INSTITUTIONAL SELF-EVALUATION REPORT 2018

In Support of Reaffirmation of Accreditation
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

August 1, 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 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:

Dr. Erika Lacro, Chancellor

Jeff Spears, Accreditation Liaison Officer

Anson Bernal, Faculty Senate Executive Committee Chair

Kyle Niga, Staff Senate Executive Committee Chair

Mark S. Alapaki Luke, Kupa'Ka Wai Council Chair

Christopher Railuation, Student Government

Jeff Stearns, Planning Council Chair
To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges  

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

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John Morton, Vice President for Community Colleges  
6/28/18  

David Lassner, President, University of Hawai`i  
6/28/18  

Michelle Tagorda, Chair, Committee on Academic and Student Affairs  
7/5/18  

Jan Naoe Sullivan, Chair, UH Board of Regents  
7/3/18
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<tr>
<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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<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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<td>CSSC</td>
<td>Campus Student Success Council</td>
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<td>CTE</td>
<td>Career and Technical Education</td>
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<td>DCC</td>
<td>Division Curriculum Committees</td>
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<td>DDC</td>
<td>Deans and Division Chairs Committee</td>
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<td>FSEC</td>
<td>Faculty Senate Executive Committee</td>
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<td>ITS</td>
<td>Information Technology Services</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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<td>PPIS</td>
<td>Policies and Procedures Information System</td>
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<td>SLD</td>
<td>Student Life Development</td>
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<td>SSC</td>
<td>UHCC Student Success Council</td>
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<td>SSEC</td>
<td>Staff Senate Executive Committee</td>
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<tr>
<td>Tech I</td>
<td>Technical Programs I – Transportation and Trades</td>
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<tr>
<td>UC</td>
<td>University College – Liberal Arts programs</td>
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<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>
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<tr>
<td>VCAA</td>
<td>Vice Chancellor of Academic Affairs</td>
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<tr>
<td>VCAS</td>
<td>Vice Chancellor of Administrative Services</td>
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<tr>
<td>VPCC</td>
<td>Vice President for Community Colleges</td>
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</tbody>
</table>

**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

**Ho’olaule’a**

Campus event to celebrate Hawaiian culture and sustainability

**Ka Lā**

College newspaper produced by students

**Ka‘ie‘ie**

Degree Pathway Partnership

**Kuali CM**

Web-based curriculum management system

**Malama ‘Aina Days**

Service-learning activities with hands-on opportunities to learn about Hawaiian culture and traditional sustainability practices

**Po‘i Nā Nalu**

Program to prepare Native Hawaiian students for careers through completion of CTE degrees
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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 is an example of a link to a document:

… outlined in its strategic plan (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 are there for information. Referrals are in italics, not in blue, and begin with “See section ….”

(See section I.B.3).

Evidence folders

Evidence folders are on the same drive as the report and include evidence files pertaining to particular standards.

STD.I.A

Files referenced in a section are listed at the end of each standard sub-section, including evidence files that may be referred to from another section. Files are numbered, such as

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
Files names of website screen shots include the web link in parentheses. To see the live page, copy the URL into a browser 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 the 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 University of Hawai‘i Board of Regents Policies
   (Example: RP 3.201)

EP – refer to University of Hawai‘i Executive Policies
   (Example: EP 4.202)

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 4.203)

HCCP – refer to Honolulu CC Policies
   (Example: HCCP 4.101)

**Other terminology**

ARPD (Annual Report of Program Data) – refers to data compiled about a program for yearly review

Program Review – refers to the analysis of a program, including the review process or the analysis report generated from the ARPD
Joy pursued her education in the Architectural, Engineering and CAD Technologies program, which prepares students for careers with architectural firms, contractors, engineers, surveyors, or government agencies. Some students in the program prepare for jobs in building construction, interior design drawing, kitchen and bath design, solar energy planning, construction estimating, land surveying, and other fields.

Joy Edades
Architectural, Engineering, and CAD Technology (AEC)
Introduction

Brief History of Honolulu CC

Honolulu Community College (Honolulu CC) was established in 1920 as the Territorial Trade School in Pālāma. 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 (UH) 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 (UHCC) 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 offers Associate in Science, Associate in Applied Science, and Associate in Technical Studies degrees. Certificate programs in more than twenty Career and Technical Education areas are integrated with a strong general education core, helping Honolulu CC provide an educated citizenry for the workforce of the State of Hawai‘i. The College also has facilities on nearby Kokea Street, at Sand Island, and near the Honolulu International Airport.

