of the operating budget used for debt service reimbursement for Honolulu CC is based on
operating budgets of prior years, which amounted to 1.112% for 2017 and 1.196% for 2016.

University policies and procedures require that the funds be used in accordance with state and federal requirements, the mission and goals of the University, and the purpose of the funding source (III.D.26).

These long-term obligations are considered before programming budgets for discretionary items in the annual financial plans of the campus. These non-discretionary obligations are considered and are reflected as line items in the campus financial plans (III.D.1, III.D.11, III.D.12). The plans demonstrate that the campus is financially solvent, and identify, plan, and allocate resources for payment of liability and future obligations in the short-term and the long-term.

Long-term debt in the form of debt service on revenue bonds held by the community colleges to finance new construction and facility improvements is considered for both short-term and long term financial planning (III.D.64, III.D.79). The community colleges, including Honolulu CC, identify, plan, and allocate resources for payment of liabilities and future obligations.

The community colleges do not issue debt for Other Post-Employment Benefits (OPEB) (which is funded by the state), insurance costs (which is an operating budget item), or repairs and maintenance projects (which is funded by the state). The items currently financed with long-term debt (listed in III.D.14) are limited to projects that directly create cost savings that offset debt service costs.

Analysis and Evaluation

Honolulu CC meets this standard. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to
determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The employers’ share of Other Post-Employment Benefits (OPEB) obligations for general funded positions is centrally paid for by the state’s general fund for all state agencies. As such, employer OPEB obligations for general funded positions are not part of the University of Hawai‘i operating budget.

The University is, however, obligated to cover the OPEB requirements for the relatively small number of non-general-funded positions employed by the University. The University’s contributions are calculated as part of the state’s total contribution requirements and are reimbursed to the state’s General Fund as part of the fringe benefit rate on the University employees’ actual salaries.

The University’s annual OPEB cost for non-general funded employees is calculated based on the annual required contribution of the employer Annual Required Contribution (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and to amortize any unfunded actuarial liabilities over a period not to exceed 30 years. The employers’ OPEB obligations for non-general funded positions are fully recognized and accounted for in UHCC non-general fund financial plans. Payroll costs in non-general fund financial plans include salary and fringe benefit costs.

Long-term debt in the form of debt service on revenue bonds held by the community colleges to finance new construction and facility improvements is considered for both short-term and long-term financial planning (III.D.62). The community colleges, including Honolulu CC, identify, plan, and allocate resources for payment of liabilities and future obligations.

Analysis and Evaluation

Honolulu CC meets this standard. OBEB obligations for general funded positions are managed by the State of Hawai‘i. For a small number of non-general funded positions, the University reimburses the state annually as part of a fringe benefit rate.
III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

In the annual budget development, the College identifies and assesses short-term and long-term financial obligations and allocates resources to meet debt agreements. As noted in III.D.12, the College works with UHCC when formulating annual financial plans for the campus. The planning ensures resources are allocated for repayment of debt that might affect the financial condition of the institution. Long-term debt in the form of debt service on revenue bonds held by the community colleges to finance new construction and facility improvements is considered for both short-term and long-term financial planning (III.D.62). The community colleges, including Honolulu CC, identify, plan, and allocate resources for payment of liabilities and further obligations. The multi-year projection demonstrates that the campus is financially solvent and can meet future obligations.

Analysis and Evaluation

Honolulu CC meets this standard. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard
The College follows polices of the Board of Regents and the UH System in using financial resources for the intended purposes of the funding sources.

It is the Board of Regents’ intent that the University’s policy, practices, and decision-making regarding real property and interests in real estate, shall: (1) promote and support the mission and goals of the University in education, research, service, and economic development; (2) advance principles and practices of sound environmental stewardship and sustainability; (3) ensure that alternative actions are considered, investigated and analyzed; (4) be fairly priced in the context of applicable fair market values and other relevant factors; (5) generate revenue from real property not critical to long range plans for the University to support the University’s core mission; and (6) be consistent with and support long-range plans that have been approved by the BOR (III.D.65).

For bond servicing, the UH System policy states that the University Bond System (UBS) office shall: (1) provide managerial oversight to ensure compliance with federal and state requirements; (2) coordinate bond principal and interest payments, annual audits, and financial management reporting; (3) coordinate and implement the reallocation of resources between UBS projects, as approved by the University President or designee; (4) manage cash flows; (5) coordinate and facilitate communication among UBS Projects; (6) coordinate post issuance compliance efforts; and (7) monitor reserve levels (III.D.66).

Auxiliary Activities are self-supporting activities that provide non-instructional goods or services funded by a user charge or fee. Auxiliary Activities include those operations such as a bookstore, food services, and parking, which are conducted for the benefit of students, faculty, and staff. The bookstore operations are administered by the UH Mānoa Bookstore unit rather than Honolulu CC. Other Auxiliary Activities are reviewed annually to ensure activities are not operating in deficit or accumulating excess cash or profits.

Since FY2016, the campus has prepared business plans, budgets, and procedures for each revenue-generating program. The responsible authorities and the Fiscal Administrator meet with the VCAS each year to discuss business plans, which are maintained by the Business Office.

The UHCC Budget, Planning and Finance team coordinates and manages the multi-million dollar Operating Budget and Capital Improvement Program (CIP) of the community colleges by working closely with the campuses in the budget development/legislative process and the budget execution process.
UHCC also supports the financial planning and fiscal processing requirements of all Community College Systemwide Support (CCSWS) units as well as the CIP fiscal processing requirements of all community college campuses.

The UHCC debt was $45.752 million for 2016 and $47.002 million in 2015, but includes that of all the community colleges, not Honolulu CC alone. The reimbursement of energy conservation and alternative energy debt service payment from campuses to CCSWS is made one year in arrears. The percentage of the operating budget used for the 2016 debt service reimburse for Honolulu CC is 1.2%.

University policies and procedures, as noted above, require that the funds be used in accordance with state and federal requirements and the purpose of the funding source (III.D.27). University policies and procedures govern acceptance of gifts and fundraising activities and provide guidelines to ensure funds are properly expended in compliance with donor restrictions and the usual and common business and regulatory practices (III.D.67, III.D.68).

Fund-raising procedures are in place to ensure integrity of the funding, including strict compliance of who is able to raise funds in the institution’s name. All fund-raising is overseen by the Vice President for Budget and Finance (III.D.69, III.D.70, III.D.71).

As noted previously, the UH Foundation is a separate entity that supports the University and follows its own fund-raising guidelines. The primary source of funds is from private donors. Grant funds are managed at the campus level by private investigators.

Analysis and Evaluation

Honolulu CC meets this standard. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.
Evidence of Meeting the Standard

The Financial Aid Office monitors and manages student loans so that the College is in compliance with federal requirements. The College follows the policies of Title IV of the Higher Education Act (I.A.1 [pp. 60-62]).

Honolulu CC is an institutional member of the National Association for Student Financial Aid Administrators (NASFAA) and the three employees in the office receive daily newsletters to keep abreast of change in regulations, upcoming deadlines, and updates about NASFAA's efforts to advocate for aid administrators. All staff have access to the Federal Student Aid Resource web page (ifap.ed.gov) to review regulations and attend various state and regional association training.

The Financial Aid Officer is responsible to ensure that changes to procedures and institutional policies are made in a timely manner to maintain compliance. Also, the Financial Aid Office goes through a Federal A-133 Compliance Audit every other year to ensure that Title IV aid is being administered in accordance to Federal Regulations. Should the campus have a finding, the campus would be audited the following year for that compliance issue to ensure that the campus has corrected its procedures and policy. The Honolulu CC Financial Aid Office’s last Federal A-133 Audit was completed for the 2015-2016 award year and no audit findings were noted.

Honolulu CC is also responsible for submitting a Program Participation Agreement (PPA) Application every 3-5 years to the U.S. Department of Education to receive approval to administer Title IV aid. Honolulu CC’s current Program Participation Agreement is expected to expire on March 31, 2017 and the campus submitted an application to renew the PPA on December 21, 2016.

The default rates are well within federal guidelines (III.D.72, III.D.73, III.D.74).

Honolulu CC is not required to have an official Default Prevention Plan since the campus’ Cohort Default Rate has not been close to 30%; however, if students ask for additional student loans beyond what was originally offered or declined their loans and then decide that they would like to borrow with a student loan, the campus requires students to complete a Loan Request Form and to itemize the expenses and amounts. If students are requesting loan funds for expenses that are not part of their financial aid cost of attendance (tuition, books, supplies, average living cost, and transportation costs), the student must provide documentation (e.g. child care agreement to assist them with child care costs) before the loan is processed. If the student requests funds for expenses that are not allowable (e.g. purchase a car), the loan request is not approved (III.D.75).
Student loan default rates, revenues, and related matters are monitored and evaluated for compliance with federal regulations. The Financial Aid Officer whose program responsibility is student loans and the Financial Aid Manager reviews the Draft Cohort Default Rate that is provided in February of each year and the Official Cohort Default Rate, as well as reviewing the reports that the campus receives from the Federal Loan Servicers. These reviews are in regard to managing revenue streams and assets to ensure compliance with federal requirements.

The Financial Aid Manager works with the Fiscal Administrator to ensure that the mandatory institutional capital contribution (ICC or institutional matching share of 33-1/3% of federal capital contribution) for any new federal capital contribution (FCC or Federal Perkins Loan Program funds provided to a school for an award year from the federal government) is deposited into the Perkins loan fund at the same time as the FCC. The Financial Aid Manager ensures that the amount and timing of the ICC transfer to the Perkins loan fund is correct to comply with Title IV regulations.

The Financial Aid Manager also manages need-based and non-need-based financial aid awards to students from institutional funds. A minimum of 8.8 percent of the College’s tuition revenues is dedicated to need-based financial aid (III.D.80). As part of the College’s annual budget, additional tuition revenues are dedicated to other financial aid programs that serve need and non-need students. In total, as much as 16 percent of the College’s FY 2018 tuition revenue will be dedicated to student financial assistant programs. The Financial Aid Manager considers student resources and financial aid awards from multiple sources in determining the amount of need-based federal financial aid grants, work study, or loan amounts that students are eligible for in compliance with federal financial aid regulations.

**Analysis and Evaluation**

Honolulu CC meets this standard. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The institution also complies when the federal government identifies deficiencies.

**III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate**
provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The College’s contractual agreements follow the guidelines of Board of Regents and UH System policies. The policies cover purchase of goods and services, extramurally funded grants, and contracts. Contracts over $25,000 are reviewed by the UH System Procurement Office, which ensures they conform to requirements and procedures (III.D.53, III.D.54, III.D.52).

The UH campuses have various contractual agreements for procurement of goods or services, affiliation agreements, sponsored class or sheltered class contracts with external agencies, and extramural contract agreements to perform training or other activities for sponsoring agencies. Campuses may also enter into contracts for construction projects, consulting services, or settlement agreements for claims against the University.

The extramural contract and grant ethics and procedures are governed by a number of policies including those of the Board of Regents (III.D.76). Other policies are described below.

Extramural funds are audited annually as part of the consolidated financial statement audit and compliance audit. Extramural funding agencies may perform program or financial audits of grants or contracts at any time during or after the funding period for any reason, including normal programmatic or financial monitoring or in the event of suspected fraud or criminal activity.

Board policy dictates that the privilege to serve as principal investigator is on the condition that the proposed program or activity is desirable and compatible with the mission of the respective academic unit (III.D.77).

UH System policy ensures that administrative and financial management requirements for extramural contracts and grants are understood and complied with by all appropriate UH personnel. Special emphasis is placed on full compliance with applicable federal requirements, which is mandatory (III.D.78).

University policies and procedures govern acceptance of contracts and provide guidelines to ensure all fiscal resources are expended in accordance with the goals,
objectives and mission of the University and in compliance with federal and state laws and regulations, University policies and procedures, sponsor terms and conditions of the contract, and common business and regulatory practices.

The Office of the Vice President for Community Colleges (OVPCC) also conducts post-audit reviews of affiliation agreements and sponsored or sheltered class agreements to ensure agreements comply with University policies and procedures and reasonable risk tolerance, and reviews Affiliation Agreement Reports and Sponsored/Sheltered Class Reports to determine if the affiliation agreements and sponsored or sheltered class memorandum of agreements are consistent with the academic and instructional direction of the community colleges for mission and goals.

Analysis and Evaluation

Honolulu CC meets this standard. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.
Evidence List – Standard III.D

I.A.1 Honolulu CC College Catalog-2017-2018.pdf
I.A.3 Honolulu CC Educational & Strategic Plan 2016-2021.pdf
I.A.4 UHCCP 4.101 Strategic Academic Planning
I.A.8 PC CHARTER V5.1-1.27.2018.pdf
I.A.10 Crosswalk of UH System,UHCC,Campus Strategic Plans.pdf
I.A.13 Supplementary Program Funding Form.pdf
I.A.26 Supplementary Program Funding Form Explanation
I.B.24 UHCCP_4.203_Institution-Set_Standards.pdf
I.B.25 OVPCC Campus Visit Fall 2017 HonCC.pdf
I.B.26 fy2018 uhcc performance initiatives.pdf
I.B.36 Annual Reports of Program Data AMT (Example)
I.B.38 Annual Reports of Program Data Cosmetology (Example)
I.B.40 Annual Report on Program Data Screen shot (www.hawaii.edu/offices/cc/arpd/index.php)
III.D.1 HonCC 2016 annual budget.pdf
III.D.2 HonCC Annual Budget 2014&2015.pdf
III.D.3 Hawaii_Affordability2016.pdf
III.D.4 RP 6.201, Authority to Set Tuition and Fees
III.D.5 RP 6.202, Tuition
III.D.7 GF Alloc & TFSF Rev FY13-FY17 HO.pdf
III.D.8 RP 8.203, Operating Reserves; Non-General Funds
III.D.9 UHCCP 8.000 - General Fund and Tuition and Fees Special Fund Allocation - Revised 5-17-17.pdf
III.D.10 FY17.OpBudgetWorksheets.pdf
III.D.11 FY 17 TFSF Revenue Projection-9-15 HO.pdf
III.D.12 FY15-17 3 Yr Avg Exp HO TFSF Stud Hlp PR by Acct.pdf
III.D.13 GF & TFSF Fin Proj - hon copy.pdf
III.D.14 UHCCP 8.200 Financial and Operational Oversight of Revenue Generating Programs.pdf
III.D.17 Perf Funds FY13-FY17 HO.pdf
III.D.18 Strategic Init FY13-FY17 HO.pdf
III.D.19 FB15-17 budget policy paper and instructions.pdf
III.D.20 UHCC Strategic Planning Council Spring 2017.pptx (5).pdf
III.D.21 UHCC Strategic Planning Campus Visit Spring 2016 (4).pdf
III.D.22 UHCC SPC Presentation Fall 2016 (14).pdf
III.D.23 budget-AY1718-ranked-proposals.pdf
III.D.24 2017-18 Budget Request Proposals 2017 - Results from committees (sorted).pdf
III.D.25 2016-17 RANKED Budget Proposals V5-4.22.16.pdf
III.D.26 RP 8.204 University Budget (Operating and Capital Improvements)
III.D.27 AP 8.025 Fiscal Responsibilities within the University (screen shot)
III.D.29 UHCC budget preparation screen Shot
(uhcc.hawaii.edu/ovpcc/administrative/budget)
III.D.30 UHCC Budget Execution Screen Shot
(uhcc.hawaii.edu/ovpcc/administrative/budget/budget-execution)
III.D.31 Program budget timeline (FY 2018).graphic copy.pdf
III.D.32 AY16-17-chancellor-funding-decision.pdf
III.D.33 UH Budget Office Screen Shot (www.hawaii.edu/budget/)
III.D.34 Campus Funding Screen Shot
(programs.honolulu.hawaii.edu/intranet/node/2343)
III.D.35 Operational Budget Process (v.3).pdf
III.D.36 KFS_Roles
III.D.37 Summary of KFS eThority feedback FY2015-2016.pdf
III.D.38 Office of Internal Audit
III.D.39 2016 Accuity consolidated-financial-statements
III.D.40 Committee on Independent Audit minutes 12.15.16
III.D.41 2016 Accuity -a-133_audit
III.D.42 2015 Accuity -a-133_audit
III.D.43 2014 Accuity -a-133_audit
III.D.44 2016 Accuity Audit A-133 audit corrective action plans
III.D.45 2015 Accuity Audit A-133 audit corrective action plans
III.D.46 2014 Accuity Audit A-133 audit corrective action plans
III.D.47 UH CFS 06-30-2016 with UHCC Suppl Schedules
III.D.49 UHCCP_8.201_Unrestricted_Fund_Reserve.pdf
III.D.50 Reserve Status Rpt FY17 06-30-17 HO.pdf
III.D.51 Extramural Exp FY13-FY17 HO.pdf
III.D.52 RP 8.201 Contracts and Official Documents
III.D.53 EP 8.105 Delegation of Authority to Execute Contracts
III.D.54 EP 8.107 Delegation of Authority to Execute Contracts Less that $25000
III.D.55 EP 8.108 Delegation of Authority to Develop Purchasing Card
III.D.56 LRDP Honolulu.pdf
III.D.57 FB 17-19 - CIP Details.pdf
III.D.58 FB 15-17 - CIP Details.pdf
III.D.60 Facility Renewal Reinvestment Plan - 2016.pdf
III.D.61 UH 6-Year CIP Plan.pdf
III.D.62 Minor CIP Historical Allocations.pdf
III.D.63 Historical CIP - Summary.pdf
III.D.64 EP 8.201, Cash Management And Short-Term Investment of Operating Funds
III.D.65 RP 10.201 Interests in Real Property.pdf
III.D.66 EP 2.212 Management of University Bond System (UBS).pdf
III.D.67 RP 8.209 Gifts
III.D.68 AP 8.620 Gifts
III.D.69 EP 8.209, Fund Raising
III.D.70 Regents Policy RP 8.210, Fund Raising
III.D.71 AP 8.375 Fund Raising by a Recognized University Affiliated Volunteer Group or Non-Profit Organization
III.D.72 Default Letter 201609.pdf
III.D.73 Default Letter 201509.pdf
III.D.74 Default Letter 201409.pdf
III.D.75 Loan Request Form.pdf
III.D.76 RP 12.201 Ethical Standards of Conduct.pdf
III.D.77 RP 12.202 Principal Investigator.pdf
III.D.78 AP 8.926 Administrative and Financial Management Requirements for Extramurally
III.D.79 FY17 Operating Budget Template (07-08-16) v8 HO o.pdf
III.D.80 EP 6.204 Student Financial Assistance Program
Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization to promote student success, sustain academic quality, integrity, and fiscal stability, and continue improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A: Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff and students, no matter what their official titles, by taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institutional-wide implications, institutional leaders enact systematic participative processes to assure effective planning and implementation.

Evidence of Meeting the Standard

College leadership promotes inclusive and collaborative campus processes to encourage creativity and innovation, and provides support for ideas to enhance institutional excellence. Campus culture is based on adherence to the institution’s mission and core values, which emphasize an engaging learning environment that values and promotes academic excellence and the personal growth of instructors and students (IV.A.1).

The College’s Educational and Strategic Plan emphasizes maintaining excellence through ongoing institutional improvement and ensuring currency in campus programs (IV.A.2). Hawai‘i Papa O Ke Ao is a system plan to enable UH institutions better meet the needs of indigenous students through leadership development, community engagement, and improving Hawaiian language and cultural parity. Meeting these goals
is another measure of institutional excellence, reflecting the institution’s commitment to all campus stakeholders (IV.A.3).

Under the guidance of the Chancellor, the College is recognized as a leader in meeting performance goals, pioneering Star Registration, redesigning developmental education, implementing Student Pathways, among other initiatives improving student success and student achievement. All these efforts were achieved through leadership at many levels within the institution.

The Chancellor along with the administration team cultivates participation by listening to the voices of faculty, staff, and students in improving the practices, programs and services of the institution. The College also encourages involvement in policy changes and new initiatives by actively informing the campus and providing venues for collaborative decision-making.

Through collaborative campus efforts, the College exceeds all UHCC performance initiatives for achieving student success (I.B.25). Honolulu CC is one of the two community colleges meeting all the targets, and in all cases more than doubled or tripled the outcomes. This performance illustrates the cooperation of faculty, staff, and administrators in improving student achievement for the institution.

One of the guiding documents is the institution’s Educational & Strategic Plan 2016-2021 (I.A.3) that was developed through a campus effort. The plan encompasses five goals that include (1) student success, (2) enrollment, (3) training and workforce development, (4) campus community, and (5) infrastructure, sustainability and technology.

The development of the plan initially began with a town hall meeting for inclusive campus participation, convened by the Chancellor (IV.A.4). For each of these goals, the campus members present provided suggestions as to how the College might accomplish them (IV.A.5, IV.A.6). The plan highlights the participation and leadership of the campus in promoting innovation leading to institutional excellence (IV.A.7).

The revision of the mission also exemplifies the institution’s collaborative approach to decision-making. Once the Planning Council revised the outdated mission statement and core values, they were passed to the Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), Kupu Ka Wai Council, and Student Government for review and suggestions. The five committees represent all stakeholders of the campus. The revised mission was approved in January 2017 (I.C.1, IV.A.8).
The mission and the strategic plan lay the framework to encourage innovation, identifying the goals and areas of improvement that can enhance the effectiveness of the institution. The institution’s planning processes and performance reviews are discussed in a variety of campus forums. The Planning Council, which advises administration, reviews the mission, strategic plan, institutional set standards, institutional learning outcomes, accreditation process, program supplementary funding process, among other things that lead to innovation. The council includes the Chancellor, other administrators, division chairs, department heads, student government, and other campus representatives.

The College carries out ongoing revision and creation of new program curriculum to prepare students to be global citizens who can meet 21st-century workforce needs and realize individual professional goals. Annual and 5-year program review results and other gathered evidence enable campus leaders to identify areas for program improvements. (IV.A.9, IV.A.10).

Campus achievements result from participatory decision making structures, which promote individual and departmental innovations. In addition to governance bodies, other committees provide venues for faculty, staff and administrators to propose and pursue innovative changes (IV.A.11).

The College participates in UH system initiatives implementing technological and structural responses to improve student retention and success including: Star GPS system, iPASS Mobile-optimized MyUH Services for students/faculty/staff (IV.A.12 [p. 10]). Honolulu CC faculty, staff, and administrators participate in UHCC initiatives as representatives reporting to appropriate campus committees (IV.A.13 [p. 2]). Several Honolulu CC representatives serve on the UHCC Student Success Council to implement changes in developmental education, including student placement policies, enrollment management, and other initiatives (IV.A.14). Other examples of campus participation in system discussions include reevaluation of teaching equivalencies (IV.A.15) and a proposed new course evaluation system (IV.A.16).

When necessary, the Chancellor and other campus leaders form groups to respond to campus needs such as improving graduation outcomes in STEM fields. In this case, the Chancellor established an ad hoc group to brainstorm ideas on how to support students in the STEM fields (IV.A.17). The College now meets those strategic measures, and the STEM Working Group is currently identifying how a physical STEM space can support cross-major learning and how the institution can support multiple STEM grants.
The institution promotes innovation through the supplemental program funding process. Programs can request funds for improvements and upgrading, then the governance committees rank the proposals, involving input from the entire campus.

In support of continuous improvement and innovation, the Faculty Development Committee organizes professional improvement events and distributes monetary awards for professional development opportunities (IV.A.18). The Staff Development Council funds development and improvement activities for staff members (IV.A.19). The College administration provides much of the fiscal support for these professional development opportunities. Direction of internal funding and grant awards is also used to support campus innovations (IV.A.20).

Students are involved in institutional innovation through representatives on campus committees and regular meetings with the Chancellor. The director of Student Life Development communicates with student leaders on the Student Activities Board, Student Media Board, and RISOs on topics directly impacting students (IV.A.21). Student leaders have a voice in directing funds for projects that benefit student life, such as a digital sign project to enhance the visibility of student government and improve communication with constituents.

The college administration informs Honolulu CC faculty, staff, and stakeholders of institutional achievements as an integral part of promoting a culture of innovation. College achievements are publicized to foster continued community partnerships and support. Methods of sharing campus innovations and initiatives include:

- **Annual Reports:** Annual issues provide information on college planning priorities, program initiatives, campus performance measures, as well as program and student success stories (IV.A.12).

- **Semi-annual General College Meetings:** At the start of each semester, the administration updates the campus community regarding achievements as well as challenges and opportunities for the coming year. PowerPoint presentations from these meetings are sent out to the campus and archived on the intranet (IV.A.22).

- **Chancellor’s Messages:** The Chancellor sends out periodic email announcements to the entire campus (including student leaders) with information about current initiatives, goals, and priorities (IV.A.23).

- **Talk Story Hours:** The Chancellor holds regularly scheduled monthly talk story hours, where updates are provided on community initiatives, legislative issues, donors and other topics. The meeting allows ample time for questions' and
answers, and ad hoc topic discussions faculty and staff may have questions about (IV.A.24).

- **Town Hall meetings**: The Chancellor or administrative representative facilitates open town hall meetings when broad based campus discussions are needed. Examples of these would include activities around particular grants, such as the current iPASS and Native Hawaiian Serving Institutions grant (Title IV). Other examples have been campus wide discussion on campus reorganization, sustainability and planning for accreditation documentation and report writing (IV.A.25).

For a sample list of campus achievements, see (IV.A.26).

**Analysis and Evaluation**

Honolulu CC meets this standard. The institution has formal and informal practices and procedures, which encourage input from all campus personnel to improve the College, leading to effective planning for and implementation of program and institutional improvement. Honolulu CC leadership, institutional structures, and campus culture support innovation and continuous improvement in academic programs, support for students, campus outreach, and community connections and partnerships. Campus committees’ review, implementation, and evaluation processes include Honolulu CC faculty, staff, students and administrators. Honolulu CC’s continuous enhancement of academic programs, student learning opportunities, and the demonstrated achievements of campus staff and students all reflect a commitment to institutional excellence. The College prides itself on its strong links to community, state, and national organizations reflected in strong scholarship support and active student engagement and success.

**IV.A.2** The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special purpose committees.
Evidence of Meeting the Standard

The College has established policies and procedure authorizing administers, faculty, and staff participation in decision-making processes. Honolulu Community College policy HCCP # 1.101 Participation in College Decision-Making Processes stipulates that “faculty, staff, and students have the opportunity to participate in the collegial governance of the college through formally established and recognized bodies, and that the established decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness for the purpose of improvement” (IV.A.27). The College promotes campus involvement of administrators, faculty, staff, and students based on HCCP # 4.101 on integrated planning, resource allocation, and assessment of the institution (IV.A.28). These policies are based on policies of the UH Board of Regents, UH System, and UHCC that have been established for integrated and strategic planning and review of established programs UH system and campus policies also make explicit the established role of faculty, staff and students in decision-making related to academic planning and to academic policies and curricular matters development (IV.A.29, IV.A.30, IV.A.31, IV.A.32).

Faculty Senate Executive Committee

For faculty specifically, the College follows Board of Regents policy # 1.210 (IV.A.30 III.B.1), establishing faculty involvement in academic decision-making and academic policy development. Faculty have a specific voice in decision-making through the Faculty Senate Executive Committee (FSEC) which meets each month through the academic year. Policies make clear the role of faculty in advising administration and participating in collegial governance. The faculty also play a role in policy development and decisions related to curriculum and instructional matters.

UHCC policy # 1.102 outlines the role of faculty governance body in advising administration on matters relating to the development and maintenance of academic policy and standards. This policy establishes an All Campus Council of Faculty Senate Chairs to advise the Vice President for Community Colleges (IV.A.31).

Honolulu CC policies HCCP # 1.101 Participation in College Decision-Making Processes (IV.A.27) and HCCP # 4.101-1 Integrated Planning, Resource Allocation, and Assessment (IV.A.28) explicitly identifies the role of faculty in advising administration and participating in collegiate governance.
The FSEC Constitution and Charter identifies responsibilities of this committee and establishes the inclusive representation of faculty from all sectors of the campus. These documents also define the scope of authority and procedures by which review, discussion, and approval of policies takes place (IV.A.33).

**Staff Senate Executive Committee**

HCCP # 1.101 Policy Participation in College Decision-Making Processes (IV.A.27) mandates inclusion of staff representation as a part of College governance processes. Staff representatives on the Staff Senate Executive Committee (SSEC) participate in review of campus policies as well as budget and planning decisions (IV.A.34 [II]). The SSEC Charter and Bylaws outline representation and processes by which this body deliberates. Given challenges for some staff to be released from duties, the Chancellor issued a memo asserting the need for supervisors and peers to support staff participation in the SSEC (IV.A.35).

**The Planning Council**

The Planning Council (PC) has responsibility for coordination of planning and budgeting decisions on campus. It is made up of faculty, staff, administrator and student representatives from across the campus. HCCP # 4.101 on Integrated Planning, Resource Allocation, and Assessment (IV.A.28 [4]) establishes the authority of the PC as the campus strategic planning body. The PC Charter makes explicit its role in formulating recommendations in conjunction with other governing committees. The PC is tasked with overseeing and coordinating communication between key governance committees and submits recommendations to the Chancellor for approval and implementation (IV.A.36).

**The Kupu Ka Wai Council**

The Kupu Ka Wai Council (KKW) is made up of faculty, student, staff and administrative representatives; its mission is to nurture and sustain Honolulu CC as an Hawaiian place of learning. UHCCP 1.104 Community College Council of Native Hawaiian Chairs sets forth the institutional role of this body (IV.A.37). The KKW Charter explicitly states its unique responsibility to provide a forum for input into campus decision making and priorities from the perspective of Native Hawaiian constituencies (IV.A.38 [Article 5.1], IV.A.39) The University of Hawai‘i’s Hawai‘i Papa O Ke Ao Plan guides the KKW Council as it implements programs on campus to meet plan goals and outcomes

**Students**
HCCP # 1.101 Participation in College Decision-Making Processes expressly includes students as part of College decision making processes. Students have a clear role through participation in student government and as representatives on committees carrying out academic planning and curriculum review (IV.A.33, IV.A.34, IV.A.36, IV.A.38). The Planning Council includes one student representative from Student Government as a voting member participating in coordination of institutional planning, policy setting, strategic planning, and budget prioritization. The FSEC includes a student representative as a non-voting member, while students interested in supporting the campus as a Hawaiian place of learning can join Kupu Ka Wai.

Student Government representatives are selected through a process of applications and interviews rather than elections; the resulting leadership body is structured as a collective leadership (IV.A.40). Student leaders created a set of video to explain these changes to Honolulu CC students and formally adopted a new Constitution in April 2017 (IV.A.41, IV.A.42).

The Chancellor and the Dean of Students Services meet for discussions with student leaders to give them a voice in campus directions (IV.A.43). The Student Life and Development (SLD) director helps communicate with and solicit feedback from student leaders through the SLD, the Student Activities Board, and Student Media Board.

Administrators

Administrators serve on all faculty and staff governance bodies in an ex officio capacity, so information is shared, but voting remains the purview of faculty and staff on these representative bodies (IV.A.33, IV.A.34, IV.A.36, IV.A.38).

Campus Wide Committees

In addition to the FSEC, SSEC, Planning Council and Student Government, other campus-wide committees made up of faculty, staff, administrators and student representatives facilitate participation in decision-making, for example the Committee on Student Affairs (IV.A.44).

Analysis and Evaluation

Honolulu CC meets this standard. Existing policies (system and campus) and committee charters make explicit an established and substantial role in decision making for faculty, staff, and students in conjunction with administration. Policies and charters frame and ensure collaborative processes of decision-making. Minutes from governance bodies reflect the participatory process of discussion and decision-making. The College has
identified the need for and is working on formalizing committee member responsibilities through an orientation document for committee chairs and members.

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

The HCCP # 1.101 identifies five campus governance bodies with clear and substantive roles in policy making, planning, and budgeting – the Faculty Senate Executive Committee (FSEC), the Staff Senate Executive Committee (SSEC), the Kupu Ka Wai Council (KKW), Student Government, and the Planning Council (IV.A.27). The institution’s policy on participation is founded on Board of Regents # RP 1.210 policy on faculty involvement in academic decision-making and policy development (IV.A.30 [III.B.1, III.B.3.b]) and UHCC policy # 4.101 on strategic academic planning (IV.A.32 [III.A]). Additional Honolulu CC and UH System policies also make explicit faculty role in institutional governance (IV.A.45, IV.A.28, IV.A.46).

Each body contributes to the institution’s decision-making process and plays a specific role. This structure ensures wide-ranging and comprehensive campus input and representative perspectives relating to institution policies.

Constitutions and/or Charters make explicit the participatory roles and responsibilities of these governance bodies. Charters and/or Constitutions outline representation, duties, and the scope of responsibilities for these bodies (IV.A.33, IV.34 [Statement of Purpose], IV.A.36 [Scope of Work], IV.A.38 [Articles 5-9], IV.A.42).

The Planning Council focuses on institutional planning, policy setting, strategic planning, budget prioritization, and accreditation. The committee oversees the communication with the other four governing bodies. The Planning Council members include the Chancellor, Vice Chancellors, Deans, department heads, and faculty, staff and student representatives. Member composition provides a voice from all areas of the campus.
The council leads in developing strategic planning for the institution. For example, revisions of the mission statement, institutional learning outcomes, and the strategic plan were disseminated by the council to the other governance bodies for review and approval (IV.A.47).

Each year, the council oversees the supplementary program funding process, soliciting input from all governance committees, which represents all the areas of the campus – faculty, staff, students, and Hawaiian interests. Based on its charter, established procedures, and College policy (IV.A.28) the Planning Council in conjunction with the Vice Chancellor of Administrative Services (VCAS) gathers supplemental budget requests, publicizes them to the campus through email and town hall meetings, and compiles the ranking results of the four other committees. An established timeline and flow chart outline the participation of campus governance representatives in the final priority ranking and email announcements are made to the campus. Student representatives sitting on governance committees are given the opportunity to provide feedback on prioritizing budget requests. Honolulu CC’s Supplemental Program Funding Website posts budgeting process flowchart, budget request application forms, and explanations of final budget decisions for all campus members to review. This established process allows participation of the full campus in the final prioritization of rankings (IV.A.48, IV.A.49, IV.A.50, IV.A.51, IV.A.52).

Illustration-Standard-IV.1 – Review Process
The final rankings are submitted to the Chancellor for funding decisions, who informs the campus through the Planning Council, an email to the campus, and posting on the Intranet (IV.A.53, IV.A.54).

Campus wide involvement in developing and revising the campus Strategic Plan is accomplished through campus governance bodies. The Planning Council has primary responsibility for coordinating review of the campus strategic plan by governance bodies and provides forums for campus community review and input. The plan was discussed by governance bodies and campus members participated through a town hall planning session (IV.A.5).

The campus is kept informed of planning and budgeting discussions and decisions via email, minutes, and town halls. The College publishes and archives relevant budget and strategic planning documents on its Strategic Directions and Funding intranet sites (IV.A.55, IV.A.56).

In a campus employee survey conducted in Spring 2017, 75% of the campus agreed that faculty have a substantive role in governance (IV.A.57 [p. 88]).

Analysis and Evaluation

Honolulu CC meets this standard. Clearly established policies and procedures ensure participation of faculty, staff, and student voices in decisions related to planning, policies, and budgeting. Committees carry out duties as participatory and representative bodies as defined in their Charters.

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The Committee on Programs and Curricula (CPC) has primary responsibility for all matters involving curriculum, course, and program approvals. This committee operates under the authority of the Faculty Senate Executive Committee (FSEC) and includes faculty, administrative, and student members (IV.A.58). CPC membership represents
faculty from all academic programs as well as the Vice Chancellor for Academic Affairs (VCAA) and deans, among others. The CPC is the final curricular and program authorizing body, making its decisions after initial reviews carried out by division sub-committees. Division Curriculum Committee (DCC) members are elected by divisional faculty and carry out division level-curriculum reviews. Division chairs also play a critical role in curricular processes through assisting “faculty in planning and updating curriculum, courses, and programs” (IV.A.59).

In addition, the General Education Boards are made up of faculty who oversee certification of courses as meeting the general education core for the Liberal Arts and Career and Technical Education programs (IV.A.60, IV.A.61). General Education Boards and sub-boards review specific foundation and diversification certifications as part of the curricular process. (IV.A.62) The General Education Boards coordinate their certifications with the CPC. The campus policy on general education (IV.A.63) stipulates that the CPC and its relevant subcommittees will establish and maintain the general education framework in consultation with faculty in all programs.

Also operating under the CPC is the Distance Education Advisory Committee, made up of faculty representatives and academic leaders. This committee reviews and certifies curriculum already approved by the CPC that is offered through distance education modalities (IV.A.64).

Honolulu CC maintains a well-established process of curriculum proposal submission, review, and approval. The roles and responsibilities of subcommittees in the review processes are outlined in the CPC Handbook (IV.A.65). Through the CPC master calendar, as well as through messages from chairs of the CPC and subcommittees, the campus is kept aware of CPC and subcommittee submission deadlines (IV.A.66).

In 2016, the CPC began migrating the curriculum process from paper to the web-based Kuali CM. Although CPC and subcommittee meeting continue to take place, the electronic process makes it easier for faculty and administrators to keep abreast of curriculum actions (IV.A.67).
Illustration-Standard-IV.2 – Curriculum Process

To ensure equitable educational access for all students, specifically tasked committees contribute to formulation of policies and procedures impacting instruction and student services. These committees include the Committee on Student Affairs (COSA) and Committee on Disability Access (CDC) (IV.A.68, IV.A.69).

Minutes of curricular and student services committees document inclusive participation of faculty, administration, student representatives and staff in ensuring the quality of academic programs and services (IV.A.70).

Faculty involvement in academic policy is specified in UH Board of Regents policy RP 1.210, EP 1.201 and HCCP 5.213 (IV.A.30, IV.A.71, IV.A.62). Policies governing curriculum are periodically evaluated including the recent review of RP 1.210 in August
2017. Honolulu CC has established a policy requiring review of College policies at least once every five years. The CPC reviews its procedures and practices regularly.

Analysis and Evaluation

Honolulu CC meets this standard. Policies clearly state the primary role of faculty and academic administrators in curriculum actions and decisions. Established committees and processes carry out curriculum review and approval as well as ensure the primary role of faculty in curricular decision-making. Stated procedures, flowcharts, committee charters, and minutes make evident the effective, inclusive, and timely functioning of these processes.

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The spirit of collaboration is manifest in institutional shared governance. The College is committed to widespread participation of constituency groups in decision-making and planning. Decisions are made openly, inviting participation and conferring with those affected.

The campus has five key governance committees – Planning Council, Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), Kupu Ka Wai Council (KKW), and Student Government – which represent all campus constituencies and collaborate on policies.

Several policies and procedures frame the College’s participatory system of institutional governance, which includes relevant and diverse perspectives and ensures timely decision-making by those with expertise (IV.A.30, IV.A.31, IV.A.37, IV.A.59). HCCP # 1.101 on Participation in College Decision-Making Processes (IV.A.52) provides a framework for this collaboration. For decisions on curriculum or other academic issues, RP 1.210 outlines the role of faculty (IV.A.30).
Collaboration in decision-making extends beyond the College. The Board of Regents, UH System, and UHCC are committed to the participation of relevant constituency groups in decision-making, integrated planning, and resource allocation. The Council of Faculty Senate Chairs (IV.A.31), the UHCC Strategic Planning Council (IV.A.72), the Student Success Council (IV.A.73) and the Council of Native Hawaiian Chairs (IV.A.37) keep the community colleges involved in UHCC decisions that affect them.

Elected members of the Faculty Senate Executive Committee (FSEC) act as the representative body of the Faculty Senate; the FSEC “is the formal voice of the faculty. It is responsible for developing and maintaining campus academic policy and providing a means for improved communication among the faculty, administration, students, and community. While it serves in an advisory capacity to the administration, its vigilance over campus affairs is integral to the provision, preservation, and improvement of quality education at the college” (IV.A.74). The FSEC consists of voting faculty members from each College academic division, academic support, and student service departments. The charter also includes an elected lecturer representative, a non-voting SSEC liaison, a student government and an administrative representative. FSEC members are responsible for informing constituents of debated issues, and for soliciting and representing their feedback. Minutes of all meetings are kept on the intranet (IV.A.33).

The SSEC “… functions in an advisory capacity to the HCC Chancellor and administration with the express goal of promoting the general welfare of the College through advocacy and inclusion of staff perspectives” (IV.A.34). The SSEC is made up of representatives of APT and Civil Service staff members from contractual based units on campus. The SSEC posts and publicizes its minutes on the Intranet.

The Kupu Ka Wai Council “… serves as a source and conduit for information to the administration and the University community on issues that have particular relevance for Ka Pae `Āina o Hawai`i and Native Hawaiians” (IV.A.38). Membership consists of faculty, staff, administrators, and students committed to promoting inclusion of Native Hawaiian perspectives and Native Hawaiian concerns in College decision-making.

The Planning Council in “support of the campus mission, is to serve as Honolulu Community College’s major mid-to-long-term planning committee. The PC also serves as a primary communication point that links the planning functions of existing College governance bodies” (IV.A.36). Representatives from governance committees, Deans and Division Chairs, the Accreditation Liaison Officer, and Assessment Coordinator serve on this committee. They have as primary duties to maintain inclusive dialog and to represent respective constituents in discussions and decisions related to College
planning and budgeting. The Planning Council includes chairs from the FSEC, SSEC, KKW, and Student Government who relay information from the PC to their respective constituents, and share their respective committees’ perspectives with the PC.

Members of Student Government and other Chartered Student Organizations represent student interests and provide input in campus decision-making through the Student Media Board and Student Activities Board (IV.A.42). In addition, Charters of all major decision making committees expressly include a student representative who takes back important documents for review and feedback.

Honolulu CC’s Student Life and Development office recruits, trains, and supports student representatives for Student Government (ASUH-HCC). Student representatives serve on several committees including the Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), Planning Council (PC), and Kupu Ka Wai Council (KKW).

The governance structure provides campus members representational input into discussions related to institutional improvements including strategic planning. Planning documents, annual reports, program funding prioritization processes, and other communication is available on the Intranet to ensure the campus is informed.

In addition to governance bodies, the FSEC and the SSEC authorize sub-committees to foster more extensive faculty and staff involvement in discussions and decision-making. One example is the Committee on Programs and Curricula (CPC), which, as its name suggests, ensures the integrity and relevance of curricular and program offerings (IV.A.58).

To further broaden opportunities for inclusive discussion of issues impacting all college constituents, administration creates a number of campus-wide committees (IV.A.75). Broad-based campus representation provides diverse perspectives in discussions, decisions, policies, and campus directions. Two examples of administrative committees include the Campus Council on Institutional Effectiveness (CCIE) (IV.A.76) and the Administrative Services Group (ASG), a group that discusses operational topics such as parking, facilities use, fiscal issues, safety and security, marketing, information technology, and other campus resource topics (IV.A.77).

Examples of student-centered improvements from this inclusive process include improvements to developmental education programs (ENG 100/100S, ENG 100/100T and Math accelerated courses) and the recent Ho’ala Hou grant—Renewing a Pathway to Student Success Through Culture-Based Learning 2015 – 2020 (IV.A.12 [pp. 9]).
Administration

Regularly scheduled administrative meetings of administrators and faculty leadership ensure inclusive discussion of campus issues and initiatives.

- Chancellor Retreats - The Chancellor holds single and multi-day retreats twice a year, which allow the administrative staff the opportunity to organize and plan activities for upcoming semesters and allows for executives to be assigned particular duties. Agendas are established by the entire administrative team, and results are documented and followed up on during weekly chancellor’s staff meetings. When retreat items call for outside assistance, guests are invited to present and collaborate in discussions.

- Chancellor’s group - Meetings of all Executive level Deans and Directors with the Chancellor and Vice Chancellors occurs on a regular basis. Guests routinely join the meeting to provide updates and take part in collaborative discussions. Weekly meeting agendas include system updates, department updates, community updates and legislative updates (IV.A.78).

- The Deans and Division Chairs group, made up of all Deans and academic units’ division chairs, meets bi-monthly to discuss topics related to campus operations, campus planning, and campus initiatives (IV.A.79).

Timely and Inclusive Decision Making

Governance committees meet monthly throughout the academic year. A comprehensive monthly committee meeting schedule calendar is provided to the campus at the beginning of the academic year (IV.A.80). Established timelines facilitate campus community awareness and participation in discussion and decision-making through representatives in a timely manner.

Among the timetables the campus follows are the Curriculum Process Timeline (IV.A.66), the Strategic Plan Timeline (IV.A.81), Annual Mission Review (IV.A.36) and the Supplemental Program Funding Timeline (IV.A.82).

In a Spring 2017 survey of College employees, 83% of those surveyed agreed they have the opportunity to work collaboratively on campus wide issues (IV.A.83 [p. 90]).

Analysis and Evaluation

Honolulu CC meets this standard. Policy based systemic governance structures and processes ensure involvement in decision-making by representatives from all stakeholders on campus (faculty, staff, students, administrators, and Native Hawaiian
programs). The College committee structure provides for inclusion of diverse perspectives that set institutional priorities and foster timely actions. Processes are in place for faculty, staff, and students to receive information necessary for their informed participation in discussions on meeting institutional goals. Established timelines ensure efficacious decision-making. Campus members, through direct participation or communication with representatives on faculty, staff, and administration authorized committees, have the means to provide input based on specific responsibilities and expertise, and to learn about and provide input regarding campus strategic planning, budgeting, and issues pertinent to the campus.

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

All policies of the College are provided to appropriate campus governance committees or other pertinent groups for review prior to becoming final. The Policy on Policies guides the review of each campus policy at least once every five years. The policy ensures that all policies remain current and effective for the institution (IV.A.84). Two policies outline the expectations of committees to be involved in the decisions of the institution, one address the role of participation (IV.A.27) and the other the role for integrated planning (IV.A.28). All policies are posted on the website (IV.A.85) for campus reference.

Committees communicate with members through agendas prior to meetings and minutes after meetings to provide opportunities for members to confer with constituents. The five governance committees represent the full campus providing a voice for faculty, staff, students, administrators, and Hawaiian cultural interests to develop comprehensive collaboration.

Committee minutes are posted on the Intranet for the campus to view. These minutes document the actions and decisions made (IV.A.70). Committees additionally share end-of-the-year reports summarizing major actions taken through the academic year (IV.A.86). Charters are posted on the College Intranet.
FSEC representatives email agendas prior to meetings to enable constituents to contact committee representatives with input (IV.A.87). Prior to some discussions, FSEC Campus Chairs send messages to inform the campus community and facilitate constituent communication with representatives.

The FSEC System Chair keeps the campus informed of ongoing discussions at the UHCC system level, solicits input on discussions directly from the campus, and sends updates of decisions through email announcements (IV.A.88). System Chair reports to the FSEC are part of publicized Committee minutes (IV.A.89) and are summarized in the FSEC end of year report (IV.A.90).

The Committee on Programs and Curriculum publishes a timeline to identify when decisions are made on curriculum proposals. The CPC Chair sends out periodic messages to inform the campus of pending discussions and deadlines (IV.A.91). CPC minutes are posted on the campus intranet site (IV.A.70).

The Planning Council and administration inform the campus of processes and deadlines for supplemental budget allocation requests and prioritization, strategic planning as well as Mission Statement review and revision. Campus members are kept informed of committee processes through emails, committee minutes, and materials posted on the College Intranet (IV.A.92). Campus constituents are engaged in the process through representatives. The Chancellor’s final decisions, based on budget availability, are sent to the PC Chair, archived on the intranet, and sent out to the campus through email (IV.A.54).

Additional methods of informing the campus of decisions and the bases of those decisions include:

- General College Meetings. At the start of every semester, the Chancellor leads a required campus meeting where administration provides updates on personnel (new hires, promotions, retirements), and important system initiatives. This review includes an overview of recent VPCC visits and reports on College performance measures outcomes. Other topics addressed include pending campus projects and initiatives, facilities updates, and grant updates. PowerPoints of General College presentations are emailed to the campus and posted on the intranet (IV.A.93).

- Chancellor Announcements sent via email (IV.A.94).

- Chancellor ‘Talk Story’ hour: Monthly coffee hours are open meetings where anyone can drop in to discuss matters with the Chancellor (IV.A.24).
• Town Hall/ Campus Meetings: Periodic campus meetings are held to inform campus members of projects and/or decisions, and to solicit feedback, clarify questions, and enable discussion on changes occurring on campus. There are a number held during duty period to inform the campus of institutional status and goals (IV.A.95).

• Periodic meetings between the Chancellor and student representatives (IV.A.96).

• Data reports produced by the PPIR office are available to the College community on the Intranet and new publications are announced via email (IV.A.97, IV.A.98, IV.A.99, IV.A.100).

• College wide emails from other Administrators as well as committee chairs are periodically sent announcing directions, decisions, and justifications (IV.A.101).

Analysis and Evaluation

Honolulu CC meets this standard. System and campus policies outline decision making participants, structures and processes. Committee Charters establish decision making processes and appropriate representation. Decisions are publicized through email announcements, posted minutes, committee reports, and campus meetings. Ensuring all committee representatives and committees adhere to established expectations and policies is an important area of improvement the College is pursuing. Additionally, the College has adopted a new system of ensuring personnel records and email listserv software are synchronized to ensure all campus members receive accurate and current information. The College is currently revising and restructuring the Intranet page to facilitate more effective sharing and archiving of information.

IV.A.7 Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Evaluation to insure the integrity and effectiveness of policies, procedures, and processes is embodied in the decision-making framework of the College. Draft policies
and initiatives are channeled regularly through the governance committees for discussion and evaluation to assure integrity and effectiveness.

Existing policies are reviewed once every five years through governance and other appropriate committees to make certain there is collaborative discussion. Members of the committees disseminate information and confer with their constituents, to provide wide campus discussion. The Policy on Policies (IV.A.84) establishes that all policies remain current and updated.

The College evaluates the effectiveness of structured governance processes and outcomes of decisions and policies for integrity and effectiveness. Results of assessment activities and resulting responses are published and available as hard copies and online through the College Intranet.

Planning Council

The Planning Council carries out periodic surveys of its effectiveness (IV.A.102). In addition, the College assesses campus success in meeting established strategic goals and campus performance outcomes as required under HCCP 4.101 Integrated Planning, Resource Allocation, and Assessment (IV.A.28 [2.d.]). These outcomes measure campus success in meeting goals established through PC processes. Reporting on College achievement of Strategic Plan performance goals are publicized via:

- **Annual Reports:** The College publishes online an annual report that includes College performance measure goals and outcomes (IV.A.103).
- **The Vice President of the UHCC system visits the campus semi-annually to provide updates on campus performance in meeting Honolulu CC and UHCC strategic goals. His presentation is open to all on campus, and accompanying PowerPoints are shared with the campus via email and posted on the intranet.** (IV.A.104).

FSEC

The FSEC surveys the campus community to determine effectiveness of committee communication and outcomes. The FSEC evaluates survey results for areas of needed improvement and shares the summary reports with the campus (IV.A.105).

SSEC
The SSEC carries out periodic assessment of this governing body as well as SSEC sponsored events. The most recent survey of the SSEC was carried out in Spring 2017 (IV.A.106).

*Kupu Ka Wai Council*

*Kupu Ka Wai* carries out data analysis of the effectiveness of Native Hawaiian programs and initiatives (IV.A.107). In Spring 2017, the Council carried assessed the Honolulu CC community regarding the effectiveness of the Council and integration of Native Hawaiian culture as part of College functioning (IV.A.108). Results of surveys and analyses of initiatives undertaken by the Council are summarized in the end of year report (IV.A.109).

*Student Leadership*

Student leaders surveyed active student leaders and the general student body in Fall 2015 and 2016. Survey results guided the decision to restructure student government and have helped guide other student initiatives. Periodic updates are shared with students on activities and they are given the chance to give feedback (IV.A.110). At the recent campus Ho’olaule’a event, student leaders asked students to provide direct feedback to several questions, gathering valuable feedback from hundreds of students who attended. Student leaders reported to the administration these results and intended follow up plans at a May meeting (IV.A.111).

*Administration*

Annual assessments of administrators include 360 performance reviews and evaluation of outcomes addressed during the course of the year. These plans are then combined into a list of accomplishments completed by the entire administrative team annually.

The Chancellor meets with all governance leaders each month during the academic year.

Meetings between the Chancellor and governance body chairs are forums where discussions address needs and areas for improvement related to committee outcomes.

*PPIR Reports*

The Office of Policy, Planning and Institutional Research (PPIR) generates reports and research briefs on campus performance measures related to student enrollments,
transfers, and retention. These are published and shared with the campus through quick facts (IV.A.98) and its annual fact book (IV.A.103).

**Self-Study Activities**

The campus carries out periodic surveys of governance processes to inform self-study investigation and improvement responses. As part of self-study fact finding, the Standard Four committee also conducts focus groups and surveys faculty, staff and student leaders, basing questions and discussions on accreditation criteria. Discussion results were summarized and used to identify needed improvements in campus processes and functioning (IV.A.112). Results from a campus survey led to the effort to restructure the campus Intranet site as well as formalization of committee chair orientation (IV.A.113). Student leaders also identified areas for improvement based on survey results (IV.A.110).

**Communication of Results**

In addition to General College Meetings and email announcements, the College intranet is a primary means for sharing assessment results. The College undertook a major redesign to improve the Intranet as a forum for archiving and sharing materials. Surveys are posted on the intranet under Committee website headings. PPIR reports, including Annual Reports, Quick Facts reports, and the Honolulu CC Annual Fact book, are all posted on the Intranet. The College shares performance measures with the community through Annual Reports published on the Intranet (IV.A.103).

The College recognizes the need to better ensure continuity of assessment efforts when committees undergo turnover in membership and leadership. Honolulu CC administration, with input from past members, is creating an orientation document to ensure Chairs of governance bodies carry out assessment in a timely manner.

**Analysis and Evaluation**

Honolulu CC meets this standard. The College compiles and shares data from surveys and results are the bases for identifying strengths and needed improvements. Governance bodies, administrative outcomes, policies’ effectiveness, and College performance outcomes are assessed and results are shared with the campus via email and posted on the Intranet. The College reports assessment results to the broader community through documents and annual reports posted on the public Internet site.
Evidence List – Standard IV.A

IV.A.1 Honolulu Community College Mission Statement
IV.A.2 2016-22 Strategic and Educational Plan
IV.A.3 Hawai‘i Papa O Ke Ao
IV.A.4 Chancellor email on Strategic Planning Town Hall
IV.A.5 Chancellor email sharing draft strategic outcomes.pdf
IV.A.6 Strategic outcomes and performance measures
IV.A.7 Strategic Plan Recap
IV.A.8 Planning Council Meeting Minutes 2017
IV.A.9 List of Program Review Reports
IV.A.10 UHCC system APRD data webpage
IV.A.11 HonCC Committee list
IV.A.12 Annual Report 2016, p. 10
IV.A.13 FSEC system chair report January 2017
IV.A.14 SSC Ad Hoc Committees Membership List
IV.A.15 2016-2017 FSEC End of Year Report
IV.A.16 FSEC meeting notes 12-9-2016
IV.A.17 STEM Working Group Description
IV.A.18 FDC funding application form
IV.A.19 SDC funding form
IV.A.21 Student Government Mtg Mins
IV.A.22 General College Meetings PowerPoints
IV.A.23 Chancellor update message
IV.A.24 Chancellor Talk Story Schedule
IV.A.25 Town Hall notes from Sustainability Town Hall
IV.A.26 Summary List of Campus Accomplishments
IV.A.27 HCCP 1.101 Participation in College Decision-Making Processes
IV.A.28 HCCP # 4.101-1 Integrated Planning, Resource Allocation, and Assessment (2.e)
IV.A.29 RP 4.201 Mission and Purpose of the University
IV.A.30 RP 1.210 Faculty Involvement in Academic Decision-Making and Academic Polity Development (III.B.1)
IV.A.31 UHCCP 1.102 Community College Council of Faculty Senate Chairs
IV.A.32 UHCCP) 4.101 Strategic Academic Planning
IV.A.33 FSEC Constitution and Charter
IV.A.34 SSEC Charter
IV.A.35 Chancellor Memo regarding staff participation
IV.A.36 Planning Council Charter
IV.A.37 UHCCP 1.104, Community College Council of Native Hawaiian Chairs
IV.A.38 KKW Charter [5.1]
IV.A.39 KKW minutes September 11, 2017
IV.A.40 Application to join student government
IV.A.41 Student Government video (programs.honolulu.hawaii.edu/studentlife/videos/)
IV.A.42 Student Government Constitution
IV.A.43 Mtg Notes Students and Chancellor Fall 2017
IV.A.44 Committee on Student Affairs Charter
IV.A.45 RP 4.203 Unit Academic Plans (III.D)
IV.A.46 HCCP # 5.202 Review of Established Programs
IV.A.47 FSEC minutes review of mission statement
IV.A.48 PC Chair announcement of Budget process
IV.A.49 Budget Timeline
IV.A.50 Committee Budget Rankings FY 2019
IV.A.51 Supplemental Budget Process Website
IV.A.52 Supplemental Budget Process Proposal Form
IV.A.53 Chancellor’s letter on funding 2016
IV.A.54 Chancellor’s letter on funding 2017
IV.A.55 Strategic Planning website
IV.A.56 Funding Website
IV.A.57 2017 Employee Survey results, pg 89
IV.A.58 CPC Charter
IV.A.59 Roles and duties of division chairs
IV.A.60 General Education Committee Charter
IV.A.61 CTE General Education Committee Charter
IV.A.62 DCC Charter
IV.A.63 HCCP # 5.213 General Education (4))
IV.A.64 DEAC charter
IV.A.65 CPC Handbook
IV.A.66 2017-18 CPC calendar
IV.A.67 KSCM Training Videos and Tips
IV.A.68 CDC Charter
IV.A.69 COSA Charter
IV.A.70 Committee minutes website screen shot
IV.A.71 Executive Policy 1.201 on Faculty Involvement in Academic Policy (III.7)
IV.A.72 2015-2020 Strategic Plan Update Process
IV.A.73 UHCC Center for Student Success – Student Success Council
IV.A.74 FSEC Intranet page
IV.A.75 Administration committee list webpage screen shot
IV.A.76 CCIE and subcommittee charters
IV.A.77 ASG membership list
IV.A.78 Chancellor’s staff meeting agenda
IV.A.79 DDC agenda
IV.A.80 Campus meeting schedule
IV.A.81 Strategic Plan Timeline
IV.A.82 Supplemental Budget Request timeline
IV.A.83 Employee Survey results, pg 90
IV.A.84 HCCP Policy on Policies
IV.A.85 HonCC Policies and Procedures List
IV.A.86 FSEC end of year report 2016-2017
IV.A.87 FSEC agenda announcement
IV.A.88 FSEC System Chair email
IV.A.89 FSEC System Chair report
IV.A.90 FSEC AY 2016-17 Final Report
IV.A.91 CPC Chair email
IV.A.92 PC Chair email
IV.A.93 General College Meetings – Intranet
IV.A.94 Chancellor email campus update
IV.A.95 Town hall meetings schedule
IV.A.96 Chancellor meets with students
IV.A.97 Honolulu CC Factbook
IV.A.98 Quick Facts PPIR reports
IV.A.99 Website links to IR reports
IV.A.100 List of Quick Fact reports
IV.A.101 IT updates via email
IV.A.102 Planning Council survey 2014
IV.A.103 Annual Reports – Honolulu Community College
IV.A.104 OVPCC PowerPoint Fall 2016
IV.A.105 FSEC surveys 2014; 16;17
IV.A.106 SSEC survey 2014; Spring 2017; Event assessment
IV.A.107 KKW data 2016
IV.A.108 KKW Sp 17 survey results
IV.A.109 KKW end of year report 17
IV.A.110 Student leaders responses to survey
IV.A.111 Draft of Hoopili Hou 2018 questions
IV.A.112 focus group themes – input from meetings
IV.A.113 2017 Employee Survey
Standard IV.B: Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The Chancellor has primary responsibility for the quality of the institution, as delegated by the Board of Regents, UH President and the Vice President for Community Colleges (IV.B.1, IV.B.2), and plays an active role in multiple efforts demonstrating effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Chancellor also has the primary authority for financial management of the college in accordance with Executive Policy EP # 1.102 (IV.B.3). The UHCC System functional map outlines delegation of duties to the College chancellor (IV.B.4).

Campus policies HCCP # 1.101 and # 4.101 outline the Chancellor’s primary role to develop, maintain, and evaluate a policy framework that integrates the planning, implementation, resource allocation, and assessment processes into an integrated well-functioning system (IV.B.5 [4]). Policies also state the Chancellor’s responsibilities for ensuring faculty, staff, and student participation in governance and approving proposed and revised organizational charters, constitutions, and bylaws of organizations in a manner consistent with University policy (IV.B.6 [4]).

The Chancellor provides direct and effective leadership of the College’s planning and budgeting processes as a member of the Planning Council, which is delegated with guiding planning and budgeting processes. This committee also guides the campus in Strategic Planning discussions and revisions, supplemental budgeting prioritization activities, and Mission Statement review (IV.B.7). The Chancellor is a non-voting member of the Planning Council and the committee charter makes explicit the Chancellor is the final acting authority on recommendations regarding planning and resource allocation decisions (IV.B.8).

The Chancellor also sits as a non-voting member on the Faculty Senate Executive Committee (FSEC) and Staff Senate Executive Committee (SSEC), providing reports to these bodies and participating in discussions related to system and campus policies (IV.B.9, IV.B.10). The Chancellor is invited to attend the monthly Kupu Ka Wai Council (KKW) meetings (IV.B.11) and has periodic meetings with Student Government and
student leaders (IV.B.12). The Chancellor regularly communicates institutional values, goals, institutional-set standards, and other information at the General College meetings at the beginning of each semester through email announcements (IV.B.13).

Under the Chancellor’s leadership, the Human Resources office carries out personnel actions based on established procedures and in compliance with EEO and UH System requirements. The Chancellor has a direct role in selection of personnel, conducting final campus interviews, and approving all staff, faculty and administrative hires. The Chancellor also reviews and approves faculty promotions.

The Chancellor provides support for personnel development by providing significant support for the Faculty Development Committee (FDC), including release time for the FDC Chair and funding Committee-directed monetary grants which support faculty attendance at conferences and other activities (IV.B.14). The Chancellor also supports the Staff Development Council (SDC) projects by providing funds for activities and compensation time off for those who participate in leadership roles of the SSEC (IV.B.15). In Spring 2018, the Chancellor encouraged staff to participate in the UHCC Staff Development Day (IV.B.16). The Chancellor ensures ongoing professional development and improvement for administrators through retreats and support for administrative leadership to participate in national organizations (IV.B.17).

The Chancellor ensures assessment data from the Office of Planning, Policy, and Institutional Research (PPIR) is disseminated and utilized as the basis for campus discussions, reinforcing a campus culture of evidence-based decision-making. The data helps in the planning processes and resource allocations that help enhance student learning. The Chancellor or designated administrative representative sits on the Campus Council on Institutional Effectiveness (CCIE), which is responsible coordination of activities related to assessment and accreditation (IV.B.18).

Campus data and outcomes measures are shared by the Chancellor with the campus at semi-annual General College meetings and through periodic reports published in print and online for internal and public access. (IV.B.19, IV.B.20, IV.B.21, IV.B.22). The Chancellor’s office, through email updates, shares all UHCC system reports on College performance measures (IV.B.23).

The Chancellor utilizes multiple means of communication to report to the campus decisions and initiatives. In a Spring 2017 campus survey, 69% felt the Chancellor effectively facilitates collegial campus communications to set institutional values, goals and directions (IV.B.24 [p. 93]).

Analysis and Evaluation
Honolulu CC meets this standard. The Chancellor effectively provides direct leadership of the institution's programs and activities in accordance with established policies and College processes. College policies, Charter-based membership in key committees, and campus practices and procedures establish the primary role of the Chancellor in planning, budgeting, assessment, and personnel development.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The Chancellor plans, oversees, and evaluates the administrative structure, using appropriate staff to manage the institution’s purpose, size, and complexity. The Chancellor delegates authority to administrators and others consistent with responsibilities. The Chancellor delegates authority over academic and institutional functions to the Vice Chancellor of Academic Affairs (VCAA) and the administrative and finance functions to the Vice Chancellor of Administrative Services (VCAS). The VCAA has authority over all deans of instructional programs, student services, and academic support services. Information Technology Services is also under the authority of the VCAA. The VCAS has authority over the Business Office, Human Resources, Operations, Maintenance, and Security.

In addition to the vice chancellors, the director of the Pacific Center for Advanced Technology Training (PCATT), who also oversees non-credit technology training programs, continuing education, and lifelong-learning also reports directly to the Chancellor.

Also directly reporting to the Chancellor is the Executive Assistant (EA). The primary duties of the EA include coordinating external affairs conducted through the Chancellor’s office (e.g. donor activities, marketing functions, international agreements) as well as public information and promotional activities for the campus.
Official job descriptions delegate and identify specific duties for each administrator. The College has a chart delineating administrator roles and duties (IV.B.25, IV.B.26). There are also established policies and procedures for academic deans and division chairs (IV.B.27, IV.B.28).

The Chancellor conducts weekly scheduled administrative meetings. Weekly meeting agendas include system updates, department updates, community updates, legislative updates, and discussion of campus issues and initiatives (IV.B.29). The Chancellor also holds single and multi-day retreats twice a year to give the administrative staff the opportunity to organize and plan activities for upcoming semesters and be assigned to particular duties.

Shared committee service enables coordination between administration, and faculty and staff leaders. The Chancellor or delegated administrative representative sit on several campus committees as voting or nonvoting members to ensure consistent two-way flow discussion on campus initiatives and goals. Committees on which the Chancellor or an administrative delegate sit include: PC, FSEC, SSEC, CPC, CCIE, Accreditation Task Force, Assessment Task Force, CSSC, Campus Technology Committee, and Sustainability Committee.

Under the Chancellor’s leadership, the College underwent a substantive reorganization in 2011-2012 intended to better meet campus needs and institutional strategic goals.

Restructuring included:

- Consolidation of academic support services under a newly created Dean of Academic Services and creation of Student Success and Design Services units within this group
- Consolidation of IT activities under a Chief Operations Officer reporting to the VCAA
- Consolidation of all non-credit activities under leadership of a Director of PCATT
- Consolidation of services and programs serving Native Hawaiian students
- Addition of a new Music & Entertainment Learning Experience (MELE) program
- Consolidation of Admissions and Records functions into one division
- Alignment of security personnel directly under the Vice Chancellor for Academic Services
- Elimination of the Pacific Aerospace Training Center
• Replacing the Campus Leadership Team in 2016 with two new bodies, the Administrative Services Group (ASG) for operational decisions and the Campus Student Success Council (CSSC) for improving student achievement and engagement (IV.B.30, IV.B.31, IV.B.32)

• Creation of the Deans and Division Chairs (DDC) committee also came with the change in the leadership structure. The DDC, under the leadership of the VCAA, meets twice monthly to discuss academic matters (IV.B.33).

**Evaluation of Administrators**

The Chancellor uses 360 performance reviews for an annual evaluation of administrators. The survey is anonymous and polls those who work closely with the administrator, including those who are supervised. The Chancellor discusses outcomes and improvement goals with each administrator. There also is an annual analysis of achievement of administrative outcomes.

The Chancellor meets with the Vice President of Community Colleges (VPCC) for a performance review.

The institution regularly evaluates its administrative structure to assess organizational effectiveness and determine that staff is aligned to the purposes of the institution. In a Spring 2017 survey of the campus, 70% of those responding thought the Chancellor maintains an administrative structure enabling the college to fulfill the institutional mission. Furthermore, 87% of the campus thought their deans and supervisors were providing effective leadership (IV.B.34 [pp. 87, 92]).

To further improve, the College is working on clarifying administrative roles and responsibilities to all campus constituents with a ‘go to’ chart, mapping out roles and responsibilities and lines of authority, and making it clear whom to go to for specific issues.

**Analysis and Evaluation**

Honolulu CC meets this Standard. The Chancellor plans, oversees, and evaluates an administrative structure to reflect the institution’s purposes, size, and complexity. The Chancellor delegates authority to administrators and others consistent with their responsibilities.
IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The Chancellor guides improvement of teaching and learning through established policies and procedures. These procedures and policies set through a collegial process values, goals and priorities for student success, including institutional-set performance standards, evaluation and planning based on analysis on external and internal conditions, strategic resource allocation, educational planning integrated with academic support, allocation for learning and achievement, and efforts for the institution to achieve its mission.

Campus policies HCCP # 1.101 and #4.101 on involvement in decision processes (IV.B.5) and on integrated planning (IV.B.6) outline the institution's collegial model for participation in improvement of teaching and learning. The culture of shared decision-making also is guided by the Board of Regents, Executive and UHCC policies stipulating faculty involvement in academic decisions and policy development (IV.B.35, IV.B.36, IV.B.37).

The Planning Council, on which the Chancellor sits, initiates and guides the participatory processes overseeing the mission, institutional learning outcomes, strategic plan, institution set standards, supplemental program funding requests, planning and budgeting initiatives, campus communication, and accreditation.
The Chancellor and PC Chair keep the campus informed of strategic planning processes by posting information, timelines, and drafts for faculty, staff, student leaders, and administrators. The Chancellor conducted a town hall meeting in April 2015 to foster discussion and input for the most recent iteration of the strategic plan (IV.B.38). The Chancellor has periodic meetings with Student Government representatives to discuss campus goals and hear student input (IV.B.39). The College recently reviewed and revised its Mission Statement based on a participatory process (IV.B.40). These processes allow interested parties to remain informed and participate in revisions prior to final approval by governance bodies and the Chancellor.

Prior to Chancellor’s decision on supplemental program funding, the Planning Council guides a process for other governance committees to rank proposals. A published timeline enables the campus to participate, both with proposals and with discussion on ranking them (IV.B.41). A town hall session is part of the process, allowing proposers to provide reasons for their requests (IV.B.42).

The program funding process is a means for the Chancellor to ensure that educational planning is integrated with resource planning and allocation to support student achievement and learning and ensures that the allocation of resources supports and improves learning and achievement (IV.B.43).

The Chancellor directs the College toward meeting set institutional performance standards for student achievement and other measures based on UH System and UHCC targets (IV.B.44, IV.B.45). The College establishes its own performance standards as part of its strategic planning process. The College recently exceeded all its FY 2018 UHCC performance goals and most of the UH System performance measures. The Chancellor, along with the Planning Council, reviews the performance goals established in its strategic plan (IV.B.46).

To improve student learning and achievement, the Chancellor has instituted assessment town hall events to educate and train the campus in utilizing methods to evaluate course, program, and institution outcomes (IV.B.47). These showcase events include opportunities for programs to share ideas learned from departmental and program assessment (IV.B.48, IV.B.49). A new Assessment Coordinator was hired to facilitate efforts in understanding and analyzing assessment results for continuous institutional improvement. This Coordinator recently led multiple campus meetings to keep the campus updated on assessment activities (IV.B.50).

The Chancellor ensures that evaluation and planning rely on high quality research and analysis of external and internal conditions. Planning processes are based on
institutional data reports generated by the Office of Policy, Planning and Institutional Research (PPIR). These reports provide foundational evidence for evaluating campus performance and identifying new initiatives (IV.B.51). PPIR reports analyze the efficacy of College initiatives and are regularly shared through campus meetings (IV.B.52) and campus email updates. Publications of Annual Reports, which include student performance and fiscal data, share campus performance achievements with the campus and general public (IV.B.22).

The Chancellor ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning and ensures allocation of resources supports and improves learning and achievement in the following ways:

Annual Program Review Annual and Five Year Reports require campus programs to assess success in meeting the institutional mission and strategic goals for student achievement. Programs rely on data from the UHCC system office, the PPIR, and Course and Program SLO assessment as bases for Program Review reports (IV.B.53). These Program Review reports inform College academic planning decisions and are tied to budget prioritization. Programs seeking supplemental funding for program improvement or expansion must base applications on program review assessments and findings. Supplemental budget request submissions must demonstrate links to the College’s Mission and Strategic Plan goals. Criteria for ranking budget items include explicit links to the College Mission and justifications based on program review findings and priorities (IV.B.54, IV.B.55). The Chancellor decides funding priorities based on prioritization of reviewing governing bodies and institutional fiscal conditions (IV.B.56).

Administrative initiatives are based on data and meeting strategic goals. For example, to better meet College performance goals for student success, the UHCC system and College established a Student Success Pathway. This initiative was based on data analysis, and outcomes are currently being measured to assess effectiveness (IV.B.57). The College was the recipient of an iPASS funded grant, which has helped College implementation of an Integrated Student Support initiative. The purpose of this initiative is to incorporate different technology platforms to improve how students are advised, serviced, tracked and supported on campus. The campus is using a combination of data in Banner, an academic GPS system, STARFISH, and Predictive Analytics to better support student learning and progression to graduation (IV.B.58).

The Chancellor and Deans of CTE programs aid technical programs by applying for Perkins Grants monies using program review data and justifications (IV.B.59). Proposals are ranked based on how they support meeting College strategic outcomes. Campus proposals are presented to a system group for discussion and funding decisions.
In addition to Perkins funding, the College has received several other grants and awards aimed at improving student learning and student services, including National Science Foundation, TRIO-SSS and Title III grant monies, as well as UHCC system performance based funding and targeted monetary awards (IV.B.60).

The Chancellor establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. The College has a participatory process to periodically review and update the Mission Statement, coordinated by the Planning Council in conjunction with other governance bodies. Periodic reviews also result in revisions in the Strategic Plan as well as committee processes. The College (has adopted) a policy review cycle to ensure the currency of policies (IV.A.84).

In the Spring 2017 campus survey, 71% of respondents agreed that “...the Chancellor demonstrates leadership to ensure institutional planning is integrated with use of resources to promote student learning” (IV.B.34 [p. 94])

In response to focus group concerns about increasing the visibility of fiscal sources and distribution, the College has improved its intranet fiscal page with information regarding funding bases, awards and spending.

Analysis and Evaluation

Honolulu CC meets this standard. The Chancellor plays a primary role in ensuring ongoing institutional improvements in teaching and learning. In compliance with UH System and College policies, the College has in place participatory processes linking planning activities, resource allocation, and use of data to foster ongoing institutional improvements in support of student achievements and learning.

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard
The Chancellor takes the lead role in accreditation, ensuring the College meets or exceeds Eligibility Requirements, Accreditations Standards, and Commission policies.

The Chancellor appoints and works closely with the Accreditation Liaison Officer (ALO) to coordinate activities during and between accreditation self-study report cycles and promotes campus awareness about accreditation requirements and compliance.

The Chancellor sits on the Accreditation Steering Committee, receives weekly status reports on the accreditation process from the ALO, and provides information to accreditation questions. The Chancellor promotes the involvement of faculty, staff, and administrators in preparing the self-study report. Over 70 have participated in the evaluation process. All other administrators serve as co-Chairs and/or members of all Standard Committees. Faculty and staff are also directly involved as members of self-study committees (IV.B.61 [list of committee members]).

The Chancellor also participates as co-chair of the Standard IV team, while all other administrators serve as co-chairs or members of standard teams. The Chancellor and the ALO keep the campus apprised of the accreditation process through email updates and town hall meetings (IV.B.62, IV.B.63, IV.B.64).

The Chancellor and ALO ensure continued compliance with ACCJC requirements by submitting all necessary reports due to the Commission. These include Annual Reports, Midterm and Progress reports, and Substantive Change Approvals. Eligibility Requirements are include this accreditation oversight of the College. Both the Chancellor and ALO stay informed on accreditation through service on comprehensive ACCJC evaluation site visits. The Chancellor has chaired several teams.

The College designated an Accreditation Oversight Committee to ensure campus compliance with Accreditation requirements and standards between self-studies. In 2014, the College reorganized committee oversight by disbanding the Accreditation Oversight Committee and creating a new body – the Campus Council on Institutional Effectiveness. This body oversees and coordinates two sub committees – the Accreditation Task Force (IV.B.65) and the Assessment Task Force (IV.B.66). The Chancellor, or administration designee, sits on the CCIE along with faculty and staff. (IV.B.18). These groups are charged with overseeing assessment activities, ensuring ongoing campus response to recommendations from past self study reports, and maintaining campus awareness of current ACCJC accreditation standards. The Chancellor and the ALO also keep the campus apprised of Commission findings and College activities aimed at meeting Standard criteria through email updates, newsletters and Town Hall meetings.
To prepare the campus for the current self-study, in particular Standard Committee members, the ALO and Chancellor conducted focused Town Hall sessions were held to inform the campus of standards and criteria (IV.B.67, IV.B.68). The Chancellor and ALO also organized participation of Standard committee members in a system Kick-Off exercise led by an independent consultant, who was then invited to Honolulu CC for sessions open to the campus at large (IV.B.69).

Analysis and Evaluation

Honolulu CC meets this Standard. The Chancellor takes a leading role in accreditation processes and fosters a culture of ongoing institutional improvement. The Chancellor collaborates with the Accreditation Liaison Officer to guide accreditation efforts and facilitate campus awareness of accreditation processes and requirements. The Chancellor provides leadership ensuring the College meets all eligibility and accreditation requirements, standards and policy obligations by participating actively on key committees, by promoting awareness across the campus of accreditation activities and obligations through the Intranet and emails, and ensuring that structures exist and leadership is identified to meet these obligations.

Additionally, through representation on key bodies responsible for meeting Accreditation requirements (Committee on Institutional Effectiveness, the Accreditation Task Force, the Assessment Task Force, Standard Committees and subcommittees), faculty and staff leaders also have clearly demonstrated roles in and responsibilities for compliance with standards and requirements.

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The Chancellor ensures College compliance with all relevant statutes, regulations and governing board policies. BOR Policy RP # 2.202 makes explicit this responsibility stating, “the board’s policy is to exercise control over the university through its executive officer, the president of the university, includes the understanding that the president
has the principal responsibility to apply the policies, rules and regulations adopted by the Board of Regents” (IV.B.1). Other BOR policies authorize the Chancellor with the power to regulate Public Health and Safety (RP 11.205) (IV.B.70) and ensure compliance with all relevant laws related to Hazardous Materials Management (RP 11.207) (IV.B.71).

UH Executive Policy EP 1.102 delegates primary authority for financial management to the Chancellor, who maintains effective control of budget and expenditures of the College.

The policy also stipulates that the Chancellor manages the institution’s administration and operations within applicable federal and state statutes, rules and regulations, and University policies and procedures (IV.B.3).

The College is bound by Hawaii State Laws specifically related to the University of Hawai‘i (IV.B.72). The Chancellor is a member of the University of Hawaii Council of Community College Chancellors, which oversees system-wide coordination and individual campus compliance with all system and BOR policies (IV.B.2). Honolulu CC has several specific policies mandating practices to ensure the College meets all legal requirements and obligations (IV.B.73).

As specified in the College’s policy on integrated planning (I.A.5), the Chancellor maintains that the institution aligns policies, budgeting, expenditures, and procedures with the mission. The Chancellor further ensures practices are consistent throughout the campus through membership on planning and governance committees. These committees also are responsible for revision and approval of the mission statement and strategic plans.

The College’s Human Resources office has taken several actions to ensure the campus community is aware of and in compliance with obligations related to Title IX, including mandatory online training and posting of resources (IV.B.74, IV.B.75). Required language is issued to faculty for inclusion in course syllabi to ensure students are aware of statutory rights and options related to disabilities access, Title IX protections, and the student conduct code (IV.B.76). The UH Nondiscrimination Policy (translated into several languages) is posted on the College Internet site (IV.B.77). The Human Resources Office, under oversight of the VCAS and Chancellor, guarantees the College complies with all obligations based on contractual agreements and EEO obligations.

The College demonstrates institutional commitment to meeting safety and security requirements by posting relevant information on its public Internet site (IV.B.78). The College’s Safety and Security Manager ensures College compliance with the Clery Act.
through periodic publishing of campus safety policies and incident statistics (IV.B.79). The campus is informed through email alerts when these reports are issued and posted online (IV.B.80). The College carries out required drills to test the effectiveness of the campus Emergency Response and Evacuation Plan.

Analysis and Evaluation

Honolulu CC meets this Standard. The Chancellor maintains an institutional presence on key committees, participates in UH system meetings, and complies with all BOR and University system policies to ensure the College meets statutory obligations. Under the Chancellor’s leadership, College policies, practices, and proactive information campaigns ensure College members are aware of and comply with legal mandates. Fiscal decisions are made based on institutional needs and linked to institutional goals.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The Chancellor pursues active engagement with the community by serving on a number of local boards and committees. Participation in these committees create a two-way communication with the neighborhood and local partners. Building links with the community is an important responsibility, and the Chancellor pursues active engagement with community partners in several ways. The Chancellor’s membership on community boards is a visible and important means of establishing relations and communication. The Chancellor interacts at various levels: campus, university, local community, and national boards.

At the campus level, the Chancellor is a member of every major governance committee and regularly attends the monthly meetings and/or provides updates to:

- Planning Council (member)
- Faculty Senate Executive Committee
- Staff Senate Executive Committee
• Kupu Ka Wai Governance Council
• Student Government
• Campus Student Success Council

At the University system level, the Chancellor serves on:

• Council of Chancellors
• Community College Council of Chancellors
• President’s Emerging Leaders Program (PELP) - Advisory Board Member
• Commission on the Status of Women
• UHCC Student Success Council
• UH Council on Data Governance
• UHCC Strategic Planning Council

At the community level, the Chancellor serves on these boards and committees:

• EPIC Ohana - Foster Youth Advisory Board
• Women Leaders in Higher Education, Hawaii Chapter, Board Chair
• Hawaii (Oahu) Chamber of Commerce - Workforce Development Commission
• State of Hawaii - Transit Oriented Development Council
• City and County of Honolulu - Kaplama Redevelopment Advisory Committee

At the national level, the Chancellor serves on these boards, committees and commissions:

• Northwest Accrediting Commission on College and Universities, Current Commissioner
• ACCJC, Visiting Member and Team Chair
• Pacific Post-Secondary Education Council
• American Association of Community Colleges, Commissioner on the Commission for Structure Pathways and Commissioner on the Commission for Academic, Student, and Community Development

The Chancellor also works with the community through the programs to outreach to potential students, alumni, potential donors, community supporters, and the broader community. The outreach campaigns focus on raising the visibility of the College (IV.B.81, IV.B.82, IV.B.83). News reports of College events and achievements are shared
with the UH news office (IV.B.84), tweeted, and blogged (IV.B.85). Ongoing communication includes an Alumni web page with announcements of events, alumni achievements, and celebrations (IV.B.86).

Community Partnerships

The Chancellor works closely with leaders in the community Honolulu CC serves and solicits feedback periodically through meetings and ad hoc groups.

Pearl Harbor Naval Shipyards Apprenticeship program: The College is contracted by the Federal Navy to provide all the support to train those who repair and maintain all Naval ships, these include battleships, aircraft carriers, and submarines. The College provides academic and workforce related training and educational offerings, and serves as one of the premier apprenticeship programs in the state.

Apprenticeship: The College meets a critical workforce development need of the state through its Apprenticeship program. The Chancellor works with the Apprenticeship Coordinators to ensure the College fulfills its obligations in supporting ongoing professional training for apprentices in CTE fields (IV.B.86).

The campus is currently very active in coordinating with planners regarding the new Honolulu rail system under construction, especially as it relates to transit based development plans on and around the campus.

The College’s website also shares information with students and the broader community. It contains news updates and a blog site publicizing events on campus. The College publishes Annual Reports, which summarize achievements, initiatives, honors and awards, and institutional performance outcomes. Annual Reports showcase the important role the College plays in the community (IV.B.21).

Analysis and Evaluation

Honolulu CC meets this Standard. The Chancellor ensures the community is informed about, and provided meaningful input regarding the College’s service to the community. This is accomplished through the Chancellor’s membership on several University, state and national organizations. In addition, diverse membership on the Chancellor’s Advisory Board ensures close connections with important community stakeholders. The College’s Office of Communication and External Affairs works to expand communication with a growing number of community partners and potential students. And under the Chancellor’s leadership, the College is an active partner in a number of important workforce and infrastructure State and city initiatives.
Evidence List – Standard IV.B

IV.B.1 RP 2.202 Duties of the President
IV.B.2 UHCCP 1.102 Council of Community College Chancellors
IV.B.3 EP 1.102 Authority to Manage and Control the Operations of the Campus
IV.B.4 UH System Functional Map
IV.B.5 HCCP 1.101 Participation in College Decision-Making Processes.
IV.B.6 HCCP 4.101 Integrated Planning, Resource Allocation, and Assessment
IV.B.7 Planning Council Charter
IV.B.8 Budgeting Flow Chart
IV.B.9 FSEC Charter
IV.B.10 SSEC Charter
IV.B.11 KKW Charter
IV.B.12 Student Government notes with Chancellor meeting
IV.B.13 General College Meetings
IV.B.14 Faculty Development Committee (FDC) charter
IV.B.15 Staff Development Council (SDC) charter
IV.B.16 Staff Development Day announcement
IV.B.17 Administrator’s membership in national organizations
IV.B.18 CCIE charter
IV.B.19 Honolulu CC Fact Book
IV.B.20 PPIR webpage screenshot
IV.B.21 Annual Reports
IV.B.22 General College Meeting PowerPoint
IV.B.23 VPCC PowerPoint
IV.B.24 2017 Employee survey, p. 93
IV.B.25 Organization charts
IV.B.26 Delineation of administration duties chart
IV.B.27 Roles and Duties of Deans
IV.B.28 Roles and Duties of Division Chairs
IV.B.29 Chancellor staff agenda
IV.B.30 Chancellor’s msg regarding reorg of CLT
IV.B.31 Powerpoint information on CSSC (slides 17-22)
IV.B.32 ASG minutes website screenshot
IV.B.33 DDC meeting agenda
IV.B.34 2017 Employee Survey results, p. 90
IV.B.35 UHCCP 4.101 Strategic Academic Planning
IV.B.36 RP 1.210 Faculty Involvement in Academic Decision-Making and Academic Policy Development (III B.1)
IV.B.37 EP 1.201 Faculty Involvement in Academic Policy (III.7)
IV.B.38 Chancellor email on Strategic Planning Town Hall meeting
IV.B.39 Chancellor meeting with students
IV.B.40 Planning Council Meeting Minutes 201701.27
IV.B.41 Budget Timeline
IV.B.42 Supplemental Program Funding form
IV.B.43 Campus Funding Site
IV.B.44 University of Hawai‘i Strategic Directions 2015 – 2021
IV.B.45 UHCC Strategic Directions 2015-21
IV.B.46 Performance measures
IV.B.47 Assessment Town Hall 2014
IV.B.48 Assessment showcase 2016
IV.B.49 Assessment showcase 2015
IV.B.50 Assessment Coordinator email
IV.B.51 Annual Report, pp. 38-43
IV.B.52 General College Meeting PowerPoint
IV.B.53 ARPD Report Template
IV.B.54 Supplemental Program Funding ranking
IV.B.55 Explanation of Supplemental Budget For
IV.B.56 Supplemental Program Funding ranking 2017
IV.B.57 SSP data
IV.B.58 IPASS data
IV.B.59 Perkins Awards
IV.B.60 HonCC Grant Awards
IV.B.61 List of Committee Members
IV.B.62 Accreditation Newsletter
IV.B.63 2013 Town Hall Accreditation Follow Up on Report
IV.B.64 Accreditation town hall 3/16
IV.B.65 Accreditation Task Force Charter
IV.B.66 Assessment Task Force Charter
IV.B.67 Accreditation Town Hall January 2018
IV.B.68 Accreditation town hall 8-16-17
IV.B.69 Kick Off Workshop Materials
IV.B.70 RP 11.205 Public Health and Safety
IV.B.71 RP 11.207 Hazardous Materials Management
IV.B.72 2011 Hawaii law code
IV.B.73 List of Honolulu CC Policies
IV.B.74 Title IX email
IV.B.75 Title IX Website
IV.B.76 Standard Syllabus Template Information
IV.B.77 UH Nondiscriminatory Policy on webpage
IV.B.78 Security webpage
IV.B.79 Security Report 2017
IV.B.80 Security email
IV.B.81 outreach student recruitment.Plan
IV.B.82 Social Media plan
IV.B.83 Alumni Engagement Strategic Plan
IV.B.84 UH News
IV.B.85 Image of blog page
IV.B.86 Alumni webpage
IV.B.87 Apprenticeship program webpage
Standard IV.C: Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard

The Board of Regents (BOR) of the University of Hawai‘i is established under Hawai‘i Revised Statutes HRS§304A-104. The fifteen-member board is responsible for the general management and control of the University that incorporates all of public higher education, including the University of Hawai‘i Community College System. The Regents are appointed to five-year terms (with one exception noted below), and represent either one of the four counties in the State or the public at large. Regents may be appointed to a second consecutive five-year term. One regent must be a student of the University. The student regent is appointed for a two-year term, and may be reappointed (IV.C.1, IV.C.2).

Members of the Board, drawn from a slate of nominees submitted by the Regents Candidate Advisory Committee (RCAC), are appointed by the Governor and confirmed by the State Senate. The RCAC consists of seven members, with four members appointed by the Governor and one member each appointed by the President of the State Senate, the Speaker of the House, and the Association of Emeritus Regents. The RCAC solicits nominations for the Regents, qualifies and screens the applicants, and presents to the Governor a slate of nominees for each vacant Regent position (IV.C.3, IV.C.4).

The By-Laws of the Board of Regents include the specific organization and responsibility of the Board and its committees for academic matters, financial oversight, and general control of the University. This authority is further delineated through Regents Policies (RP) (IV.C.5, IV.C.6). Several policies, including RP 4.201: Mission and Purpose of the University, focus on assurance of academic quality and integrity and effectiveness as integral to the institution, a focus echoed in different ways in individual institutional mission statements. The Board executes these responsibilities through regular reporting and deliberation at Board and committee meetings. The Board also may elect to create special task groups to address specific issues, such as the recently created Integrated Academic and Facilities Plan (IAFP) (IV.C.7, IV.C.8).
Analysis and Evaluation

Honolulu CC meets the standard. The governing board is established in State statute and the Board is appointed through a process of open recruitment for Board member candidates followed by gubernatorial appointment and Senate confirmation.

The authority of the Board for the governance of the University is established in the State constitution and statute, and the Board has organized its by-laws, policies, and processes to carry out the full measure of Board governance, including the oversight of academic programs, student success, and fiscal integrity of the institutions. The authority of the Board encompasses all components of the University, including the University of Hawai‘i Community College System and the individual community colleges.

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The primary policy governing board interaction among board members and with the broader University community is Regents Policy, RP 1.202: Relationship of the Board to Administration and University. Specifically, Section III.A.2.B of the policy states that:

“Except as specifically authorized by formal action, 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. All meetings between board members and any member of the administration, including the president, shall be authorized by the board’s chairperson and arranged through the secretary and/or with the full knowledge of the secretary. In addition, no unilateral action of a member of the board has the authorization nor support of the board; and the authority of the board reposes in the board as a whole. Likewise, all communication from the president and any members of the administration to the members of the board must flow through the secretary unless otherwise authorized.”
The policy also delineates and structures the communication between the Board and the University administration, including the requesting and providing of information to and from the Board and the administration (IV.C.9).

The policy is further emphasized through the Board of Regents handbook that is made available to all incoming Regents and published on the Board website. The handbook is based on best practices drawn from the Association of Governing Boards, and includes expectations of Regents, including the responsibility of individual Regents to “Serve the institution or system as a whole. Individual trustees have a responsibility to support the majority action, even when they disagree” (IV.C.10).

The 2017 Board Self Assessment includes several items focused on “Acting as a Unit.” Responses to the self-assessment questionnaire indicate that Regents feel that there is effective communication and mutual trust, leading to a “high-performing group that works well together” (IV.C.11, IV.C.12)

Analysis and Evaluation

Honolulu CC meets the standard. As noted, Board policy RP 1.202 specifically addresses and seeks to ensure the collective nature of its decisions and actions. A review of Board minutes did not disclose any instances of Board members acting outside the policy guidelines.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

As the governing body of the University of Hawai‘i System, the Board of Regents selects and evaluates the University President. RP 2.203: Policy on Evaluation of the President, establishes the evaluation protocols for the University President, including an annual self-assessment by the President, additional data collection by the Board, a preliminary meeting between the Board and the President, and a final evaluation after the President responds to the preliminary assessment (IV.C.13).

System CEO Selection
There has not been a search for the Vice President for Community Colleges (VPCC) since the position was re-established in 2005, and the current Vice President was appointed to oversee the re-organization of the community college system. Should the position of Vice President become vacant, the President would follow the recruitment and other procedures outlined in RP 9.212: Executive and Managerial Personnel Policies. In a two-step process that differentiates the functions of appointment and approval, the President would make a recommendation for VPCC to the Board of Regents, which has the final approving authority for that position (IV.C.14).

Campus CEO Selection

The process for selecting the Chancellor (CEO) of a college is managed by the Vice President for Community Colleges. The search process involves the creation of a 15 to 20-member committee, the Chancellor Search Advisory Committee (CSAC), composed of representatives from various college constituencies and the community that the College serves. Nominations for members of the screening committee are solicited from governance groups. The Vice-President determines the final composition, based on ensuring broad and equitable representation within the advisory committee.

A formal policy for the selection of Chancellors, UHCCP 9.210: Recruitment, Selection, and Appointment of Community College Chancellors, was drafted in Spring 2018, and vetted and approved by the Chancellors and campus governance bodies (IV.C.15). A detailed set of procedures, which has been used consistently for several years in this process, has also been codified.

The authority for appointment of the college Chancellor is delegated to the Vice President for Community Colleges, with final approval of the appointment by the President of the University. A public announcement is made, and the selected candidate is also placed on the agenda of the Board of Regents to ensure that the Regents are fully informed of the selection process and the selected candidate.

UH CEO Evaluation

Evaluations are conducted in executive session at a public Board meeting with the summary results of the evaluation also made public and included in Board minutes. The posted agenda items and subsequent minutes for the past three Presidential evaluations are provided as evidence (IV.C.16, IV.C.17, IV.C.18).

UHCC and CC Campus CEO Evaluation
The Board delegates the evaluation of the Vice President for Community Colleges to the University President, and the evaluation of the individual college Chancellors is further delegated to the Vice President for Community Colleges. The annual evaluation of both the Vice President for Community Colleges and the Chancellors is governed by Executive Policies, *EP 9.203: Evaluation of Board of Regents Appointees*, and *EP 9.212: Executive/Managerial Classification and Compensation* (*IV.C.19, IV.C.20*).

Executive Policies establish an annual review that includes a 360-degree assessment by the individual, as well as his/her peers, subordinates, and constituents, of the executive’s performance. The individual self-assessment also includes a review of accomplishments and goals set for the review year, and the establishment of goals for the upcoming year. The evaluation information is then discussed between the supervisor and the executive being evaluated. The results of the evaluation impact both continued employment and compensation increases.

The University of Hawai‘i Community Colleges system further refines the annual evaluation of executive personnel, including Chancellors, through *UHCCP 9.202: Executive Employees Performance Evaluation*. This policy delineates the requirements for the respondents in the 360 evaluation, and also adds the college’s attainment of its strategic goals as a component of the Chancellor’s evaluation (*IV.C.21*).

The evaluation system is reviewed on a periodic basis. In the 2016-2017 review, two changes were adopted. First, an additional item was added to the 360 instrument to allow respondents to assess the performance of the executive in furthering the student success agenda (*IV.C.22*). Second, the categories of performance rating were changed to better reflect the gradations in overall performance. Each executive/managerial employee is now rated as exceptional, exceeds expectations, meets expectations or does not meet expectations (*IV.C.23*).

**Analysis and Evaluation**

**CEO Selection**

Honolulu CC meets the standard.

The procedures used to recruit and select the Vice President for Community Colleges and the college chancellors involve a broadly representative screening committee, extensive solicitation of applicants, multiple levels of interviews, and public visitations by the finalists to the campus. The President of the University makes the final selection of the Vice President, subject to approval by the Board of Regents. The Vice President
for Community Colleges makes the final determination of the Chancellor, subject to approval by the President.

**CEO Evaluation**

Honolulu CC meets the standard.

Annual evaluations involving 360 evaluations, assessment of goal attainment, and progress toward strategic goals have been conducted for the Vice President and all college Chancellors each year. The results of the evaluation are used to set goals for the upcoming year, establish performance ratings on which continued employment may be based, and in determination of merit-based salary increases, when available.

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**IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.**

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**Evidence of Meeting the Standard**

The autonomy of the University and related independent authority of the Board of Regents is embodied in Article X of the State Constitution. Section 6 of Article X specifically states that:

“There shall be a board of regents of the University of Hawaii, the members of which shall be nominated and, by and with the advice and consent of the senate, appointed by the governor from pools of qualified candidates presented to the governor by the candidate advisory council for the board of regents of the University of Hawaii, as provided by law. At least part of the membership of the board shall represent geographic subdivisions of the State. The board shall have the power to formulate policy, and to exercise control over the university through its executive officer, the president of the university, who shall be appointed by the board. The board shall also have exclusive jurisdiction over the internal structure, management, and operation of the university. This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern” (IV.C.24).
In carrying out its responsibilities, the Board leadership often testifies at legislative hearings on matters relating to the University, and meets with key State legislators on various bills and budget matters. These legislative communications are coordinated and consistent between the Board and the University’s administrative legislative coordinator.

Analysis and Evaluation

Honolulu CC meets the standard.

The autonomy of the University is established in the State constitution. Given the authority of the Legislature to enact laws of statewide concern, the Board remains attentive to whether such laws might impede the University and Board from exercising its constitutional authority.

In 2012, a fraudulent fundraising event for University athletics led to extensive legislative hearings and bills introduced relating to management and control within the University. The Board of Regents responded by creating an Advisory Task Group on Operational and Financial Controls Improvement (ATG) to conduct its own audit of University operations. The ATG, comprised of both Regents and respected community members, conducted an audit of policies and practices, evaluated the processes against best practices in higher education, and made recommendations in several areas for improvement. The Board considered the reports, and made governance and policy changes in accordance with some of those recommendations (IV.C.25, IV.C.26, IV.C.27, IV.C.28, IV.C.29).

By taking the initiative to address the issues raised by the Legislature in a comprehensive and very public manner, the Board exercised not only its responsibility for oversight and management of the University, but also its authority to act on matters relating to the University, and protecting the institution from undue influence and political pressure.

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.
Evidence of Meeting the Standard

Both by the structure of and responsibilities established for its standing committees, and by its Regents Policies, the Board acts to fulfill its responsibilities as the single provider of public higher education in the State. Board policies and strategic plans are aligned and guide the University in fulfilling its overall mission. The role of community colleges within the University System is further defined in *RP 4.207: Community College System* (IV.C.30).

The board has modified the University mission statement twice in the past several years. In 2009 the Regents adopted a change in the mission that made explicit the University’s responsibility and commitment to the success of Native Hawaiian students and the desire for the University to be a model indigenous serving institution (IV.C.7). In 2014 the Regents acted in response to a student initiative to expand the mission to include sustainability as a core responsibility and value for the University. This subsequently led to the creation of a new policy on Sustainability, RP 4.208, illustrating the alignment of mission and policy (IV.C.31). Work on a new policy focused on alignment of programs with the mission is currently in progress.

As stated in RP 4.201, Section C.b, “The Board approves a mission statement that elaborates the basic system mission, articulating those qualities common to the system as a whole. At a minimum, the system mission incorporates the vision, purpose, and common values of the university system, emphasizing the fundamental commitment to access and quality.” Policy RP 4.201, Section C.a also differentiates the basic unit missions (four-year and two-year institutions), which are further articulated in individual campus mission statements (IV.C.7).

Analysis and Evaluation

Honolulu CC meets the standard.

Board of Regents Bylaws and Policies, committee structure and responsibilities, and meeting minutes are aligned with the overall mission of the system, and reflect the broad compliance with the overall expectations of Board management, quality control, and fiscal oversight.
IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Board of Regents home page (IV.C.2) includes links to the Board Bylaws and Policies. The Bylaws include sections defining the Board membership and organization, the officers and duties of each officer, the standing committee structure of the Board and the scope of each committee, the meeting requirements for both committees and the Board, and other operating procedures including parliamentary procedures, establishment of quorum, voting rules, access to legal counsel and outside consultants, and procedures for modifying the bylaws, which may be done through a two-thirds vote of the Board. The Bylaws also include the conflict of interest requirements for Board members (IV.C.32).

Analysis and Evaluation

Honolulu CC meets the standard.

The Bylaws are published and made available to the public, and include all required elements of the standard.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

Board of Regents policies are reviewed on a staggered three-year cycle, with current iterations posted at the Board’s home page. As a result of a recommendation from the previous comprehensive accreditation review, the University and Board developed and implemented the UH Systemwide Policies and Procedures Information System (PPIS). The PPIS documents all of the Board policies and the related University executive policies and administrative procedures (IV.C.33).
The features of the PPIS include:

- Description of the PPIS with frequently asked questions on the PPIS home page
- Easy public access to all policies, including from the Board of Regents home page
- Policy header that includes the effective date of each policy, the dates of all prior amendments to the policy, and the next scheduled review date. While Regents Policies may be amended on as-needed basis, the board policies are also on a staggered three-year review cycle
- Links from the executive policy and/or administrative procedure to the related Regents policy
- Automatic notification to interested parties of any change in policy (IV.C.33)

When the PPIS was implemented in 2014, all policies were re-codified to be consistent with the new system. The policy review dates were set as August 2017 for Chapters 1-4, August 2018 for Chapters 5-9, and August 2019 for Chapters 10-13 (IV.C.34).

The review of Chapters 1-4 was conducted beginning in Summer 2017 with a review of the twenty-eight policies included in those chapters. Policies were reviewed for both content and format under the aegis of the Committee on Personnel and Board Governance Committee. Recommendations were made as to whether a policy would a) remain unchanged; b) be subject to editing for clarity or alignment with current practice; c) undergo substantive review and modification; or d) be repealed. Based on this assessment, one policy will be repealed and six will undergo substantive review. One new policy may be created. The Board will complete this cycle by the end of the academic year, before a next cycle begins. A report was presented first to the Committee on Personnel and Board Governance on November 1, 2017, and subsequently provided to the Board at its November 16, 2017 meeting (IV.C.35, IV.C.36). A further update was given to the Committee on Academic Affairs and Board Governance on April 5, 2018 (IV.C.37).

Analysis and Evaluation

Honolulu CC meets the standard.

The Board policies are publicly available through the Board of Regents home page and are managed through the comprehensive PPIS. The PPIS system provides timely notification to all interested parties of policy changes and establishes a review cycle for all policies.
The review cycle for Chapters 1-4 was initiated as scheduled in Summer 2017 and resulted in the review of twenty-eight policies. Six policies were substantively updated through the review process.

All policies are current with their review cycle. It is understood that a policy may be reviewed and revised at any time, should the need arise; a new policy may also be created as needed. A review of Board minutes confirmed that board actions were in compliance with policies. Policy changes were also compliant with all consultation requirements established by Chapter 89 of the Hawaii Revised Statutes, the public employee collective bargaining law.

**IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

**Evidence of Meeting the Standard**

The Board has established strategic goals for the University and its component colleges in four key areas:

- Hawai‘i Graduation Initiative focusing on student success
- Hawai‘i Innovation Initiative focusing on research and innovation and commercialization of University research endeavors
- Twenty-first century facilities, including eliminating the deferred maintenance backlog, modernizing teaching and research facilities, and sustainability
- High performing, mission-driven system, including developing efficiencies and effective strategies taking advantage of the University’s role as the single system of public higher education in the state.

These key goals, endorsed by the Board in 2015, are further articulated in and aligned with the strategic goals of the UH Community College system and of the individual community colleges and other campuses. When feasible, the goals are quantified with targeted incremental growth or improvement measures (IV.C.38, IV.C.39, IV.C.40, IV.C.41).
The Board regularly receives updates on the University’s progress in meeting these strategic goals through data on established metrics and trends, and presentations at either board meetings or meetings of the academic and student affairs committee. The Board has instituted policies such as performance funding that are directly related to the student success goals. Additionally, the Board has sought to gain a better understanding of the issues impacting student success through a series of reports that explore topics such as financial aid, enrollment management, workforce planning, and student pathways (I.A.7).

The Board meets on a rotating basis at the campuses in the system; it receives a briefing from the host campus on its progress toward meeting the student success agenda.

Analysis and Evaluation
Honolulu CC meets the standard.

The Board has adopted strategic goals related to student success with specific metrics and targets for each major unit, including the community colleges. The community colleges have adopted strategic goals that are consistent with these system goals and that extend the goals and targets to the individual community colleges.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

All new Board members receive a full-day orientation that consists of two major components. The first is an introduction to University functions, governance, and strategic directions. The second component deals with Board governance, processes, ethics, and conduct. All new Board members receive a copy of the Board of Regents General Overview as a part of the orientation, as well as a substantial New Regent Orientation Book. Additionally, beginning in 2017, new Board members are paired with a more experienced Board member, who serves as a mentor to the incoming member (IV.C.42, IV.C.43, IV.C.44).
Board members regularly participate in governing board professional development through attendance at conferences of the Association of Governing Boards and the Association of Community College Trustees (IV.C.45).

The Board also organizes training for its members as a part of regular Board retreats or Board committee meetings. For example, during the 2016-2017 academic year, the University external auditor conducted a four-part training session for the Board independent audit committee, drawn from the American Institute of Certified Public Accountants (AICPA) handbook, covering the primary duties of an audit committee, expertise, understanding processes and controls, federal government implications, and roles and responsibilities of the external auditor, the internal auditor, and management (IV.C.46). The Vice President for Budget and Finance also provides an overview of the State of Hawai`i budget as it pertains to the University system (IV.C.47).

Analysis and Evaluation

Honolulu CC meets the standard.

New Board members are provided with a comprehensive orientation and related materials, and with a mentor from among the experienced board members. Professional development is provided through attendance at national board professional associations and through training provided at Board meetings.

In 2017 the Board updated its committee structure to modify the personnel committee to also include board governance. Among the added responsibilities for the committee is ensuring that education and development pertinent to Board service is provided for Board members.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.
Evidence of Meeting the Standard

Regents Policy (RP) 2.204 establishes the process for Board self-evaluation. In 2017, the Board bylaws were amended to expand the role of the Personnel Committee to a Committee on Personnel Affairs and Board Governance, with explicit responsibility for managing the Board evaluation process (IV.C.48, IV.C.49).

Pertinent to the current accreditation cycle, the Board has conducted annual evaluations since 2014 (IV.C.50, IV.C.51, IV.C.52). Additionally, in 2012-2013, the Board undertook a comprehensive audit of the University operations, including Board functions and structure, and implemented significant changes in response to the audit recommendations (IV.C.53, IV.C.54, IV.C.55, IV.C.56, IV.C.57). The Board has drawn from the Association for Governing Boards as a guide to structuring and evaluating its operations (IV.C.58).

Analysis and Evaluation

Honolulu CC meets the standard.

The Board uses the results of its evaluation to improve its operations. For example, in 2015 the Board evaluation included an assessment of whether the Board committee structure adequately aligned with the strategic directions of the University. The concern was that the then-current structure of having an academic affairs committee, a student affairs committee, and a community college committee resulted in un-coordinated conversations about student success. After debate and consultation, the Board acted to consolidate the three committees and focus the committee responsibilities on the student success agenda. At the same time, the Board acted to create a committee on research and innovation, also in alignment with the University’s strategic directions (I.A.25).

While the Board has actively engaged in self-evaluation and acted in response to those evaluations, the evaluation schedule has not been scheduled in a formal, regular manner. Partly in response to this assessment, the Board acted to expand the personnel committee to include governance. Among the described responsibilities of the expanded committee are oversight of the evaluation process and the regular review of Board policies. The policy on Board Self Evaluation, RP 2.204, is one of those undergoing substantive review.
IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

Article X of the Board of Regents Bylaws establishes the conflict of interest policies and procedures for Regents. Regents are informed of the ethics requirements during their initial orientation (IV.C.59).

Regents Policy. PR 2.206: Policy on Regents as Employees, also describes the conflicts of interest that may arise when Regents are also active employees of the University and the conditions under which such Regents need to recuse themselves from actions impacted by their employment status (IV.C.60).

Regents are also subject to public laws governing ethics behavior. Regents must file annual financial disclosure forms with the Hawai‘i State Ethics Commission. These disclosures are open to the public. The Board has also included a Board education presentation by the State Ethics Commission Executive Director as an agenda item at its regular meetings (IV.C.61).

Analysis and Evaluation

Honolulu CC meets the standard.

The Board is subject to both State ethics laws and to its own bylaws and policies relating to ethics and conflicts of interest. The laws and policies cover all of the potential conflicts identified in the Standard. Board members are informed of the ethics requirements through their initial orientation, and through regular Board professional development.

Potential ethics concerns are routinely identified during Board meetings and the Regent in question is either recused from action and deliberation on the agenda item, or the potential conflict is determined not to preclude participation. The University General
Counsel is available at Board meetings to help resolve the determination of potential conflicts of interest.

No evidence exists for Board members having acted in a manner inconsistent with the established ethics bylaws and policies.

IV.C.12. The governing board delegates full responsibility and authority to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Regents Policy, RP 2.202: Duties of the President, clearly documents the relationship between the Board of Regents and the University system President, and establishes the authority of the President to implement and administer Board policies (IV.C.62).

The general policy on duties of the President is further refined in specific actions. For example, Regents Policy, RP 9.218: Delegation of Personnel Actions, describes those hiring actions reserved by the Board, those delegated to the President, and those that may be further delegated by the President (IV.C.63).

The structure of the University of Hawai‘i System establishes this line of authority with the University System President, and through the President to the Vice President for Community Colleges, and the individual college Chancellors.

When the Board does feel that a matter needs additional oversight, it may elect to create a task group to work on the issue. Task groups may be established by the chairperson upon authorization by the Board, and with such powers and duties as determined by the Board. The tenure of a specific task group shall expire at the completion of its assigned task.

An example of such a task group was focused on creating an integrated academic and facilities plan (IAFP) for the University System (IV.C.64). The task group included both Regents and University administrative officials. Several meetings were held that led to the final recommendation to adopt a plan governing academic program planning and
related facilities construction across the ten-campus University system (IV.C.65, IV.C.66, IV.C.67).

**Analysis and Evaluation**

Honolulu CC meets the standard.

While the Board maintains its responsibility for establishing overall strategic direction, university policies, and fiduciary management of the University system, the Board does not actively engage in direct or detailed management of the community colleges or individual campuses.

**IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

**Evidence of Meeting the Standard**

The Board is routinely informed about the status of accreditation at each of the community colleges.

In preparation for the 2018 Institutional Self Evaluation Report (ISER), the Board Committee on Academic and Student Affairs was presented with an overview of the accreditation process, including those standards relating to the governing board. Following this briefing, the Board acted to create a permitted interaction group to assist in the evaluation of board-related standards (IV.C.68). A permitted interaction group is comprised of a sub-set of the regents and is allowed to engage in conversation and dialog about an issue without being subject to open meeting provisions. The permitted interaction group may not take any action but may only report to the larger Board or one of its committees. The permitted interaction group included Board leadership, the chair and vice chair of the Committee on Academic and Student Affairs, and Regents representing all the islands with community colleges. A further briefing on preparing for accreditation was provided to the Board at its March 2017 meeting (IV.C.69).
Members of the permitted action group were provided an early draft of Standard IV.C in August 2017, and met with representatives from the community colleges (ALOs and ISER chairs/co-chairs) in November 2017 to refine the document, provide clarification where needed, and suggest additional items of evidence. The group was provided a final opportunity to review this section, pertaining to the Governing Board, before the completed ISERs from the six campuses were presented for review by the Committee on Academic and Student Affairs, the Board of Regents, and the President of the University of Hawai`i in early Summer 2018.

Analysis and Evaluation

Honolulu CC meets the standard.

The Board was fully informed of the accreditation requirements, the process of ISER preparation, and was directly involved in the assessment of board-related standards.
Evidence List – Standard IV.C

IV.C.1 HRS304A-104 Regents appointment tenure.pdf
IV.C.2 Board of Regents Home Page (www.hawaii.edu/offices/bor/)
IV.C.2.5 Board of Regents Minutes of November 16, 2017
IV.C.3 HRS304A-104.6 Candidate advisory council.pdf
IV.C.4 RCAC Website Home Page
IV.C.5 Bylaws of the Board of Regents Oct 2015
IV.C.6 Regents Policies (Chapter Tables of Contents)
IV.C.7 RP 4.201 Mission and Purpose of the University
IV.C.8 Board of Regents Minutes of April 20, 2017.pdf
IV.C.9 RP 1.202 Relationship of the Board to Administration and University
IV.C.10 Board of Regents General Overview
IV.C.11 Board of Regents Minutes of October 31, 2017
IV.C.12 Board Self-Evaluation Results, 2017
IV.C.13 RP 2.203 Policy on Evaluation of the President
IV.C.14 RP 9.212 Executive and Managerial Personnel Policies
IV.C.15 UHCC 9.210 Recruitment Selection of CC Chancellors
IV.C.16 Board of Regents Minutes of July 16, 2015
IV.C.17 Board of Regents Minutes of August 18, 2016
IV.C.18 Board of Regents Minutes of August 24, 2017
IV.C.19 EP 9.203 Evaluation of Faculty and Administrative
IV.C.20 EP 9.212 Executive Managerial Classification
IV.C.21 UHCCP 9.202 Executive Employees Performance
IV.C.22 360 Questionnaire for Executive Managerial Evaluation
IV.C.23 Presidents Memo of March 29, 2017
IV.C.24 State Constitution, Article X, Section 6
IV.C.25 Advisory Task Group (ATG) report November 12, 2012
IV.C.26 ATG report Regent interviews of May 12, 2013
IV.C.27 ATG report UH System Operations of May 12, 2013
IV.C.28 ATG report Regent policies of July 15, 2013
IV.C.29 ATG report UH Operational Assessment of August 14, 2013
IV.C.30 RP 4.207 Community College System
IV.C.31 RP 4.208 Sustainability Policy
IV.C.32 Board of Regents Bylaws Oct 2017
IV.C.33 Sample notifications from PPIS
IV.C.33 UH Systemwide Policies and Procedures Information System (PPIS)
IV.C.34 BOR Policy Review Schedule
IV.C.35 Committee on Academic Affairs and Board Governance Nov 1, 2017
IV.C.36 Board of Regents Minutes of November 16, 2017
IV.C.37 Committee on Academic Affairs and Board Governance Apr 5, 2018
IV.C.38 Board of Regents Minutes of January 22, 2015
IV.C.39 Strategic Directions 2015-2021 and Strategic Directions Metrics
IV.C.40 UH Metrics 2015-2016
IV.C.41 Midterm Report, January 2018  
IV.C.42 Board of Regents By-Laws Oct 2015  
IV.C.43 Board Orientation Agenda for 2017-2018  
IV.C.44 Board of Regents General Overview  
IV.C.45 Regents attendance at AGB/ACCT conferences  
IV.C.46 Board of Regents Minutes of October 6, 2016  
IV.C.47 State of Hawaii Budget 101  
IV.C.48 RP 2.204 Policy on Board Self Evaluation  
IV.C.49 Cynthia Quinn Memo on changes to Board of Regents By-Laws  
IV.C.50 Board of Regents Minutes of November 7, 2014  
IV.C.51 Committee on Personnel Affairs and Board Governance Sep 76, 2017  
IV.C.52 Board of Regents Minutes of October 31, 2017  
IV.C.53 ATG 2012-2013 Audit Report.pdf  
IV.C.54 ATG 2012-2013 Audit Report 2.pdf  
IV.C.55 ATG 2012-2013 Audit Report 3.pdf  
IV.C.56 ATG 2012-2013 Audit Report 4.pdf  
IV.C.57 ATG 2012-2013 Audit Report 5.pdf  
IV.C.58 AGB Workshop on evaluating operations  
iV.C.59 BOR Bylaws (conflict of interest guidelines, Article X)  
IV.C.60 RP 2.206 Regents as Employees  
IV.C.61 Board of Regents Minutes for January 26, 2017  
IV.C.62 RP 2.202 Duties of the President  
IV.C.63 RP 9.218 Delegation of Personnel Actions  
IV.C.64 Board of Regents Minutes of September 22, 2016  
IV.C.65 Integrated Academic and Facilities Plan (IAFP)  
IV.C.66 Board of Regents Minutes of April 20, 2017  
IV.C.67 Board of Regents Minutes of special meeting, October 31, 2017  
IV.C.68 Board of Regents Minutes of February 23, 2017 (p. 10)  
IV.C.69 Committee on Academic and Student Affairs Minutes of March 8, 2017 (p. 3)
Standard IV.D: Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The University of Hawai`i (UH) system is the sole provider of public higher education in the state of Hawai`i. The overall structure of the UH system is established in Board of Regents policy, *RP 3.201: Major Organizational Units of the University of Hawai`i*. The ten-campus UH system as a whole includes the University of Hawai`i Community College System (UHCC), which is comprised of seven community colleges. The UHCC is further established in Regents policy *RP 4.207: Community College System*. UH 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 the multi-campus system now being evaluated (IV.D.1, IV.D.2).

As an outcome of the reorganization in 2005, overall leadership of the University of Hawai`i Community College System is now provided by the Vice President for Community Colleges (VPCC), the CEO of the system. The VPCC is a member of the senior administration of the UH system, reporting directly to the UH system President (IV.D.3). The UHCC office, which oversees the management of and provides support in several areas including academic support, planning, personnel, facilities, and fiscal resources, is located on the island of O`ahu at a central site near the flagship campus in Mānoa. The VPCC works with an Associate Vice President for Academic Affairs (AVPAA) and an Associate President for Administrative Services (AVPAS) to ensure support for the effective operation of the colleges at the system level (IV.D.4, IV.D.5).

The VPCC further works with the Chancellors (CEOs of the individual colleges), delegating to them the authority for campus leadership (IV.D.6). (See also *Section IV.D.4.*) The CC Chancellors may report through the Vice President for Community Colleges to the President of the UH System for University system-wide policy-making and decisions affecting all campuses, and to the Vice President for Community Colleges.
for leadership and coordination of community college matters. This flow of communication preserves the Board of Regents’ actions in supporting both individual campus autonomy and system-wide coordinated operations (IV.D.7).

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 both the major accreditation topics (IV.D.8), as well as the detailed parts of Standards (IV.D.9).

Analysis and Evaluation

As part of the University of Hawai`i system, the College meets this Standard.

Established policies and procedures clearly identify the positions of CEO for both the UHCC system (Vice President for Community Colleges) and individual campuses (Chancellors), and identify their authorized roles in providing leadership at multiple levels.

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system-provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The Vice President for Community Colleges (VPCC, the system CEO) provides primary leadership in ensuring that the colleges function effectively in fulfillment of their respective missions, and in support of 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.
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 Community Colleges Academic Affairs (AVPCCAA) provides leadership in operational policy-making pertinent to the development and implementation of CC 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 more refined assessment of the success of various programs and initiatives (IV.D.10).

The Associate Vice President for Community Colleges Administrative Services (AVPCCAS) provides leadership in supporting all aspects of administrative services that contribute to the effective and efficient functioning of the colleges. Specific areas of assistance and coordination include budget and finance; compliance and Title IX; Equal Employment Opportunity; facilities and environmental health; human resources; and marketing and communications (IV.D.11). Facilities management is one area that requires an additional level of coordination and prioritization. Capital improvement projects (CIP) for all campuses are managed at the UH-system level through the UH Office of Capital Improvements (OCI; now designated as the Office of Project Delivery), established by the Board of Regents. General CC repair and maintenance and minor CIP projects are managed by the AVPCCAS, and individual colleges have responsibility for routine maintenance, and health and safety issues. Individual colleges have Long Range Development Plans (LRDP), which are used by the CC and UH systems to develop and justify minor and major CIP (IV.D.12, IV.D.13).

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 (IV.D.14); Community College Council of Faculty Senate Chairs (IV.D.15); and Community Council of Native Hawaiian Chairs (IV.D.16).

Each campus also mirrors the system level structure in having executive leadership for academic affairs and administrative services; where student services functions are coordinated under the Associate Vice President for Academic Affairs (AVPCCAA) at the system level, the Colleges maintain separate executive management for Student Services with either Vice-Chancellors or Deans. Vice-Chancellors for Academic Affairs (VCAAs), Vice-Chancellors for Administrative Services (VCASs), and Vice-Chancellors for Student Affairs (VCSA) or Deans for Student Services (DOSS) also meet with their counterparts.
from other campuses on a regular basis, extending the network of collaborative planning and decision-making, and mutual support (IV.D.17).

In addition to these councils based on administrative positions, the CC system has also developed several system-level initiatives in support of student success and achievement. Primary among these is the Student Success Council, created in 2014 as an outgrowth of the UHCC system having joined the Achieving the Dream Initiative in 2006 (IV.D.18). The system-level Council is mirrored in campus-based committees, which are focused on four key initiatives: developmental education; college pathways; just-in-time, customized support services; and graduation and transfer. Coordination at the system level, balanced with campus-based activities, ensures that the colleges adhere to consistent standards, benefit from sharing of resources and best practices, and have support for developing models for implementation that fit best with the individual campus culture and mission.

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 (EP 4.202) and a new Regents Policy (RP 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 CC system level, which will require renewed and proactive commitment from the CC system office and the individual campuses (IV.D.19, IV.D.20, IV.D.21).

Analysis and Evaluation

As part of the University of Hawai`i system, the College meets this Standard.

The UHCC System is well-structured as a system to delineate the roles and responsibilities for the system as a whole on the one hand, and the individual colleges on the other. It provides for the benefits of the economies and efficiencies of scale through the coordination of academic and administrative functions in the system-level OVPCC (See also Standard III), while supporting the autonomy of individual campuses, the management structure of which significantly mirrors that of the system office.

Additional structures exist that further provide for equal access to participation among the campuses, founded on regular communication and collaborative discussion and decision-making, including the Councils that meet with the VPCC, the committees of Vice-Chancellors, and the system-level initiatives such as the Student Success Council.
IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and the district/system. The district/system CEO ensures effective control of expenditures.

**Evidence of Meeting the Standard**

The University system’s budget preparation and receipt of and further distribution of resources are governed by State law, primarily Chapter 37 of the Hawaii Revised Statutes (HRS) (IV.D.22). Biennial budget requests, financial plans and program performance reports are provided to the Governor and the Legislature in odd-numbered years; supplemental budget requests (to amend any appropriation for the current fiscal biennium) may also be submitted in even-numbered years. Operating and Capital Improvement Projects (CIP) funds for the UH system are appropriated by major organizational units, of which the UH Community Colleges system is one.

The UHCC System Office, under the guidance of the Associate Vice-President for Administrative Services, coordinates the budget development and request process for the community colleges, based on the strategic plans of the UH system, the UHCC system, and the individual College Strategic Plan (IV.D.23). The Community College Strategic Planning Council (SPC) is the primary body for ensuring system-wide participation in the UHCC strategic planning process. The membership of the SPC includes the Chancellor, Faculty Senate Chair, and Student Government Chair from each college; and the Vice President and the Associate Vice Presidents for the community colleges (IV.D.24). The SPC provides a planning context to ensure that system budget request categories and priorities are consistent with and align appropriately with UHCC Strategic Plan goals and objectives. The guiding principles of the Community College Strategic Academic Planning Process, which defines the role of the SPC, are codified in UHCCP #4.101: Strategic Academic Planning. The Vice President for Community Colleges has a functional responsibility for providing a fair distribution of resources that are sufficient to support the effective operations of the colleges (IV.D.25).

Each college develops its own budget request (as described in more detail in Standard III.D.) At the UHCC system level, the seven CC Chancellors, with support from the Associate VPs and their staff, collectively review, categorize, and prioritize the individual
college budget requests. A key criterion in approving campus budget requests is the extent to which they align with and support strategic planning goals. The individual college budgets remain intact at the campus level, but are consolidated at the UHCC system level for purposes of further integration in the overall UH system budget, which is ultimately submitted to the State Legislature.

While State general funds, allocated by the Legislature, provide the most significant funding source for the colleges, tuition revenues also constitute a major component of college budgets. Other sources of internal and extra-mural funds (e.g., Special funds, Revolving funds, grant funds, UH Foundation) may also be generated and retained by each college. The management of sources of funding other than general funds is guided by two UHCC Policies: UHCCP # 8.000: General Fund and Tuition and Fees Special Fund Allocation, and UHCCP # 8.201: Unrestricted Fund Reserve—General, Special, Revolving Funds. Each College’s budget reflects a different combination of revenue sources and expenditures; all campuses maintain the Reserve required by accreditors (IV.D.26, IV.D.27, IV.D.28).

Campuses have also had access to additional funds from the OVPCC, and more recently from the Office of the UH President, providing additional incentive for the meeting of certain goals linked to performance measures focused on student achievement. These are in turn associated with system and campus strategic objectives (IV.D.29). Campuses have specific targets for incremental growth; meeting or exceeding them results in earning this additional funding. Unallocated funds are redistributed by the OVPCC for other campus or system initiatives, such as those associated with Student Success.

In addition to fiscal resources, the UHCC system has also been attentive to the more effective use of vacant positions throughout the system. Since requests for new positions are subject to legislative approval and appropriation, the system must often reallocate a position from one unit or program to another, in order to be more responsive to such factors as enrollment growth, changing workforce needs, and program requirements. Another UHCC Policy was developed in November 2012 to more objectively and equitably manage and reassign vacant positions. This policy created a system pool of those positions, from which campuses may request reallocation, based on documented need (IV.D.30).

With reference to effective control of expenditures, recent actions taken between 2013-2016 provide an example of the controls in place to ensure accountability and sound fiscal management, as well as the way in which corrective action may lead to the creation and implementation of new policy and procedural guidelines. In the fiscal year ending June 30, 2013, the UH Office of Internal Audit (OIA) conducted operational
reviews of the Culinary Arts programs at two community college campuses. The reports identified “operational and financial risks” and presented recommendations relating to the inventory management, financial analysis and reporting and other aspects of these programs. In Spring 2014 OIA conducted follow-up reviews to ensure implementation of recommendations (IV.D.31). The Internal Audit report was on the agenda of the May 12, 2015 meeting of the Board of Regents’ Committee on Independent Audit. Subsequent to the December 15, 2016 of that same committee, findings from the Internal Audit report were included in the UH system’s Annual Report on Material Weaknesses and Fraud, presented to the 2017 Legislature (IV.D.32, IV.D.33, IV.D.34). As one outcome of this case, the OVPCC created a new policy in March 2016 to provide better management and oversight for revenue-generating programs (IV.D.35).

Analysis and Evaluation

As part of the University of Hawai`i system, the College meets this Standard.

Allocation of key resources (particularly funding and personnel) is guided by clearly established policies. Procedures allow all campuses to participate in collective decision-making about resource allocation. Budget requests are tied to strategic planning goals and objectives to ensure that resources are used most effectively to support colleges’ missions in service to student learning and achievement. Fiscal controls are in place to further ensure accountability in the allocation and use of resources.

IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.

Evidence of Meeting the Standard

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 Vice-President for Community Colleges (VPCC) is the CEO of the
system of the seven UH community colleges. Each college has a Chancellor, the CEO of the institution. Board of Regents Policy BP 4.207 established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH System (IV.D.36). In 2005, the Board of Regents approved the reorganization of the Community College System and created the new Executive position of Vice President for Community Colleges (IV.D.37). A subsequent memo to the college Chancellors provided detailed organizational charts as well as a Functional Statement for the Office of the Vice President for Community Colleges (OVPCC.) (IV.D.38). Key among the Major Functions delineated in that memo is the following:

“Ensures that the community college chancellors have full responsibility and authority to implement and administer delegated system policies without interference and holds the chancellors accountable for the operation of the colleges.”

The authority and responsibility of Community College Chancellors for the overall management and governance of their campuses is further affirmed in 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” (IV.D.39). 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” (IV.D.40). Responsibility for a broad range of personnel actions has also been delegated to the Chancellors in Executive Policy 9.112 (Attachment B) (IV.D.41).

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.42, IV.D.43).

Analysis and Evaluation

As part of the University of Hawai`i system, the College meets this Standard.

It is clearly documented in several policy and procedural documents that both the delegation of authority to the campus CEOs, as well as mechanisms to ensure their accountability, are clearly established in the UHCC system. The trend of delineation and delegation has generally given more autonomy to the Chancellors in making campus-level decisions, particularly in the areas of personnel and finance.
IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

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 College system; 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 (IV.D.44). 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 effective planning of operations that are coordinated and integrated across the system.

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, councils of campus governance representatives) that facilitate the dialog and decision-making essential to the processes of 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.45, IV.D.46, IV.D.47).

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration (IV.D.48). 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 System Performance Funding cited in IV.D.3. (IV.D.49).
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” (IV.D.50 [p. 2]). 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, 6-year CIP plans and academic program approvals and reviews” (IV.D.50 [p. 18]).

Analysis and Evaluation

As part of the University of Hawai`i system, the College meets this Standard.

The UH System, the UHCC System and the individual community colleges develop strategic plans that are closely aligned in support of institutional missions focused on student learning and achievement. In many cases, the goals articulated in the plans result in measurable objectives that are used as the basis of evaluating institutional and system effectiveness.

IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Multiple modes and avenues of communication exist in the UH system to facilitate and support the effective operation of its constituent institutions. Within the UHCC System, the Vice President for Community Colleges (VPCC) and the administrative staff in the Office of the Vice President for Community Colleges (OVPCC) are key liaisons in the ongoing process of the flow of information.
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 (BOR) Standing Committee on Academic and Student Affairs, and items forwarded from the colleges for BOR approval (e.g., Strategic Plans, Institutional Self Evaluation Reports) are presented under the signature of the VPCC. In addition to publicly posted minutes of BOR committee and Board meetings, the VPCC is provided with memos summarizing BOR approved actions (IV.D.51). 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) (IV.D.52).

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.53, IV.D.54, IV.D.55).

The VPCC makes semi-annual visits to each CC campus, with information pertinent to both CC-system and individual campus performance. Typically, Fall semester visits focus on major initiatives and budget for the current academic year as well as campus score-cards in the context of performance-based funding based on data from the prior academic year. Spring semester visits generally provide a summary, as well as a prospective view of upcoming work (IV.D.56).

As noted, the community colleges function within a three-tiered system: The UH system, the UHCC system and the individual community colleges. Communication between the top two tiers (UH system and UHCC system) is structurally more stable and often articulated in specific policy or procedure. Communication between system and individual campuses is predicated on the expectation that campus representatives who sit on or are present at system-level meetings (e.g., the Councils identified above, or meetings of functional counterparts such as Vice-Chancellors for Academic Affairs) will report back to their campuses or constituents for informational or decision-making purposes. Individual campus perspectives on communication between campus and system indicate that there are varying degrees of effective campus- and constituent-focused reporting. With the goal of improving timely access to information documenting discussion and decision-making at the system level (e.g., agendas and minutes of Councils and other deliberative bodies), specific steps have been taken to address communication-related concerns: 1) as needed, orientation is provided to those serving as campus representatives to system committees so they are more fully aware of
their reporting duties; and 2) the OVPCC is engaged in a comprehensive update of its own website to enhance accessibility and currency of the information posted there.

Analysis and Evaluation

As part of the University of Hawai`i system, the College meets this Standard.

Just as the VPCC serves as an important point of connection between the UH System and the CC System (OVPCC), and between the OVPCC and the individual colleges, the Chancellors of the individual colleges are responsible for coordinating with the OVPCC, and for extending lines of communication to their respective executive teams, faculty, and staff. The OVPCC has recognized the need to maintain access to up-to-date documentation of system-level meetings, and is updating its own website to ensure better access to that information.

IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. (IVB3g)

Evidence of Meeting the Standard

The process of evaluating role delineations, governance, and decision-making processes can best be described as organic and ongoing, in the sense that while there is not a formal instrument of evaluation or assessment, there are multiple established policies and procedures in place at the UH, the UHCC, and campus levels that are intended to ensure the stable, consistent, and effective functioning of systems and individual colleges. Such policies and procedures serve both to a) set standards of best practices; and b) minimize the likelihood of actions that do not uphold expectations of integrity and effectiveness. Policies are regularly reviewed (IV.D.57), new policies are created when need is recognized (e.g., new UHCC policy on selection process for Chancellors), roles and responsibilities are delineated in the Functional Map, and personnel are
regularly evaluated on their performance in supporting and achieving educational goals (IV.D.58).

Of specific importance in this last context is the role of the Community Colleges’ Strategic Planning Council (SPC), the primary body for assuring system-wide participation in the UHCC strategic planning process, as codified in *UHCCP #4.101: Strategic Academic Planning*. The policy identifies roles and responsibilities in the process of campus academic planning, which provides much of the critical infrastructure for the effective functioning of the colleges (IV.D.59).

**Analysis and Evaluation**

As part of the University of Hawai`i system, the College meets this Standard.

Established policies and procedures as well as documentation of governance and decision-making that operationalize those policies and procedures are subject to ongoing review. Where appropriate, colleges are evaluated on the basis of performance-based measures that support their efforts to meet goals linked to student achievement and learning.
Evidence List – Standard IV.D

IV.D.1 RP 3.201: Major Organizational Units of the University of Hawaii
IV.D.2 RP 4.207: Community College System
IV.D.3 Organizational Chart 1
IV.D.4 Organizational Chart 3
IV.D.5 Organizational Chart 4
IV.D.6 Organizational Chart 2
IV.D.7 UH System website / Senior Leadership page
IV.D.8 UHCC Functional Map by Major
IV.D.9 UHCC Functional Map by Topic / Detailed Functional Map by Standard
IV.D.10 OVPCC Website – AVPCCAA page
IV.D.11 OVPCC Website – AVPCCAS page
IV.D.12 BOR creation of UH Office of Capital Improvements (OCI)
IV.D.13 Honolulu CC LRDP
IV.D.14 UHCCP 1.101: Council of Community College Chancellors
IV.D.15 UHCCP 1.102: Community College Council of Faculty Senate Chairs
IV.D.16 UHCCP 1.104: Community College Council of Native Hawaiian Chairs
IV.D.17 Sample Minutes from VCAA, VCAS, VCSA meetings
IV.D.18 Website: Academic Affairs – Student Success Council
IV.D.20 RP 4.208: Sustainability Policy
IV.D.21 OVPCC Web Page: Sustainability
IV.D.22 Hawaii Revised Statutes, Chapter 37 (on Budget Planning and Preparation)
IV.D.23 Crosswalk of Strategic Plans
IV.D.24 OVPCC Website – Strategic Planning Council page
IV.D.25 UHCCP 4.101: Strategic Academic Planning
IV.D.26 UHCCP 8.000: General Fund and Tuition and Fees Special Fund Allocation
IV.D.27 UHCCP 8.201: Unrestricted Fund Reserve – General, Special, Revolving Funds
IV.D.28 Tables of CC Revenue Summaries
IV.D.29 Crosswalk of Performance Funding Measures
IV.D.30 UHCCP 9.495: Long-Term Vacancy Policy
IV.D.31 Kapiʻolani and Leeward CC Culinary Arts Status Corrective Action, March 2015
IV.D.32 BOR Committee Minutes on Independent Audit, May 12, 2015
IV.D.33 BOR Committee Minutes on Independent Audit, December 15, 2016
IV.D.34 UH System Annual Report to the Legislature 2017
IV.D.35 UHCCP 8.200: Financial and Operational Oversight of Revenue Programs
IV.D.36 RP 4.207: Community College System
IV.D.37 Board of Regents Minutes of June 21, 2005 (new Executive position of VPCC)
IV.D.38 AVPCCAS Unebasami Memo of July 8, 2005 (functional, organizational charts)
IV.D.39 EP 1.102: Authority to Manage and Control the Operations of the Campus
IV.D.40 UHCCP 8.000: General Fund and Tuition and Fees Special Fund Allocation
IV.D.41 EP 9.112, Attachment B
IV.D.43 Board of Regents Minutes of November 1, 2017 (Executive/Managerial Evaluations)
IV.D.44 System Map with CC and Learning Center locations
IV.D.45 UH Strategic Directions 2015-2021
IV.D.46 UHCC Strategic Directions 2015-2021
IV.D.47 (Individual Campus strategic plan)
IV.D.48 Crosswalk of UH System, UHCC System, and Campus Strategic Plans
IV.D.49 Crosswalk of UH System and UHCC System Performance Funding
IV.D.50 University of Hawai‘i Integrated Academic and Facilities Plan
IV.D.51 Sample Board of Regents memos to VPCC
IV.D.52 Sample PPIS Memos to VPCC
IV.D.53 UHCCP 1.101: Council of Community College Chancellors
IV.D.54 UHCCP 1.102: Community College Council of Faculty Senate Chairs
IV.D.55 UHCCP 1.104: Community College Council of Native Hawaiian Chairs
IV.D.56 (Individual Campus VPCC PowerPoint presentations)
IV.D.57 BOR Committee on Personnel Affairs and Board Governance Minutes Nov 1, 2017
IV.D.58 UHCCP 9.xxx: Recruitment, Selection, and Appointment of Community College Chancellors
IV.D.59 UHCCP 4.101 Strategic Academic Planning
Distance Education Supplement

Introduction

The Distance Education Supplement is designed to specifically highlight the efforts at Honolulu CC to meet the standards and the eligibility requirements regardless of mode of instructional delivery. The College recognizes the increased role that online education is playing in postsecondary education in general and for the students the College serves in particular.

In this Supplement, each standard is separately addressed and relevant references to the eligibility requirements are also noted. The content of the narrative herein is intended to be read parallel with the coverage in the standards and eligibility requirements sections of the institutional self-evaluation report. Accordingly, the sections of the Distance Education Supplement follow the same structure of the institutional self-evaluation report, identifying the Evidence of Meeting the Standard and Analysis and Evaluation sections. Finally, references to compliance with the ACCJC Policy on Distance Education and the Checklist for Compliance with Commission Policies and Federal Regulations are included.

Honolulu CC’s Distance Education Mission

Honolulu CC’s Distance Education program is committed to providing the highest quality distance education courses and programs to meet the changing needs of the 21st century learner. Distance Education is dedicated to ensuring student achievement of learning outcomes, increasing educational resources, acquiring innovative technology, and providing support and equitable services to faculty and DE students.

Core Values

Four core values serve as the means to guide Honolulu CC’s distance education:

- Learning – all students can achieve student learning outcomes
- Support – faculty, staff, and students will receive ongoing training and technical assistance
- Innovation – search continues for inventive ways to use technology for effective learning and efficient course delivery
- Accountability – evaluation of distance education courses is maintained to ensure that they are the highest quality, with resources and services that meet the needs of students, faculty, and staff
### DE Student Demographics

#### DE Students Gender Distribution

<table>
<thead>
<tr>
<th>Gender</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>517</td>
<td>55%</td>
</tr>
<tr>
<td>F</td>
<td>427</td>
<td>45%</td>
</tr>
<tr>
<td>N</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>947</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

#### DE Students Age Distribution

<table>
<thead>
<tr>
<th>Age Group</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>19</td>
<td>2%</td>
</tr>
<tr>
<td>18-19</td>
<td>135</td>
<td>14%</td>
</tr>
<tr>
<td>20-21</td>
<td>172</td>
<td>18%</td>
</tr>
<tr>
<td>22-24</td>
<td>195</td>
<td>21%</td>
</tr>
<tr>
<td>25-29</td>
<td>192</td>
<td>20%</td>
</tr>
<tr>
<td>30-34</td>
<td>97</td>
<td>10%</td>
</tr>
<tr>
<td>35-39</td>
<td>56</td>
<td>6%</td>
</tr>
<tr>
<td>40-49</td>
<td>53</td>
<td>6%</td>
</tr>
<tr>
<td>50-59</td>
<td>21</td>
<td>2%</td>
</tr>
<tr>
<td>Over 60</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>947</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

#### DE Students Race/Ethnicity Distribution

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
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<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>328</td>
<td>35%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>15</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>102</td>
<td>11%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>58</td>
<td>6%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>14</td>
<td>1%</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>1</td>
<td>0%</td>
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<tr>
<td>Two or more races</td>
<td>327</td>
<td>35%</td>
</tr>
<tr>
<td>White</td>
<td>99</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>947</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(from Fall 2016)
Standard I.A: Mission

Evidence of Meeting the Standard

In 2017, Honolulu CC finalized its new mission statement that commits the College, in part, to establishing “accessible educational opportunities through an engaging learning environment that values academic excellence and personal growth of all students.” In fulfilling its mission, the College has adopted the Core Value of being “Student-Centered and Student Focused – offering a supportive, high quality learning environment.”

To ensure that the College’s distance education meets the College mission of accessibility as well as an “engaging learning environment that values academic excellence” (I.A.19) (I.A.1), the College’s DE adheres to the University of Hawaii system policy on distance and online learning, which states, “The primary goal for distance learning at the University of Hawaii is to provide a window of opportunity to the rich array of quality instructional resources available to on-campus students to students anywhere in the state who are committed to higher education but are unable to attend the UH campus offering their program of choice. The primary purpose of our distance learning effort is to provide increased access to higher educational opportunity for the people of Hawaii” (DE.1)

The standards expect that colleges demonstrate a “strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services.”

The use of data on students in face-to-face classes as well as distance education classes direct institutional priorities and connect these efforts to the mission can be seen primarily in long- and mid-range planning for the College. Basic data collected regularly by the Office of Policy, Planning, and Institutional Research (PPIR), which publishes the Honolulu CC Fact Book 2017 (I.A.2). The fact book provides information on many aspects of the College, but important for distance education teaching faculty is data regarding student demographics and performance. This data is shared with the DE teaching faculty at the start of each semester as part of the required DE orientation. Specific information about DE courses, students and assessment also can be found on DE Faculty Orientation Documents located on the College Intranet (DE.2). (I.A.2).

Both distance education (DE) courses and face-to-face courses require approval from the College’s Committee on Programs and Curricula (CPC). The CPC, which is a faculty committee operating under the Faculty Senate Executive Committee (FSEC), oversees the curriculum process of courses and programs, including new proposals,
modifications, deactivations, activations, and deletions (II.A.10). In addition to approval by the CPC, DE courses must be certified by the Distance Education Advisory Committee (DEAC) to ensure the online version equals or surpasses traditional classroom delivery in terms of student learning (II.A.11).

In addition to regular assessment and program review for all courses and programs, the College demonstrates its commitment to evaluation and improvement for Distance Education by having a faculty Distance Education (DE) Coordinator and an active Distance Education Advisory Committee (DEAC). Working together, DEAC and the DE Coordinator mandate rigorous certification and assessment for all Distance Education courses (II.A.11).

The DE Coordinator prepared the College’s five-year Distance Education Strategic Plan (2013 – 2018). The DE Strategic Plan established targeted goals and desired outcomes in order to deliver high quality DE courses. This plan enabled the college to align strategic objectives with financial and human resources and provided mechanisms to continually review and ensure the highest quality distance education experience for students (DE.3).

The current Distance Education Advisory Committee (DEAC) has been an evolving mechanism since the committee was first authorized by the Faculty Senate Executive Committee (FSEC) in 2007. The DEAC’s initial responsibilities and tasks included searching and soliciting information from multiple sources on new technology, software, and teaching methods to improve the delivery of DE courses, determining personnel support needs and establishing processes for assessing DE courses in order to compare instructional effectiveness between DE courses and courses delivered via the classroom. DEAC has refined its duties in order to respond best to the needs of both students and faculty. (I.A.3). The current DEAC membership includes diverse representation from educational programs and services across campus:

Members of this committee are appointed, as follows:

- Three (3) faculty teaching distance education (DE) courses (2 UC, 1 CTE)
- One (1) representative from Academic Support
- One (1) representative from Student Services
- One (1) representative from ITS
- Distance Education Coordinator
- Assessment Specialist or Assessment Task Force Chair
• Dean of University College
• Dean of Tech I
• Dean of Tech II
• Disability Specialist
• Additional members may be appointed as needed from year to year

The current charter for DEAC stipulates the following operating procedures: (DE.12)

• search and solicit information from multiple sources on new technology, software, and teaching methods that may improve delivery of DE courses.
• Determine if personnel support is adequate in number and function.
• Coordinate with Faculty Development and ITS to determine and provide the necessary training for instructors and support personnel.
• Ensure that DE is assessed annually using approved assessment methods. Such assessment will include a determination as to whether the quality of a DE course is equal to the same classroom-based course.
• Prepare budget requests for the College’s planning cycle if it is determined that new equipment, software or personnel are required to adequately support Distance Education.
• Keep DE instructors advised of all major developments and findings. For new courses, advise faculty on requirements for certification, and establish a timeline for that process.

In addition to the DEAC Charter and minutes for all DEAC meetings, since 2013, the DEAC has produced annual reports summarizing activities involving distance education at the College (DE.4).

To inform faculty, the DEAC, provides approval procedures for new DE courses (DE.5) and guidelines for DE course development (DE.6). Faculty can use the DE Course Proposal and Review form to submit to the DEAC (DE.7).

Faculty, already teaching online courses, are required to recertify courses every five years (DE.8).

Each semester, the DE Coordinator provides a mandatory orientation for faculty teaching DE courses. The orientation provides a discussion of faculty resources, data metrics, DE survey results, course assessment, student support, exam proctoring, among other topics (DE.9, DE.10).
The mission of the institution is reviewed for currency and relevance, and the College strives for accessible education for all students, including distance education students. (1.A.4).

Analysis and Evaluation

Honolulu CC meets the distance education component of the standard. The College’s mission accurately describes the role of distance education in meeting the College’s broad educational purposes, intended student population, types of degrees and certificates offered, and its commitment to student learning and achievement. (I.A.1). Data is used to assess and evaluate the current and emerging role of distance education in the College mission. (I.A.2). The programs and support services particular to distance education in both instructional pedagogy and methodology as well as the student services are aligned with the mission. (I.A.3). The University of Hawaii Board of Regents has approved the mission with the role of distance education, and when the mission is reviewed for currency and relevance, distance education is considered. (1.A.4) (Eligibility Requirement 6, Mission Compliant) (See Standard I.A in the main report for further information.) Given the role that distance education plays in meeting the unique institutional mission at Honolulu CC, the college has identified an action project in the quality focus essay to bolster student services and supports for online students. The goal of the action project is two-fold. First, to increase the specific outcomes of distance education students in course success and progress to degree or certificate. Additionally, the focus is to make progress on the aspirational goals under the Hawaiian initiatives and the institutional set standards. (See, QFE 2, Enhanced Support for Distance Education Students).

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

Evidence of Meeting the Standard

The College uses assessment data and organizes its institutional processes to support student learning and student achievement.

Using specific Achieving the Dream measures, the success rate for distance education students in online courses was 64% from fall 2011 to spring 2016 (ten semesters), while the success rate for DE students in television courses was 60%. Over the same, period of time, the success rate for students in face-to-face courses was 81%. While it is not uncommon for success rates in DE courses to lag behind success rates in face-to-face courses, nationally the gap is often estimated at an average of 10%.
Although the data looks troubling, when these figures exclude withdrawals (W) and incompletes (I), the data demonstrates a student success rate of 87% for face-to-face courses and 78% for distance education courses. Although this second set of data is more encouraging, the College strives for students in distance courses to be as successful as students in face-to-face courses.

Therefore, the College has taken specific action to decrease the gap between student success in DE courses compared to students in face-to-face courses by identifying performance gaps and implementing strategies to improve achievement. Television courses were declining in popularity, expensive to produce, and generally not worth the effort in terms of student success. In the future, these courses will not be offered.

A substantial means of addressing this difference in success rates is Honolulu CC's policy on distance education (DE.11). This policy was issued by the Chancellor in Spring 2018 and mandates that the college monitor success rates and take action on courses “when success rates for DE students fall twelve points behind the success rate for face-to-face classes for consecutive semesters.”

The deans and division chairs, in consultation with the authoritative body overseeing distance education, will ensure that courses not be scheduled if these courses do not receive necessary DE certifications and re-certifications.

Assessment takes place at the instructional level for both distance education (DE) and face-to-face classes in order to ensure that courses align with program and institutional outcomes. The Annual Review of Program Data (I.B.4) process is designed to ensure that programs and services are consistent with its mission.

Data collected from these reviews guide the institution in making necessary improvements in student learning and achievement. Student learning outcome (SLO) assessment results influence decision-making, planning, and resources allocation. Program Review assessment results are factored into budget requests, which must demonstrate alignment with the College’s mission (I.A.26). *(See Standard I.B in the main report for discussion of program review.)*

All DE courses are approved by the College’s Committee on Programs and Curricular (CPC) and are assessed by the College’s process of Program Review. However, DE courses are subject to additional oversight. The Distance Education Advisory Committee (DEAC), and Distance Education Coordinator oversee the development of courses offered in Distance mode (I.B.22). Distance course descriptions, student learning objectives, and Diversification and Foundation designations (the University of Hawaii
System Core Curriculum) are subject to the same policies and institutional processes that guide the development and evaluation of traditional courses.

However, distance courses are also subject to an application and evaluation process specific to the mode of delivery (I.B.23). This process is designed to ensure that faculty teaching courses using distance mode of instruction fulfill both the SLO and assessment requirements of the relevant discipline, but also offer courses via Distance Education that are substantially the same as classroom-based courses in terms of content, interaction, teaching methods, and outcomes.

To do this, the DEAC monitors all newly approved courses for an entire semester to be certain that they are operating according to DEAC set standards for delivery and interaction. Courses that do not meet the standard are removed from the Distance mode offerings at the College. (I.B.2, I.B.3). (ER 11)

Initial DE certification is for a period of five years with recertification after that period. However, the College has lagged behind in the regular recertification of DE courses. Going forward, the DE Recertification Plan will require instructors to describe how they are meeting the policy for regular and substantive interaction with students. Instructors will also need to provide evidence of course SLO assessment. The new DE Recertification Plan will require that courses not receiving recertification will not be offered on the College schedule of classes until the recertification requirements are met for all courses (DE.13).

Program Review, Planning, and Resource Allocation

Since student learning outcomes for distance education courses are the same as face-to-face courses, instructional programs offering distance education courses receive feedback on their work on student learning outcomes as part of the Annual Review for Program Data (ARPD) (I.B.4). The College’s Distance Education Advisory Committee (DEAC) also requires assessment data as part of the process for DE recertification.

As noted earlier, the student learning outcomes for distance education courses are the same as face-to-face courses. Through the SLO review at department level as well as the ARPD, faculty review student achievement data and make the necessary improvements for success. Differences in performance are reviewed and discussed by department. (I.B.5, I.B.6).

Honolulu CC’s policy on Distance Education (DE.11) formalizes the existing certification and recertification process for instructors of distance education courses, specifically the role of the Distance Education Advisory Committee’s (DEAC) in ensuring the quality of
instructor contact with students as part of the DE certification process. Instructors must initiate regular and substantive interaction with students. Instructor contact with students is part of the DE certification process.

The policy also requires DE instructors to engage in regular assessment of courses, so they are equivalent in substance and rigor to face-to-face delivered instruction.

The Distance Education Advisory Committee (DEAC) is integrated into the governance process, since the committee includes a faculty representative from each academic area. Minutes for DEAC meetings are posted on the Intranet (DE.4).

Dialog initiated by the Distance Education committee is often processed through other groups like the Faculty Senate Executive Committee (FSEC) or the Committee on Programs and Curricula (CPC), which oversee DEAC.

The representative nature of DEAC ensures that the recommendations and discussions are broadly communicated with minutes of each meeting posted on the College Intranet. Additionally, the DE Coordinator makes available summary reports regarding DE activity, and the Vice Chancellor of Academic Affairs and academic deans sit on the CPC and participate in discussions regarding DE issues. Institutional Research is also an active partner in the dialog about distance education, and all groups have relied heavily on data in order to develop a shared understanding of the implications on students (DE.2).

For program reviews, distance education is included within the program data (I.B.4) and analyzed by the specific program. The Honolulu CC policy on program review (I.B.8) stipulates that:

- Each instructional and non-instructional program shall undergo comprehensive review at least once every five years
- Program reviews shall result in improvement plans that are linked to the Honolulu CC Integrated Planning and Resource Allocation process

DE course assessment also is completed individually per instructor, in line with assessment of all courses. The results include data and analysis of student learning outcomes and suggestion for subsequent changes made to the course if needed. Assessment of SLOs for distance education courses follow the same method as face-to-face courses but are analyzed separately as a whole after all assessment data for all courses are compiled (I.B.20).

Analysis and Evaluation
Honolulu CC meets the distance education component of the standard. Robust, sustained, and collegial dialog about student outcomes, equity, quality, success and continuous improvement of student learning and achievement for distance education students takes place as part of the systematic assessment and evaluation processes at the College. *(I.B.1).*

Regular institutional processes, reports, and actions provide the College with significant opportunities to discuss all aspects of these topics. *(I.B.2).* Data for distance education students is reviewed and compared to institution-set standards. *(I.B.3).* Student learning outcomes for distance education courses and programs are in place and guide improvements to teaching and learning. *(I.B.4).* Distance education programs and courses are included in the College’s regular Program Review and form the basis for resource allocation decisions. *(I.B.5).* Distance education learning outcomes are examined and included in the feedback loop. *(I.B.6).*

The College applies an accurate and consistent application of the policies and procedures for determining that DE courses include regular and substantive interaction with the instructor. *(See Standard I.B in the main report for further information.)*

**Standard I.C: Institutional Integrity**

**Analysis and Evaluation**

Students can easily identify distance education classes from the Schedule of Classes published on the College website. Under Services for Students on the College website, a Distance Education (DE) webpage also provides useful information for students *(DE.13)*, including a separate schedule for all College DE classes *(DE.14).* *(I.C.1, I.C.2).*

On the DE webpage are useful links on how to accomplish specific College processes and expectations, such as Netiquette, and information about how to develop skills that will make online success more likely. The page includes links that serve as a helpful general introduction to the challenges of distance education, information on campus and system resources well as a FAQ page and information about how to access courses. Information includes that for prospective students as well as current students. Faculty also can find useful information on the same page.

The College’s responses to Standards I.C.3 through I.C.13 with respect to distance education are the same as for face-to-face courses and not discussed here. *(I.C.3 through I.C.13).*
In order to receive initial certification from the College’s Distant Education Advisory Committee (DEAC), instructors are required to specify the frequency and nature of structured instructor-to-student interaction as well as the frequency and nature of structured student-to-student interaction. Recertification of DE courses require evidence that instructors have implemented their commitment to structured instructor-to-student interaction and structured student-to-student interaction (DE.8).

Honolulu CC has the most rigorous approval process for distance education in the University of Hawaii Community College (UHCC) System. Arguably, the College’s approval process has kept the College from increasing its DE offerings at the rates shown by other UHCC campuses. The commitment to a rigorous review process demonstrates the College’s desire to offer DE classes that are genuinely equivalent in both rigor and quality to face-to-face classes at the College. Honolulu CC distance education policy (DE.11) demonstrates the College’s willingness to take action to improve success in distance education classes. (I.C.14).

**Analysis and Evaluation**

The College meets the distance education component of this standard. Information about the distance education courses and programs are made available to students in accurate, accessible, and open formats. (I.C.1, I.C.2, I.C.3). Policies for distance education are regularly reviewed for accuracy and relevance. (I.C.4, I.C.5). The College engages with online students in a fair and open manner with the goal of success and learning as the prime objectives. *(See Standard I.C in the main report for further information.)*

**Standard II.A: Instructional Programs**

**Evidence of Meeting the Standard**

All of the programs offered in distance learning are connected to fields of study approved and offered at Honolulu CC. They meet the same rigor, approval processes, and review as all courses. As noted earlier, DE courses go through a separate approval process through the Committee on Programs and Curricular (CPC) to demonstrate their appropriateness for students and the College mission. That process is captured in Kuali CM. All DE courses must receive a separate certification from the College’s Distance Advisory Committee (DEAC), a process requiring instructors to undergo a DE Faculty Orientation, commit to appropriate student interaction and assessment that exceeds department-level assessment. Furthermore, Honolulu CC policy on review of
established programs (I.B.8) stipulates that each instructional and non-instructional program shall undergo a comprehensive review at least once every five years.

Each semester, the DE Coordinator provides a mandatory faculty orientation for people teaching DE courses (DE.9, DE.10).

Academic departments and programs review all courses within the required five-year period, although the Annual Review of Program Data (ARPD) often dictates review happening more frequently than the required time period of five years. The evaluation of program health, especially as it relates to student achievement and program completion, occurs in the ARPD (I.B.4). *(See Standard II.A in the main report for more on course assessment.)*

Current and approved student learning outcomes (SLO) for all courses, including DE classes, are maintained on the electronic curriculum management system Kuali CM. Instructors conduct SLO assessment for all courses, whether face-to-face or online, and results and analyses of courses are discussed departmentally. The College does not offer correspondence education.

*Rigor in Instructional Delivery*

Because each online course is reviewed as comparable to its face-to-face counterpart, distance learners can be assured the same articulation rights and degree and certificate applicability as every course in the College’s catalog (Eligibility Requirement 9, Educational Programs Compliant). The College considers any online course the same as the face-to-face in content and expectations—only the delivery is distinct. *(II.A.1).*

The College goes to great lengths to ensure that all faculty, full-and part-time, have access to quality professional development and departmental participation. This participation results in the assurance of the implementation of academic and professional standards, subject matter currency, and practices that result in greater student success. Course outlines and syllabi detail the expectations of the course, regardless of delivery. Division chairs maintain syllabi for all courses, but the course descriptions and SLO for each course are maintained in the electronic curriculum software Kuali CM. In order to assure that faculty have the opportunity to expand their practices and approaches, all part-time and full-time faculty are invited to participate in the opportunities through the Faculty Development Committee. *(III.A.14, II.A.2).*

In conjunction with the Faculty Development Committee, the DE Coordinator offers a number of workshops on technical skills for instructors. The workshops are open to all faculty and staff and cover a wide-range of topics.
Faculty also have access to a distance education faculty handbook that can be used for reference (DE.15).

As with face-to-face classes, course syllabi contain student learning outcomes. The ARPD process also require programs to assess courses and teaching. Student learning outcomes for distance education are exactly the same as those for the parallel face-to-face iteration of that course (Eligibility Requirement 10, Academic Credit Compliant).

All instructors are required to provide students with syllabi. Syllabi are reviewed regularly by division chairs or department heads to ensure that the most current SLOs are included. Online instructors distribute syllabi through the College’s learning management system Laulima. (II.A.3).

In Spring 2015, in an effort to respond to student concerns, the DE Coordinator undertook a project to determine what tools in the College’s learning management system (Laulima) were being used across all DE courses. After a rigorous examination of DE courses offered by the College, the DE Coordinator in consultation with DEAC concluded that the most necessary three tools for student success were Announcements, Syllabus, and Gradebook. Subsequently, DE instructors at the College are now required to use these three standard tools in Laulima. New DE instructors are informed by the DE Coordinator of this requirement and receive training when necessary. All DE instructors are reminded of this requirement at the bi-annual DE Faculty Orientation.
The College’s response to Standards II.A.4 and II.A.5 for distance education is the same as noted for face-to-face instruction and not discussed here.

In order to assure that online offerings will provide students with ample opportunity to complete requirements, the deans and division chairs coordinate DE offerings with the goal of offering courses most useful to students completing requirements quickly. However, since Division Chairs schedule classes independently, the College recognizes that it may be necessary to increase the involvement of the DE Coordinator and DEAC in constructing offerings of DE classes that are more strategically aimed at student success and specific degree completion. It may be necessary to include a more active role in scheduling in the next five-year DE Strategic Plan currently being prepared by the DE Coordinator (DE.3).

Specifically to address the needs of online learners, the DE Coordinator works with the College’s Disability Specialist to ensure that accessibility information is disseminated widely. Any necessary training on accessibility is organized by the DE Coordinator. Accessibility information and training are critical to ensure that the College is ADA compliant for distance education courses. Disability services work with self-identified students on a one-to-one basis on individualized access services. Guidelines regarding ADA compliance are integrated into training for all faculty teaching distance education courses. The DE Coordinator is also willing to make necessary accommodations in resolving issues with accessibility.

In addition to the College’s learning management system, Laulima, the College incorporates the UH support software My Success to increase student success. My Success allows instructors to raise flags about concerns, and the College Achievement and Retention Experience (CARE) will contact the student about the concern raised by the instructor. The College DE Coordinator conducted a pilot program with use of the third party tool Remind.com, but this tool did not achieve the desired results because students resisted using it. The College plans to address this issue. (See QFE 2, Enhanced Support for Distance Education Students).

The DE website for students features a special section of orientation for Prospective DE to guide students step-by-step through the process of achieving success as a DE student (DE.13)

The College’s response to Standards II.A.8 through II.A.15 is the same for distance education as noted for face-to-face instruction and not discussed here.

As previously described in Standard I of the Distance Education Supplement, the College has made an ongoing commitment to ensure that the quality of instructional
programs is continuously evaluated and improved. The review process described earlier illustrates the College’s commitment to evaluating the efficacy of distance education courses offerings. These endeavors showed that the College needs to reduce the success gap between students in distance education courses and students in face-to-face courses. In addressing this area, the College has discontinued courses offered in the modality of television.

More importantly, Honolulu CC policy on Distance Education requires the college take formal action whenever a twelve-point difference exists between success rates for distance education and face-to-face courses for consecutive semesters (DE.11). The systemic evaluation of outcomes related to individual courses is sustained through the College’s process of ARPD, assessment by the division or department, and additional assessment by the Distance Education Advisory Committee (DEAC). (II.A.16).

The College also assures the integrity of distance education instruction through an authentication process through the College’s learning management system, Laulima. The authentication process maps to the College’s LDAP directory requiring students to input unique user names and passwords. (Policy on Distance Education Compliance. See Checklist for Compliance with Commission Policies and Federal Regulations.)

The DE Coordinator conducts a DE student survey bi-annually to examine particular factors that may impact how well we implement our DE course offerings as well as student success. Some factors that have been examined include students’ self-assessment of their technology skills, students’ perceptions of proctored exams, and students’ perception of their instructor’s communication with them over the semester. Results of these surveys are disseminated on the DE page of the College intranet as well as in the DE Faculty Orientation presentations.

Analysis and Evaluation

The College meets the distance education component of this standard. The College’s distance education programs are conducted at levels of quality and rigor appropriate for higher education and on par with the face-to-face and other learning formats and venues. (II.A.1, II.A.2, II.A.3, II.A.4). The institution assesses its educational quality through methods accepted in higher education, makes the results of its distance education programs available to the public as part of its regular communication, reports, and plans. (II.A.5, II.A.6, II.A.7). The College uses the results to improve student learning, achievement, educational quality, and institutional effectiveness. (II.A.8, II.A.9, II.A.10). The College defines and incorporates into all of its programs larger institutional learning and distance education programs are mapped from course
to program to institutional level learning. *(II.A.11)* (Eligibility Requirement 11, Student Learning and Achievement Compliant). Degree programs have a substantial component of general education, and distance education courses in general education are evaluated in the same manner as traditional face-to-face methods. *(II.A.12)*. The major component of degrees also includes distance education courses that are evaluated for student learning and achievement. *(II.A.13)*. Career technical education courses offered as DE are designed to show skill competency and maximize success for licensure passage and employment. *(II.A.14)*. *(See Standard II.A in the main report for further information.)*

**Standard II.B: Library and Learning Support Services**

**Evidence of Meeting the Standard**

To ensure that additional support is available for online learners and off-campus locations, the library has a designated Distance Education (DE) librarian *(II.B.6)*. The Distance Education Advisory Committee includes a librarian among its members in order to integrate library services to meet the needs of DE students and instructors. At the beginning of every semester, the DE faculty are required to attend a campus DE meeting at which they are reminded of the library’s resources and services and given the opportunity to collaborate with the DE librarian to meet their needs and the needs of their students. In addition to the library’s website, an online guide is available to direct DE students, faculty, and staff to services and resources. *(II.B.6)*. The DE guide also provides contact information for the library, the DE librarian, as well as other DE support services available on the Honolulu CC campus and through the UH System. Students, faculty, and staff involved with DE courses and at off-site locations are encouraged to call or email the library or DE librarian with any questions or needs that they might have. All students, DE or in face-to-face courses, can find the contact information for the library on the library homepage. *(II.B.1)*.

The library provides access to an ample variety of quality resources in the physical and electronic collections that support all Liberal Arts and Career and Technical Education (CTE) programs offered by the college. The library’s physical collection of materials includes but is not limited to books, reserve textbooks, periodicals, DVDs, and other multimedia. Access to the library’s physical collection is during business hours, but the library’s vast online collection, which includes access to Films on Demand, is available 24 hours a day to all students, faculty, and staff through remote login via the library’s website. Electronic library materials are available as long as the patron has access to a
device with Internet access, is currently affiliated with Honolulu CC, and has less than $10 in library fines.

The library’s online resources cover all disciplines offered on campus, at our off-site locations, and online. Patrons have access to subscribed databases that cover a variety of subject areas and types of resources, such as ebooks, articles, streaming films, and images. Some databases are individually purchased by the Honolulu CC library and others are purchased through the Hawai‘i Library Consortium or the UH Libraries. Additionally, and not included in the statistics, are links to open access or free databases such as Bishop Museum Publications, Directory of Open Access Journals, and ‘Ulu‘ulu: The Henry Ku‘ualoha Giugni Moving Image Archive of Hawai‘i. The library also uses LibGuides, which are online guides, to direct students to the physical and online collections as well as credible sources available on the Internet. If students have trouble connecting to the electronic resources, they are directed to call or email the library. From the library’s home page, the library provides links to other UH System Libraries and the Hawai‘i State Public Library System home pages so that students can inquire about access to resources and services. (II.B.5). (Eligibility Requirement 17, Information and Learning Support Services).

DE students also participate in the annual Library User Survey (II.B.30, II.B.31, II.B.32).

The Writing Center provides walk-in and appointment tutoring Monday through Thursday. Students can also book appointments on Friday. Online services are available by appointment for students in distance education and other students. For DE students who are unable to visit campus, these students can work with tutors online outside of the Writing Center’s normal operating hours.

The Quality Focus Essay details the Writing Center’s strategies to increase effectiveness in serving DE students. (See QFE-2 Enhanced Distance Education Support Initiative.)

Students can currently use Brainfuse, a free online tutorial service for community college students. Students may access Brainfuse through the College DE website. Brainfuse offers online tutoring 24 hours a day for a number of subjects below, including Math, Writing, Reading, Nursing, Biology, Chemistry, Physics, Economics, Statistics, History, among others.

Ongoing instruction in relation to educational technology takes place through technical help and computer access. Distance education students are informed about physical campus resources and the variety of computers, printers and other equipment available
through the DE website. Computer services are sufficient in providing a breath of computer access with current, updated software to the student body at Honolulu CC.

The CARE program provides a variety of learning support to incoming students and those at risk through study-skills workshops and peer coaching. (II.B.2.) Career services on campus offers career counseling and assistance in selecting the correct major for enrolled students as well as graduates of the college. The DE Coordinator provides training and support for DE students and faculty informed by the best practices for distance learning courses.

The Quality Focus Essay details the strategies that CARE will implement in order to increase effectiveness in serving DE students. (See QFE-2 Enhanced Distance Education Support Initiative.)

Analysis and Evaluation

The College meets the distance education component of this standard. The College supports student learning and achievement in the online environment by providing library and other learning support services to students that provide solid access to the curriculum and supports course and program success. (II.B.1). These services are sufficient in quantity, currency, depth, and variety to support educational programs for distance education through the use of the College Library, tutoring services, and access to support services. (II.B.2). (See Standard II.B in the main report for further information.) In the context of the online education, the college will conduct directed study on how to better provide library and learning support services to students in exclusively online environment. (See QFE 2, Enhanced Support for Distance Education Students).

Standard II.C: Student Support Services

Evidence of Meeting the Standard

All students, including those enrolled in distance education, can access the needed services online through the College website on the page Services for Students. This page serves as one-stop shop for all student needs, either face-to-face or students in distance education. For example, on the College website on the Services for Students page, under the heading Getting Started, students are shown step-by-step how to apply and register for classes as well as including the portal for Academic Advising/Counseling. On the same page, under the heading Paying for College, there is a section on how to apply for
financial aid, most of which is web-based. Additionally, the Disability Services department is available to self-identified students with disabilities to ensure equal access.

The bulk of counseling services, however, can be accessed through the Services for Students page on the College website or by using the student portal for the University of Hawaii: MyUH. The following services are provided:

- Steps to registration (a step-by-step guide that helps students navigate the application and registration processes).
- Educational planning which allows students to begin the process of creating a comprehensive educational plan and checking their progress.
- Career planning, which helps students explore different industries to decide on an appropriate career path.
- Transfer planning, which informs students about transfer agreements and provides information on associate degrees for transfer.
- Graduation planning from which students can apply electronically for graduation.

Although the College does not have online counseling, students can make appointments for counseling through the College’s website. Additionally, as noted earlier, since many online students are also enrolled in face-to-face courses, this population of students is perhaps more informed about the counseling services available at the campus. (II.C.1).

The College’s response to Standards II.C.2 through II.C.4 is the same for distance education as noted for face-to-face instruction and not discussed here.

Faculty in Student Services have contributed to the development of the Services for Students page on the College website. They have also been at the forefront of the implementation of an electronic educational resource MySuccess ideal for use with distance education students across the UH system. The program is accessible to students online and can be viewed from either a computer or hand held device.

Faculty and staff in Student Services have received ongoing training on maximizing use of the College website as well as MySuccess. As such, the faculty and staff are working to integrate this program as a key component of services provided to all students seeking online counseling services.

Although the College has all of its counseling services available for DE students, these students may be less aware of the services available for support them in their courses.
and in their college experience than those taking class on campus. (II.C.5). The Quality Focus Essay details the strategies that counseling will implement in order to increase effectiveness in serving DE students. *(See QFE-2 Enhanced Distance Education Support Initiative.)*

*The College’s response to Standards II.C.6 through II.C.8 is the same for distance education as noted for face-to-face instruction and not discussed here.*

**Analysis and Evaluation**

The College meets the distance education component of the standards. Evaluation of the student services programs occurs through the Annual Review of Program Data (ARPD) and College initiatives during which the College examines effectiveness for distance education students. *(II.C.1)*. Outcomes assessments in student services areas consider distance education offerings and services for effectiveness. Access to scheduling counseling and other services are offered to students through the College’s website. *(II.C.2, II.C.3, II.C.4, II.C.5)*. The Quality Focus Essay details the strategies that counseling will implement in order to increase effectiveness in serving DE students. *(See Standard II.C in the main report for further information.)* The college will conduct focused study on other out of classroom resources that will help students for within course achievement and persistence and retention towards award completion. *(See QFE 2, Enhanced Support for Distance Education Students).*

**Standard III.A: Human Resources**

**Evidence of Meeting the Standard**

All faculty at the College must meet the minimum discipline mastery as stipulated by Human Resources for the University of Hawaii. In order to teach distance education (DE) courses, faculty also undergo orientation provided by the DE Coordinator. *(III.A.1, III.A.2)*. As part of receiving DEAC certification, instructors are required to demonstrate the specific means of assessing student learning outcomes.

All DE Faculty participate in the DE Faculty Orientation every fall and spring semester. The orientation covers various topics from discussing DE-related metrics on enrollment, withdrawal, and success rates to talking about student survey results on our DE course offerings. In addition to this, we also remind DE Faculty of the importance of course
assessment and provide tips on issues like increasing communication and interactivity with their students. Presentations for DE Faculty Orientations are available for faculty on the DE webpage (DE.2).

In addition, the DE Coordinator individually trains any faculty member, whether they teach a DE course or not, on how to utilize various tools for the course management system, Laulima, to perform tasks such as posting the syllabus, creating password-protected exams, utilizing the grade book, and creating modules and lessons. The DE Coordinator also provides supplemental material for DE instructors to distribute to their students that covers the breadth and depth of technology and student support resources available to all Honolulu CC students. In addition to DE faculty receiving personal instruction from the DE Coordinator, the Faculty Development webpage has additional information on Laulima as well as other material important for faculty success in distance education (DE.2).

The College’s response to Standards III.A.3 and III.A.4 is the same for distance education as for face-to-face instruction and not discussed here.

Faculty teaching online are evaluated as part of the regular process for evaluation. Students complete course evaluations using online software for the University of Hawaii: ecafe.com. For lecturers teaching DE courses, completed student evaluations are examined by their respective Division Chairs. For full-time faculty teaching DE courses, student evaluations are included as part of the regular review probationary faculty and faculty applying for promotion. This process is more fully addressed in III.A of the College’s Self-Evaluation report. Furthermore, the DE coordinator audits courses to see that they are fulfilling the requirements stipulated in the DE certification process. Additionally, Honolulu CC policy on Distance Education establishes that “DE courses must be peer-reviewed by other faculty members every two years” (DE.11). These evaluations ensure that the quality and rigor are supported in online courses and that instructors receive feedback from peers about how to improve. (III.A.5).

The College’s response to Standards III.A.6 through III.A.13 and III.A.15 is the same as noted for face-to-face instruction and not discussed here.

In order to assure that faculty have the opportunity to expand their practices and approaches, all part- and full-time faculty are invited to participate in the many opportunities through Faculty Development, especially the resources on the Faculty Development DE webpage (DE.2).

This web page includes a plethora of resources developed by the College, the University of Hawaii System as well as substantial links to national DE resources.
While there is information concerning professional development specifically related to developing DE courses on the Faculty Development DE web page, the more general Faculty Development page features offerings that address engagement, equity, and motivation are also applicable to online learning environments, and instructors who participate in these sessions can further discuss the applicability to online learning. Also, DEAC meetings may address such topics in meetings, and the DE Coordinator may address such topics in training sessions. (III.A.14).

Analysis and Evaluation

Honolulu CC meets the distance education component of the standard. Faculty and support staff are hired based in part on experience in distance education training. (III.A.1, III.A.2). Additionally the College provides all personnel with appropriate opportunities for continued professional development, consistent with the College mission and based on evolving pedagogy, technology, and learning needs. The College evaluates professional development programs and uses the results of these evaluations as the basis for improvement. (III.A.14).

Standard III.B: Physical Resources

The College’s response to Standard III.B is the same for distance education as for face-to-face instruction and not discussed here.

Standard III.C: Technology Resources

Evidence of Meeting the Standard

The College’s Information Technology Services (ITS) and the Distance Education (DE) program work cooperatively to ensure that students and faculty are well served. Online course content is provided by the course management system, Laulima. This includes a help desk that provides phone and email support seven days a week from 7:00am – 11:00pm. Help desk provided from the UH–Mānoa University campus (UH ITS) to all students and faculty using Laulima. Specific problems related to Honolulu CC courses and faculty are forwarded to Honolulu CC ITS with the UH ITS helpdesk primarily communicating regarding student concerns with the extended hours help desk. (See Standard III.C.1).
The Honolulu CC Distance Education Strategic Plan 2013-2018 outlines the following seven action items:

1) Network upgrade including the installation of a new, student focused wireless network (completed).

2) Core network redundancy and Unified Threat Management (completed).

3) Conversion to Active Directory for network policy management (completed).

4) Student Computer Lab Virtualization (completed).

5) Campus Virtual Data Center and VDI for faculty and staff (completed).

6) Provisioning of Microsoft Office 365 for Education to faculty and students (completed).

7) Campus based multimedia and Secure Storage (completed).

The Honolulu Community ITS (HON ITS) Strategic Plan 2016-2021 has several items that relate directly to distance education. One of the more important goals involves “assisting faculty with integration of information technology.” Another ongoing goal is to “extend Virtual Desktops to faculty/staff off campus for content development and collaboration.” Furthermore, the HON ITS strategic goal of enabling course content to be online is being successfully implemented with the technology currently available to faculty as well as the necessary training to help faculty use the technology available. (III.C.2, III.C.3). The goal is outlined in the HON ITS Strategic Plan 2016-2021 (III.C.6).

Honolulu CC provides cloud applications, collaboration, and storage, communication for all students. This can be linked to Laulima by faculty for students. In addition, full database and collaborative applications with unlimited storage are available to faculty for course delivery through Honolulu CC’s cloud services. In addition, these services provide reliability to support campus operations. The College provides an appropriate system for reliability and emergency backup. (III.C.1, III.C.3).

The College’s ITS works with faculty to provide online course content, regardless of the modality, and strives to provide students with easy access to the information necessary for success. For example, in 2016 Honolulu CC ITS installed and began training faculty in a new Faculty Content Development Studio. This studio provides both audio and video technology for narration of presentation slides and studio video production of course lectures. Audio recording is linked to Honolulu CC Office 365 PowerPoint Mix cloud services to provide universal client delivery of presentation with interactive component and assessment quizzes via the Microsoft Mix site. Regular web streaming via HTML 5 is also available as is upload to Laulima (Sakai) for the university system.
LMS. Video lecture studio production utilized virtual studio sets and is almost completely automated for faculty use. The classroom sets include screens for presentation materials, e.g., PowerPoint with live annotation as well as white board annotation and camera control via simple tablet icons. HON ITS currently operates this studio and provides the training and support for faculty who wish to use it and is one of the goals of its strategic plan (III.C.6).

Additionally, the DE Coordinator provides regular individual training to faculty and students on the learning management system as well as other technological aids from word processing to third party tools (apps) in order to maximize success in distance education. (III.4).

The technological backbone of any Distance Education (DE) program is the Internet. HON ITS has upgraded the campus networks, both wired and wireless, to support high-speed Internet connectivity to Laulima, the learning management system used to deliver online courses as well as instructional material for face-to-face courses. Laulima is an open-source learning management system and is utilized by all 10 campuses in the University of Hawaii system. It is centrally supported from UH ITS. The Laulima support team responds within 24-hours to troubleshooting requests from any UH student, faculty, or staff member. (III.C.3).

As with all campuses in the University of Hawaii system, the College follows its policy on Distance Education and Online Learning (DE.1). This policy states that “[w]hen deploying technologies to support distance learning, the University strives to select and invest in technologies that have broad applicability to support campus-based learners and to general collaboration within academic communities as well.” (III.C.5).

*The College’s additional responses to Standards III.C.4 and III.C.5 are the same for distance education as for face-to-face instruction and not discussed here.*

Analysis and Evaluation

Honolulu CC meets the distance education component of this standard. The College provides platforms and systems that provide the most fluid learning experience for online students. (III.C.1, III.C.2). Student information is kept secure and safe, and backup systems ensure that critical student data are protected and not subject to loss. Student confidential information is protected. (III.C.3, III.C.4).

**Standard III.D: Financial Resources**
Evidence of Meeting the Standard

With respect to planning and resource allocation, the Distance Education (DE) program participates in the College’s Budget processes to ensure that the needs of the DE program are incorporated into budget development and planning. The majority of distance education infrastructure costs are disbursed throughout various College budgets. For example, the budgets for academic divisions include are used to support the faculty costs for instruction and the budget for Academic Support pays for resources for student support.

Since 2012, the College has had a full-time DE Coordinator that is a faculty position.

The College is currently recruiting for a full-time Instructional Designer faculty position. The Instructional Designer will be called the Educational Technology (ET) Coordinator. The ET Coordinator will provide campus-wide support to classes and programs to ensure effective use of educational technologies to enhance student achievement. The ET Coordinator will work directly with faculty, staff, and programs on the design, specification, and requests for appropriate technology. The ET Coordinator will provide the additional one-on-one, small and large group training and support for all faculty, DE and face-to-face classes that will allow the College to grow its DE program. Moreover the ET Coordinator will monitor the effectiveness of educational technologies in the program/curriculum/class by analyzing assessment results and observing educational technology in use. (III.D.1).

The College’s annual budgeting process allows for the application and review of new allocations for program improvements. Examples of current proposals include proposal from Academic Support to purchase laptop computers in order to loan to students to work on assignments for both DE classes and face-to-face classes, access Laulima and for use of other educational platforms such as STAR and online tutoring services. (III.D.4).

The College’s additional responses to Standards III.D.2 through III.D.16 are the same for distance education as noted for face-to-face instruction and not discussed here.

Analysis and Evaluation

Honolulu CC meets the distance education component of the standard. Sufficient financial resources are purposed for the role of distance education at the College. (III.D.1, III.D.2, III.D.3). New allocations are linked to program review and prioritized based on the College’s goals and mission. Funding is allocated for supporting storage,
software, infrastructure access, and the maintenance and upgrade of resources. (*III.D.4, III.D.5*).

**Standard IV.A: Decision Making Roles and Procedures**

Distance education at the College is overseen by the Distance Education Advisory Committee (DEAC), Faculty Senate Executive Committee (FSEC), Committee on Programs and Curricula (CPC), DE Coordinator, Disability Specialist, and Academic Deans. The College has developed a robust infrastructure of support, innovation, and decision-making that works hard to improve student achievement. Each month the Distance Education Advisory Committee, with representation from faculty, staff, and administration, meets to discuss, decide, and implement programmatic improvements and continuously nurture an aspirational environment for learning. Minutes from meetings illustrate the evolution of this infrastructure and document the College’s efforts to strengthen distance education. As outlined in the DEAC charter, the purpose for the committee is to “provide a mechanism for maintaining a coordinated effort of the various campus units affecting the delivery of distance education offerings including instruction, assessment, student service, technology support, and faculty development.” (*IV.A.1, IV.A.5*).

The College’s willingness to have a faculty DE Coordinator and a faculty Educational Technology Coordinator demonstrates the commitment of resources for success in distance education as well as demonstrating that the College is committed to providing the necessary training, use of online tools, and increased student support. The identification of these needs are processed using evidence and representative dialog before implementation. (*IV.A.1, IV.A.2, IV.A.5*).

*The College’s response to Standards IV.A.3 through IV.A.7 is the same for distance education as noted for face-to-face instruction and not discussed here.*

*The College’s response to Standards IV.B and IV.C is the same for distance education as noted for face-to-face instruction and not discussed here.*

**Analysis and Evaluation**

Honolulu CC meets the distance education component of this standard. The role of distance education at the College is overseen by a Distance Education Advisory Committee with membership from all constituent groups. (*IV.A.1, IV.A.2*). Leadership is provided by the Distance Education Coordinator. Distance education is a relevant topic
for faculty, administrative, and classified dialog. Student input on distance education is gathered directly from evidence such as surveys. Student input into governance decisions impacting Distance Education is carried out by student representatives on the relevant governance bodies.
Evidence List – Distance Education

DE.1 EP 5.204 Distance and Online Learning
DE.2 Faculty DE Resources (programs.honolulu.hawaii.edu/intranet/node/550)
DE.3 HCC Distance Education Strategic Plan 2013-2018.pdf
DE.4 DEAC (programs.honolulu.hawaii.edu/intranet/node/333)
DE.5 DEAC course approval procedures.pdf
DE.6 DE-guidelines-course-development
DE.7 DE-form for course proposal.pdf
DE.8 DE course recertification form.pdf
DE.9 DE Faculty Orientation SPR17.pdf
DE.10 DE-Faculty Orientation-FALL16.pdf
DE.11 HCCP Distance Education.pdf
DE.12 DEAC charter.pdf
DE.13 Distance Education resource for students (www.honolulu.hawaii.edu/distance)
DE.14 RP 5.210 Distance Education and Offsite Instruction
DE.15 DE-faculty-handbook.pdf
## Changes and Plans Arising Out of the Self-Evaluation

<table>
<thead>
<tr>
<th>Changes Arising Out of the Self-Evaluation Process</th>
<th>Standard</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revised mission statement</td>
<td>I.A.1</td>
<td>Planning Council</td>
<td>Spring 2017</td>
<td>Mission better focuses on student learning and achievement and includes core values</td>
</tr>
<tr>
<td>Increase international students</td>
<td>I.A.2</td>
<td>Administration, Faculty, Student Services</td>
<td>Spring 2019 and ongoing</td>
<td>Higher capture rates of college going students from underserved groups</td>
</tr>
<tr>
<td>Increase enrollment of Native Hawaiian and other students from underserved populations</td>
<td>I.A.2 I.B.6</td>
<td>Administration, Outreach, Hulili Ke Kukui, Po’i Na Naru, Faculty, Student Services</td>
<td>Spring 2019 and ongoing</td>
<td>Higher capture rates of college going students from underserved groups</td>
</tr>
<tr>
<td>Strengthened sustainability efforts at the College</td>
<td>I.B.9 III.B.4</td>
<td>Sustainability coordinator</td>
<td>Spring 2018 (ongoing)</td>
<td>Increase the awareness and action about sustainability and connection to the strategic plan</td>
</tr>
<tr>
<td>Increase culture of assessment at the College</td>
<td>I.B.1-4 I.B.5 II.A.3 II.A.4</td>
<td>PPIR, Assessment Task Force, CCIE, CSSC, Administration</td>
<td>Spring 2019 (ongoing)</td>
<td>Elevate the level of discussion and engagement in data for decision-making</td>
</tr>
<tr>
<td>Improved alignment of general education and ILO outcomes</td>
<td>I.B.5 II.A.1</td>
<td>General Education Committee, CPC</td>
<td>Spring 2018</td>
<td>Improved connection of the role GE learning plays in program and certificate completion</td>
</tr>
<tr>
<td>Implemented Kuali Curriculum Management system</td>
<td>II.A.2</td>
<td>Committee on Programs and Curricula</td>
<td>Fall 2016</td>
<td>Moved curriculum process online for better record keeping and curriculum management</td>
</tr>
<tr>
<td>Consolidated SLO assessment documentation</td>
<td>II.A.3</td>
<td>Institutional Assessment Specialist</td>
<td>Fall 2017</td>
<td>Ensured documentation of all courses SLO assessment</td>
</tr>
<tr>
<td>Standardize format of SLO assessment reporting using assessment database</td>
<td>II.A.3</td>
<td>Institutional Assessment Specialist, CPC, VCAA, division chairs,</td>
<td>Spring 2019</td>
<td>More comprehensive assessment of courses and programs</td>
</tr>
<tr>
<td>Initiative</td>
<td>Section</td>
<td>Responsible Parties</td>
<td>Timeline</td>
<td>Status</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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<td>--------------------------------------------</td>
<td>--------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Implement web database for all course syllabi</td>
<td>II.A.3</td>
<td>VCAA, CPC, division chairs</td>
<td>Spring 2019</td>
<td>Allow students to view syllabi for any course</td>
</tr>
<tr>
<td>Designed program to attract returning students</td>
<td>II.A.6</td>
<td>Counselors, Deans, VCAA</td>
<td>Spring 2018</td>
<td>Unable to recruit enough students so rethinking approach</td>
</tr>
<tr>
<td>Improved focus on student pathways</td>
<td>II.C.1</td>
<td>Counselors, Deans, VCAA</td>
<td>Spring 2018</td>
<td>Coordinated discussions about discipline areas to move students to transfer and degree completion</td>
</tr>
<tr>
<td>Improved focus on student pathways</td>
<td>II.C.5</td>
<td>Counselors, Deans, VCAA</td>
<td>Spring 2018</td>
<td>Coordinated discussions about discipline areas to move students to transfer and degree completion</td>
</tr>
<tr>
<td>Policy on policy review established</td>
<td>IV.B.5</td>
<td>Chancellor</td>
<td>Spring 2018</td>
<td>More systematic review of policies and procedures</td>
</tr>
</tbody>
</table>
Quality Focus Essays

Introduction

The Quality Focus Essay captures two key areas that Honolulu CC has identified for further study and innovation to improve student learning and achievement. As part of the self-evaluation process, college leaders, and Accreditation Steering Committee examined the institution’s programs and services to identify areas where there is possibility for change, development, expansion and institutionalization of existing efforts that are producing positive results.

At the conclusion of the dialog and reflection on the evidence of meeting the standards, the accreditation team identified the following areas for a multi-year focus to improve student learning and achievement:

- Purposeful Engagement for Student Success
- Enhanced Support for Distance Education Students

The areas of focus were vetted with the college constituent group leaders for input and recommendations for action. The college supported a mindset of continuous improvement when drafting the action projects. The projects reflect a realistic review of present conditions at the college and a prioritized set of steps for improvement. All outcomes measuring progress on the projects were tailored to be observable and measurable. To the maximum extent possible, the college team connected the action projects to goals and outcomes that are part of the college strategic plan. In this way, progress on the areas of focus will also provide actionable evidence on progress on the college mission. The goal of the QFE is to discover good educational practices and identify areas in which the college can improve its programs and services for students.
QFE 1 – Purposeful Engagement for Student Success

Introduction

Research shows that greater student engagement in their college experiences both within and outside of the classroom yield greater likelihood of reaching educational objectives. In addition, greater connection by employees in a learning organization increases self-efficacy and participation in institutional mission and purpose.

This connection of engagement with retention and persistence to goal attainment serves as the foundation for the institution’s first action project. Honolulu CC already has participated in several national initiatives designed to increase success by students in obtaining post-secondary education credentials, all with the goal to contribute to the University of Hawaii’s Hawaii Graduation Initiative and to reach our state’s “55 by ‘25” goal, in which 55% of Hawaii’s working age adults would have a 2 or 4-year college degree by the year 2025. For example, Honolulu CC first piloted student course registration through the degree audit system, STAR, in a proactive effort to have students register more easily. Honolulu CC also revamped their New Student Registration and Orientation to closely tie course-taking to work and career relevance. Although Honolulu CC has experienced tremendous success in meeting success goals in student graduation numbers and rates, including in disaggregated populations such as in Native Hawaiian students, STEM students, and transfer students, the college has also seen declining enrollment - both in new students entering the college as well as in continuing students seeking to persist in their studies.

Due in large part to the nature of the types of degrees and curriculum offered by the campus, Honolulu CC’s enrollment has fluctuated over the past ten year period, directly impacted by the state’s economic and employment trends. As Hawaii’s economy has improved, more students and potential students have chosen to join the workforce instead of remaining in college.
Moreover, Honolulu CC has been challenged by low fall-to-fall persistence rates with programs ranging from 14% to 40% (average) to 93%. For some students, the low persistence rate indicates the opportunity for living wage jobs even after just one or two semesters in a career or technical field, such as in the sheet metal industry. For other students, however, leaving college without an industry-recognized credential or degree can be very detrimental, saddling them with tuition debt without the opportunity for economic mobility. Thus, in the completion pathway, clear goal identification and measured progress in the face of barriers are key areas of interest for the college.

**The Role of Student Achievement Data**

The first action project has been informed by the progress and completion data reported in the student achievement data reported in the ISER as well as the institution set standards discussion. *(See Introduction, I.B.3, ER 11).* It is informed by the student success pathway initiative, which the State of Hawaii has adopted as ways to accelerate students towards attainment of their educational objectives.

Many of the students who attend Honolulu CC are first generation and may not be college ready. The focus on not just engagement, but purposeful engagement will increase success in the key momentum points of unit attainment, completion of gateway courses, and progress on general education requirements. In addition, population trends and demographics in the Honolulu service area are exhibiting a general decline in enrollment over time. Therefore, the successful capture of college-bound students and supporting their progress in the educational pathway are very important. As a result, the
focus of the work of this action project will address the importance of the retention of students with a subsequent focus toward degree/certificate attainment and finally program completion.

**Therefore, the desired goal of QFE #1 is to increase student persistence and success through purposeful engagement of faculty, staff, administrators, and students.**

The college recognizes the need to be a “student-ready college” in order to consistently enable all students to obtain a post-secondary education credential. As a result, Honolulu CC embarked on a pilot initiative in 2016 called Integrated Student Support (ISS) through *Achieving the Dream* to engage both teaching faculty as well as student services and academic support professionals in identifying students who could benefit from wrap-around support services in order to improve their retention and success in college. The initiative uses technology called Starfish to identify, flag and track students through the services provided to them. It also calls for consistent and involved engagement of all personnel throughout the college. Honolulu CC is now ready to provide wide-scale collective and purposeful engagement by all parts of the college to improve student success.

The *Honolulu CC Purposeful Engagement Model* is an extension of the ISS initiative - one that opens and integrates communication and referrals by and to teaching faculty, student affairs staff, and academic support staff in order to holistically address the academic, emotional, financial, and career needs of students with the goal to increase course, program, and degree completion. It will include curricular and degree development as well (I.A.3, I.B.44).

**Goal #1:** Develop plans to document and increase faculty-to-student engagement strategies in both curriculum content and pedagogy

**Steps to be Taken**

- Inventory and document current student engagement strategies by faculty
- Create a comprehensive orientation for new faculty focused on Hon CC’s motto of being “student centered, student focused” philosophy that provides professional development on student engagement, including instructional designs and non-instructional support such as the ISS approach
- Develop new opportunities for professional development for current teaching faculty to learn to incorporate topics and content that purposefully engage students, which could include areas such as
• Culture-based education, Native Hawaiian principles such as those delivered through the Ho’ala Hou Title III grant (II.C.42)

• Sustainability (I.A.12)(Intro.18)

• Science research (Intro.19)

• Provide and promote successful teaching strategies for teaching faculty identified through assessment results and through research to promote retention. These strategies can help faculty members customize curricula to accommodate individual differences and learning preferences

• Provide training opportunities for lecturers to become engaged in the numerous campus initiatives that promote student success, including the ISS model and standardized use of the StarFish/MySuccess technology tool

• Cultivate links to community partners to foster service learning, internships and job placement opportunities related to certificate and credentialing options in these curricular focus areas

• Explore innovative practices to promote faculty-to-student relationship-building and early communication and feedback

• Actively promote use of the Starfish/MySuccess technology tool by all instructional and non-instructional faculty to identify and track student needs

• Share output and outcome data regularly with the focus on examining the impact of interventions and campus changes on various student populations. Encourage whole campus dialog about impacts and critically examine any disparate impacts

**Goal #2:** Increase strategic and integrated communication amongst and beyond student affairs and academic support professionals to provide comprehensive services to students

**Step to be Taken**

• Expand usage in Starfish/MySuccess technology tool to all student services offices so that instructional faculty can refer students to an array of support services (such as counseling/advising, retention services, library support services, career services, tutoring) as needed

• Explore opportunities for better and regular face-to-face and electronic communication amongst instructional and non-instructional faculty to discuss needs of specific students and to provide points of improvement
• Align assignments and teams by student or by program area to facilitate cross area relationships, sharing of information and a united approach to servicing students. This will assist in the management of in-class servicing, communication regarding service referrals and the overall understanding by students of supports as part of a holistic college experience

• Share output and outcome data regularly with the focus on examining the impact of interventions and campus changes on various student populations. Encourage whole campus dialog about impacts and critically examine any disparate impacts

**Goal #3:** Engage students early and continuously in academic, extra-curricular, socio-emotional, and work-based learning in and around the campus. Remove barriers to student entry and retention to promote learning and engagement.

**Steps to be Taken**

• Continue existence of the newly formed Onboarding Committee to review and suggest improvements to existing practices as well as initiate new onboarding practices that promote student enrollment and persistence. These include the review and improvement of
  
  o the online application and application process
  o the medical vaccination policy
  o the orientation content and delivery
  o the new student registration content, timing, and delivery
  o the communication of math and English placement policies

• Review and analyze disaggregated populations of students (ex: returning adult students, Pacific Islanders, those requiring remedial/developmental education, etc.) who may need extra support services and develop targeted interventions

• Work with current students to explore new solutions to persistent barriers to student success, such as parking constraints, training for online course tools, testing center policies, etc.

• Increase student participation in leadership and extra-curricular clubs and organizations on campus

• Increase student employment on campus

• Provide formal opportunities for students who have successfully transferred from Honolulu CC to a baccalaureate institution to return and mentor current Honolulu CC students
• Deploy student engagement leaders to introduce students to a variety of campus services

• Explore use of non-credit and summer outreach programs as intentional recruitment and retention opportunities

**Goal #4:** Delete, revise and add infrastructure and policies with the goal to support student success via the purposeful engagement initiatives

**Steps to be Taken**

• Institute policy that has been proven to engage students based on research and best practice, such as mandating entry-level English and mathematics in the first year and completion of 30 credits in one year.

• Review real-time student-level data and predictive analytics to proactively reach out to students at high risk for not being retained

• Regularly review current communication and onboarding processes to students and develops practices to streamline communication in order to strategically engage students on only relevant and timely information

• Working with student services professionals, engage students early and continuously by linking their long-term career goals to their educational pathway

• Develop a student intake survey to strategically matching incoming students with engagers and other support offices early

• Drive system-wise policies that enable students to transfer to baccalaureate programs seamless and articulate courses from Honolulu CC

**Assessment**

**Measures of Performance**

• Collect annual numbers of students engaged in service learning, internship and independent studies opportunities

• Gather annual numbers of students attending Orientation and New Student Registration Workshops

• Measure increases or decreases in the use of the Starfish/MySuccess tool by instructional faculty, student services professionals, and others
• Number of professional development workshops related to teaching and content strategies
• Number of faculty attending the workshops
• Number of courses improved to include various teaching pedagogies and relevant, engaging content

Measures of Effectiveness

• Collect and analyze course completion rates, disaggregated by courses taught by trained faculty or by courses with altered content created to engage students
• Evaluate semester-by-semester retention rates
• Evaluate year-to-year persistence rates
• Conduct annual studies of continuing students to gain qualitative feedback to understand the impact and make improvements to Purposeful Engagement Model
• Conduct annual follow-up studies (e.g., interviews, focus groups, surveys) with faculty to understand issues and barriers to successful implementation of the Purposeful Engagement Model and to explore improvement strategies
## Timeline:

### Year 1 Focus:

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Accreditation Standard</th>
<th>Start date</th>
<th>Completion</th>
<th>Responsible Parties</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine strategies, action steps, assessment</td>
<td>I.A.1, I.A.2, I.A.3, I.B.4, II.B, II.C</td>
<td>Jul 2018</td>
<td>Oct 2018</td>
<td>Campus Student Success Council (CSSC), Dean of Student Services, Vice Chancellor of Academic Affairs, Planning Council</td>
<td>Allocations of resources may be necessary for professional development for discovery of new methods and pedagogies. Time for assessment coordinator and coaches.</td>
</tr>
<tr>
<td>Inventory and document current student engagement strategies by faculty</td>
<td>II.B, II.C, I.C.1, I.C.2, II.C.3, II.C.4, II.C.5, II.C.6, II.C.7, III.C</td>
<td>July 2018</td>
<td>Oct 2018</td>
<td>Vice Chancellor of Academic Affairs, Academic Deans, FSEC</td>
<td>Dedicated time for administration to document current practices</td>
</tr>
<tr>
<td>Plan specific student engagement strategies</td>
<td>II.A.7, II.B, II.C, III.A.6, III.A.7, III.A.14</td>
<td>July 2018</td>
<td>Oct 2018</td>
<td>CSSC, Onboarding Committee, Student Affairs and Academic Support Faculty, Student Council</td>
<td>Time for faculty and educational to develop course and program strategies.</td>
</tr>
<tr>
<td>Plan specific instructional faculty strategies</td>
<td>II.A.7, II.B, II.C, III.A.6, III.A.7, III.A.14</td>
<td>July 2018</td>
<td>Oct 2018</td>
<td>Faculty Senate, VC Academic Affairs, Academic Deans, CSSC, Onboarding Committee</td>
<td>Time for faculty and educational to develop pedagogical and methods improvement.</td>
</tr>
<tr>
<td>Convene Onboarding Committee to</td>
<td>II.C</td>
<td>Aug 2018</td>
<td>Dec 2018</td>
<td>Onboarding Committee</td>
<td>The College anticipates no additional</td>
</tr>
<tr>
<td>Activity Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>Responsible Parties</td>
<td>Resources Needed to Complete Task</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
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<tr>
<td>Continue review and improvement of onboarding practices</td>
<td></td>
<td></td>
<td></td>
<td>resources needed to complete this task.</td>
<td></td>
</tr>
<tr>
<td>Plan support services strategies (review of barriers to success, increase of student participation, increase of student employment)</td>
<td>July 2018</td>
<td>Oct 2018</td>
<td>CSSC, Onboarding Committee, Student Affairs and Academic Support Faculty</td>
<td>Dedicated space and time for the discussion of out of class engagement strategies.</td>
<td></td>
</tr>
<tr>
<td>Plan admin strategies (review of best practices policy, review of student level data and predictive analytics, review of communication practices, etc.)</td>
<td>July 2018</td>
<td>Oct 2018</td>
<td>Chancellor, Vice Chancellor of Academic Affairs, Vice Chancellor of Administration, UHCC representatives</td>
<td>Most aspects of this task will be met by existing administration time and resources.</td>
<td></td>
</tr>
<tr>
<td>Recruit faculty to begin initial phase of engagement strategies</td>
<td>Aug 2018</td>
<td>Nov 2018</td>
<td>Faculty Senate, Deans/Division Chairs</td>
<td>Resources might include time for faculty to conduct the discussion and locating faculty participants.</td>
<td></td>
</tr>
<tr>
<td>Orientation for new faculty and lecturers, focused on best practices in student engagement</td>
<td>Aug 2018</td>
<td>Apr 2019</td>
<td>Chancellor, Vice Chancellor of Academic Affairs, Dean of Student Services, FSEC, CSSC</td>
<td>Resources for stipends, food, and other supports.</td>
<td></td>
</tr>
<tr>
<td>Begin Implementation of engagement strategies and guidance</td>
<td>I.C.1</td>
<td>Sep 2018</td>
<td>May 2019</td>
<td>CSSC, Onboarding Committee, Student Affairs and Academic Support Faculty, Instructional Faculty</td>
<td>Resources may include assigned time by faculty, possible funding for tools, supplies, other supports.</td>
</tr>
<tr>
<td>Task Description</td>
<td>Due Date</td>
<td>Action Dates</td>
<td>Responsible Parties</td>
<td>Notes/Notes of Resources Required</td>
<td></td>
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<tr>
<td>Offer instructional faculty professional development (ongoing)</td>
<td>Nov 2018</td>
<td>Apr-May 2019</td>
<td>Faculty Development Coordinator, ISS Coordinator, FSEC, Dean of Academic Support</td>
<td>Resources for possible stipends, food, and other supports.</td>
<td></td>
</tr>
<tr>
<td>Expand usage of the StarFish tool to all student services/academic support offices</td>
<td>Sep 2018</td>
<td>Sep-May 2019</td>
<td>Dean of Student Services, Dean of Academic Support, ISS Coordinator</td>
<td>The College anticipates no additional resources needed to complete this task.</td>
<td></td>
</tr>
<tr>
<td>Begin training in ISS model and use of the StarFish tech tool</td>
<td>Oct 2018</td>
<td>May 2019</td>
<td>ISS Coordinator, CSSC</td>
<td>The College anticipates no additional resources needed to complete this task.</td>
<td></td>
</tr>
<tr>
<td>Align student assignments to student support services by teams</td>
<td>Dec 2018</td>
<td>May 2019</td>
<td>Dean of Student Services, Dean of Academic Support, Vice Chancellor of Academic Affairs</td>
<td>The College anticipates no additional resources needed to complete this task.</td>
<td></td>
</tr>
<tr>
<td>Explore use of non-credit and summer outreach as intentional recruitment and retention opportunities</td>
<td>Nov 2018</td>
<td>May 2019</td>
<td>Non-Credit Programs Director, Dean of Student Services, Vice Chancellor of Academic Affairs</td>
<td>The College anticipates no additional resources needed to complete this task.</td>
<td></td>
</tr>
<tr>
<td>Gather assessment and feedback, and then document, with improvement s planned</td>
<td>Sep 2018</td>
<td>May 2019</td>
<td>Institutional Assessment Specialist, PPIR, Dean of Academic Support</td>
<td>The College anticipates no additional resources needed to complete this task.</td>
<td></td>
</tr>
<tr>
<td>Prepare a report on the success of the program</td>
<td>May 2019</td>
<td>Jun 2019</td>
<td>Chancellor, Vice Chancellor of Academic Affairs, Dean of Student Services, FSEC, CSSC</td>
<td>Allocated time for administrators</td>
<td></td>
</tr>
<tr>
<td>Provide a town hall</td>
<td>Aug 2019</td>
<td>Aug 2019</td>
<td>Chancellor, Vice Chancellor</td>
<td>The College anticipates no additional resources needed to complete this task.</td>
<td></td>
</tr>
</tbody>
</table>
**Year 2 Focus:**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Accreditation standard</th>
<th>Start date</th>
<th>Completion</th>
<th>Responsible parties</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review strategies, action steps, assessment</td>
<td>I.A.1, I.A.2, I.A.3 I.B.4 II.B II.C</td>
<td>May 2019</td>
<td>Aug 2019</td>
<td>Campus Student Success Council (CSSC), Dean of Student Services, Vice Chancellor of Academic Affairs, Planning Council</td>
<td>Allocations of resources may be necessary for professional development for discovery of new methods and pedagogies. Time for assessment coordinator and coaches.</td>
</tr>
<tr>
<td>Determine if additional resources are needed</td>
<td>I.B.1, I.B.4, I.B.5, I.B.9 III.A, III.B, III.D</td>
<td>May 2019</td>
<td>Aug 2019</td>
<td>CSSC, Dean of Student Services, Vice Chancellor of Academic Affairs, Planning Council</td>
<td>Needs assessment of the human, financial, physical and technology resources.</td>
</tr>
<tr>
<td>Include improvements in student engagement leader strategies</td>
<td>II.B II.C.1, II.C.2, II.C.3, II.C.4, II.C.5, II.C.6, II.C.7, III.C</td>
<td>May 2019</td>
<td>Aug 2019</td>
<td>CSSC, Onboarding Committee, Student Affairs and Academic Support Faculty, Student Council</td>
<td>Time for faculty and educational to develop course and program strategies.</td>
</tr>
<tr>
<td>Include improvements in faculty strategies</td>
<td>II.A.7 II.B, II.C III.A.6, III.A.7, III.A.14</td>
<td>May 2019</td>
<td>Aug 2019</td>
<td>Faculty Senate, VC Academic Affairs, Academic Deans, CSSC, Onboarding Committee</td>
<td>Time for faculty and educational to develop pedagogical and methods improvement.</td>
</tr>
<tr>
<td>Recruit additional faculty to expand engagement</td>
<td>III.A.6, III.A.7, III.A.14</td>
<td>July 2019</td>
<td>Aug 2019</td>
<td>Faculty Senate, Deans/Division Chairs</td>
<td>Resources might include time for faculty to conduct the discussion and...</td>
</tr>
<tr>
<td>Strategies</td>
<td>Start Date</td>
<td>End Date</td>
<td>Responsible Party</td>
<td>Notes</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Continue expansion usage of the StarFish tool to all student services/academic support offices</td>
<td>Aug 2019</td>
<td>May 2020</td>
<td>Dean of Student Services, Dean of Academic Support, ISS Coordinator</td>
<td>The College anticipates no additional resources needed to complete this task.</td>
<td></td>
</tr>
<tr>
<td>Cultivate community partners to foster service learning, internships, job placement opportunities</td>
<td>II.C.6</td>
<td>Aug 2019</td>
<td>Career Services Coordinator, Dean of Academic Support, Faculty Members</td>
<td>Resources might include funding for transportation, meetings, food</td>
<td></td>
</tr>
<tr>
<td>Institute policies proven to engage students and increase retention and graduation</td>
<td>I.B.6, I.B.7, I.B.9</td>
<td>Nov 2019</td>
<td>Chancellor, Vice Chancellor of Academic Affairs, Vice Chancellor of Administrative Services</td>
<td>Time to plan, coordinate, consult, implement policies</td>
<td></td>
</tr>
<tr>
<td>Orientation for student engagement leaders and participants</td>
<td>II.B, II.C.1, II.C.2, II.C.3, II.C.4, II.C.5, II.C.6, II.C.7, III.C</td>
<td>Aug 2019 Sep 2019</td>
<td>Academic Deans, CSSC, Onboarding Committee</td>
<td>Possible resources to compensate students</td>
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<tr>
<td>Drive systemwide policies that enable students to transfer to baccalaureate programs</td>
<td>II.A.10</td>
<td>Aug 2019</td>
<td>VC Academic Affairs, Academic Deans, ISS Coordinator</td>
<td>The College anticipates no additional resources needed to complete this task.</td>
<td></td>
</tr>
<tr>
<td>Gather feedback, and document, with improvement s made</td>
<td>I.B.1, I.B.4, I.B.8, I.B.9</td>
<td>Sep 2019 Apr 2020</td>
<td>Assessment Coordinator, PPIR, Dean of Academic Support</td>
<td>The College anticipates no additional resources needed to complete this task.</td>
<td></td>
</tr>
<tr>
<td>Prepare a report on the success of the program</td>
<td>I.B.4, I.B.5, I.B.7, I.B.8</td>
<td>Apr 2020 May 2020</td>
<td>Academic Deans, CSSC, Onboarding Committee</td>
<td>Allocated time for administrators</td>
<td></td>
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<tr>
<td>Provide a town hall discussion on</td>
<td>I.B.8</td>
<td>May 2020</td>
<td>Academic Deans, CSSC, Onboarding</td>
<td>The College anticipates no additional resources</td>
<td></td>
</tr>
</tbody>
</table>
the program

<table>
<thead>
<tr>
<th>Year 3 Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks</strong></td>
</tr>
<tr>
<td>Review strategies, action steps, assessment from Years 1 and 2</td>
</tr>
<tr>
<td>Determine if adequate resources are available</td>
</tr>
<tr>
<td>Further involvement by more faculty across the campus in engagement strategies</td>
</tr>
<tr>
<td>Continued review of emerging best practices and improvement of current student and faculty strategies to improve success</td>
</tr>
</tbody>
</table>
QFE 2 – Enhanced Support for Distance Education Students

Introduction

The role, scope and access to online and virtual learning environments will only increase over the coming decade as students use technology to access postsecondary education. The desire to attend college through distance education is particularly challenging for students from traditionally underserved groups and for first generation students in general. Thus, the college finds itself at a critical balance point: offer online and distance education to meet increased student need and to implement support services in order to meet the needs of students in distance education courses.

The College Mission

The Honolulu CC mission states that the College will provide “accessible educational opportunities through an engaging learning environment.” In addition, one of the College’s core values is that we are “Student-Centered and Student Focused – offering a supportive, high quality learning environment.” Therefore, the second goal for our Quality Focus Essay is to enhance student learning of students in Distance Education (DE) courses. The campus will be creating processes to improve support services for DE students, especially those students who do not come to campus in order to ensure that these students receive the necessary student support services. These efforts are primarily aimed at students enrolled in distance education courses, although evening students on campus should also benefit.

Supporting Student Services

In the DE Supplement, the College indicates our desire to improve the success rates for students in DE courses. Using different measures, the student success rate for DE courses is either 64% or 78%. In both measures, however, the success rates for DE students lag behind students in face-to-face courses. Nationally, this gap in success is often estimated at an average of 10%. The College will enhance the support services accessible to students who do not come to campus in order to improve success in DE courses. Although the College has all its support services available for DE students, this initiative focuses on a more proactive approach to facilitate communication to and access by these students.

The Role of Student Achievement Data
The current action project has been informed by the access and use of the student achievement data reported in the ISER. *(See Introduction).* Of particular note are the successful course completion rate differences between traditional and online/hybrid settings. Additionally, the uneven persistence/retention from term to term between students who take online courses and those of traditional modes of delivery. Finally, the college has selected as the focus of this study the extent to which outside supports for online courses could impact the within term success and across semester progress. The theory behind the analysis is that increased dedication to these tipping point measures will increase the likelihood of success in the college’s terminal outcomes of degrees and certificates completion. Moreover, the focus on the distance education students will assist the college improve the aspiration goals in the institution set standards under the Hawaii community college taxonomy of indicators.

**Therefore, the desired goal of QFE is to increase use of support services and increase successful DE course completion.**

In the first year, the College will focus efforts in three areas of support for DE students:

- Counseling,
- College Achievement and Retention Experience (CARE),
- Writing Center.

In year two, the College will assess results, and based on these results, incorporate successful strategies to enhance other areas of support for DE students.

In year three, the goal will be to integrate necessary improvements in increasing accessibility to student support services as regular campus practice.

**Goal #1:** It is crucial that the College develop a reliable method to track the use of support services by students in distance education (DE). While the College uses MySuccess, a student support and retention system, the use of MySuccess is not standardized across all areas of the College that support students. The College will explore instituting a card-swipe system across campus areas offering student support that meets campus needs and is fiscally viable.

**Goal #2:** Develop and implement plans to increase use of support services for DE students and other off campus students such as evening students.

**Counseling**
Outcomes

Improve retention and student success of DE students. Increase the number of counseling sessions with DE students.

Steps to be Taken

- Identify an online communication tool to support DE advising such as “Google hangouts”
- Department training on identified online communication tool to support DE advising
- Identify technology hardware needs
- Secure identified technology needs to support DE advising
- Department training on using identified technology hardware
- Provide professional development for Academic Counselors specific to strategies relating to student engagement and retention for DE Advising
- Investigate the merits of revamping Academic Counseling Website to enable students to connect to appropriate student support resources available to students in addition to counseling
- Investigate updating online New Student Registration to reflect best practices in DE advising trends and meeting student needs. Will include online modules to reflect pertinent content and material impacting student success that is covered in face-to-face New Student Registration sessions

College Achievement and Retention Experience (CARE)

Outcomes

Improve retention and student success of DE students. Increase the number of CARE interventions with DE students as well as coaching for DE students.

Steps to be Taken

- Call all students enrolled in DE classes prior to the start of the semester in Fall 2018 and Spring 2019. CARE staff will provide outreach support discussing with students campus resources, preparing for success in DE courses, and opportunities to receive peer coaching
- Survey DE faculty regarding how to best support DE faculty and students. Based on survey results, CARE will provide additional support
COLLEGE WRITING CENTER

Outcomes
Improve retention and student success of DE students. Identify and increase the number of Writing Center appointments with DE students.

Steps to be Taken
• Create a portal on Laulima through which DE students needing additional writing support will be able to access materials and services that are offered face-to-face in the Writing Center
• Explore using web conferencing tools with whiteboard features such as Zoom or Go-To Meeting, which have the added benefit of dedicated mobile apps that students can use with their phones

*The target for the initiative is to serve at least 25 students in the Fall 2018 semester and an additional 25 in the Spring 2019 semester.

ASSESSMENT

Measures of Performance
• MySuccess Speed Note Data on student support referrals
• Website Counts on student support web pages
• Surveys from services provided by CARE
• Surveys from services provided by Writing Center

Measures of Effectiveness
• Analyze results of standard department survey emailed to DE students after DE Advising session.
• Collect and analyze DE course completion rates
• Evaluate semester-by-semester retention rates for DE students
• Evaluate year-to-year persistence rates for DE students
• Conduct focus groups for DE students
• Conduct focus groups for DE faculty
## Timeline:

### YEAR 1

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Accreditation standard</th>
<th>Start date</th>
<th>Completion</th>
<th>Responsible parties</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine strategies, action steps, assessment</td>
<td>I.A.1, I.A.2, I.A.3, I.B.1, I.B.2, I.B.4, I.B.8, I.B.9, II.A.1, II.A.7</td>
<td>July 2018</td>
<td>Aug 2018</td>
<td>Campus Student Success Council (CSSC), Vice Chancellor of Academic Affairs, DEAC, CARE, Counseling, Writing Center</td>
<td>Allocations of resources may be necessary for professional development for discovery of new methods and pedagogies. Time for assessment coordinator and coaches.</td>
</tr>
<tr>
<td>Determine resources needed</td>
<td>I.B.5, I.B.7, I.B.5, I.B.9, II.A.16, II.B.1, II.B.3, II.C</td>
<td>July 2018</td>
<td>Aug 2018</td>
<td>Campus Student Success Council (CSSC), Vice Chancellor of Academic Affairs, DEAC, Counseling, Writing Center, Deans, and Division Chairs, CARE</td>
<td>Needs assessment of the human, financial, physical and technology resources.</td>
</tr>
<tr>
<td>Plan specific proactive strategies</td>
<td>II.B, II.C</td>
<td>July 2018</td>
<td>Aug 2018</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CARE</td>
<td>Needs assessment of the human, financial, physical and technology resources.</td>
</tr>
<tr>
<td>Prepare strategies</td>
<td>II.B, II.C</td>
<td>Aug 2018</td>
<td>Sep 2018</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CARE</td>
<td>Time for faculty and educational to develop course and program strategies.</td>
</tr>
<tr>
<td>Implement</td>
<td>II.B, II.C</td>
<td>Aug 2018</td>
<td>May 2019</td>
<td>DEAC, CARE</td>
<td>Needs</td>
</tr>
<tr>
<td>strategies</td>
<td>I.B.1, I.B.4, I.B.8, I.B.9</td>
<td>Sep 2018</td>
<td>Apr 2019</td>
<td>DEAC, Counseling, Writing Center, CARE, Deans, and Division Chairs</td>
<td>Dedicated space and time for the discussion of out of class engagement strategies</td>
</tr>
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<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Gather feedback, and document, with improvements made</td>
<td>I.B.4, I.B.5, I.B.7, I.B.8</td>
<td>Apr 2019</td>
<td>May 2019</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE</td>
<td>The College anticipates no additional resources needed to complete this task.</td>
</tr>
<tr>
<td>Prepare a report on the success of the program</td>
<td></td>
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</table>

**YEAR 2**

<table>
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<tr>
<th>Tasks</th>
<th>Accreditation standard</th>
<th>Start date</th>
<th>Completion</th>
<th>Responsible parties</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine strategies, action steps, assessment</td>
<td>I.A.1, I.A.2, I.A.3</td>
<td>July 2018</td>
<td>Aug 2018</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE</td>
<td>Allocations of resources may be necessary for professional development for discovery of new methods and pedagogies. Time for assessment coordinator and coaches.</td>
</tr>
<tr>
<td>Determine resources needed</td>
<td>I.B.5, I.B.7, I.B.5, I.B.9</td>
<td>July 2018</td>
<td>Aug 2018</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE</td>
<td>Needs assessment of the human, financial, physical and technology resources</td>
</tr>
<tr>
<td>Plan specific</td>
<td>II.B, II.C</td>
<td>July 2018</td>
<td>Aug 2018</td>
<td>DEAC,</td>
<td>Dedicated</td>
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<td>proactive strategies</td>
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<td>Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE</td>
<td>space and time for the discussion of out of class engagement strategies</td>
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<tr>
<td>Prepare strategies</td>
<td>II.B, II.C</td>
<td>Aug 2018</td>
<td>Sep 2018</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE</td>
<td>Time for faculty and educational to develop course and program strategies</td>
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<tr>
<td>Implement strategies</td>
<td>II.B, II.C</td>
<td>Aug 2018</td>
<td>May 2019</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE</td>
<td>Needs assessment of the human, financial, physical and technology resources</td>
</tr>
<tr>
<td>Gather feedback, and document, with improvements made</td>
<td>I.B.1, I.B.4, I.B.8, I.B.9</td>
<td>Sep 2018</td>
<td>Apr 2019</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE</td>
<td>Dedicated space and time for the discussion of out of class engagement strategies</td>
</tr>
<tr>
<td>Prepare a report on the success of the program</td>
<td>I.B.4, I.B.5, I.B.7, I.B.8</td>
<td>Apr 2019</td>
<td>May 2019</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE</td>
<td>The College anticipates no additional resources needed to complete this task.</td>
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</tbody>
</table>

**YEAR 3**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Accreditation standard</th>
<th>Start date</th>
<th>Completion</th>
<th>Responsible parties</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Review strategies, action steps, assessment</td>
<td>I.B.4, II.B, II.C</td>
<td>May 2020</td>
<td>May 2021</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE</td>
<td>Dedicated space and time for the discussion of out of class engagement strategies</td>
</tr>
<tr>
<td>Provide a means for continued improvement for student and faculty strategies</td>
<td>II.B, II.C</td>
<td>May 2020</td>
<td>May 2021</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE</td>
<td>Allocations of resources may be necessary for professional development for discovery of new methods and pedagogies. Time for assessment coordinator and coaches.</td>
</tr>
</tbody>
</table>