Responding to Students

In planning, Honolulu CC takes into account its student population of multi-ethnic and cultural identities that are 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 Filipinos, Pacific Islanders, and Native Hawaiians.

The Kalihi-Kapālama community is made up of immigrant, lower socio-economic, and middle-class families with diverse ethnic backgrounds. The Wallace Rider Farrington High School, which is a few blocks from Honolulu CC, has one of the largest student bodies and staff populations of any high school in Hawai‘i. Farrington has a significant student population of Filipinos (61%), Native Hawaiians (9%), Micronesian (10%), and Samoans (10%) (Intro.1), reflecting the population of the community.

Ten percent of the students attending the high school have limited English proficiency while over 60% of students receive free or reduced-cost lunches. The median household income for the
Farrington community is below the rest of Hawai‘i at $64,206, and the percentage of college graduates is just 14%, well below the average of the state’s 29% (Intro.1).

Based on 2015 Census Bureau statistics, 16% of households in the Kalihi Valley area speak Tagalog at home and 26% speak “Other Pacific Island” languages (Intro.2). According to a 2003 Farrington community profile, the 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 (Intro.3).

The community profile noted the Farrington area as having one of the highest risks for children, in reference to them being nurtured, doing well in school, having families that are healthy, and living in communities that are economically vital. Measured by a social protection index, the Farrington community ranked 41, next to the lowest, out of 42 statewide communities (Intro.3 [p. 6]).

The City and County of Honolulu has a development plan that will revitalize the neighborhood over the coming years, specifically in conjunction with the construction of a rail transit system. The Honolulu Rail Transit system will pass directly by the College on Dillingham Boulevard (Intro.4). The College already has been impacted by the rail project, moving classrooms and offices, vacating areas needed for construction equipment, and planning for changes to the campus.

The ethnicity of Honolulu CC’s enrollment reflects that of the community but the College has a higher percentage of Native Hawaiians (24%) and a lower percentage of Filipinos (20%). Data on student demographics are available in the Honolulu CC Fact Book 2017 (I.A.2 [pp. 5-9]).

Students at the College 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 Associate degrees in Arts (AA), Science (AS), and Technical Studies (ATS), or completing the first two years of liberal arts courses for eventual transfer to four-year, degree-granting institutions (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 credit. The College’s evening program enrolls students returning to college after long absences. Many have families and work full-time.
The College also addresses the needs of those entering or re-entering the workforce by pursuing 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 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 the 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 studies utilized include Department of Labor and Industrial Relations forecasting reports that project employment growth by industry (Intro. 5), surveys of former students (Intro. 6), and career assessments done by the institution’s 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. 7) 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 administered Community College Surveys of Student Engagement (CCSSE), Graduation Surveys, and surveys of students who graduated or stopped attending. 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 Reports 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 are 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 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 makes use of a Title III
Grant, *Hoʻāla 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 institution 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, 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, or for transfer to other advanced programs at four-year colleges.

The College CENT (Computing, Electronics, and Networking Technology) program, for example, has established articulation with UH West Oahu that includes the option of a Bachelor of Applied Science in CENT or 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 the Associate of Science (AS) degree or the Advanced Professional Certificate (APC) 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]).

A student of Administration of Justice who completes 12 units of program credits may receive up to 12 additional units for completing Basic Recruit Training in law enforcement or corrections, as required by government agencies (I.A.1 [p. 86]). Students completing Associate of Applied Science degrees may transfer directly into the Public Administration program at the University of Hawai‘i-West Oahu.

Early Childhood Education students with Associate in Science (AS) degrees and six months work experience immediately qualify for employment as teachers in private early childhood programs for infants and toddlers or preschoolers. The AS degree with 12 months experience meet requirements of the State of Hawai‘i Department of Human Services (DHS) to be directors of early childhood programs. Students completing the degree may transfer to the Early Childhood Concentration in the Social Sciences program at the University of Hawai‘i-West Oahu (I.A.1 [p. 115]).

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 (II.C.15) 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 (III.B.43).

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.8, Intro.11).

Other academic support services are also provided: Computer Lab along with several computer access locations on campus; the Hawaiian Center that offers an array of comprehensive services.
and is open to all students; a Library that assists students, faculty, and staff in obtaining and using information resources effectively to enable and promote student learning; a Math Lab that provides tutoring both inside and outside the classroom; a Testing and Tutoring Center that assists students with their course work and related activities; and a Writing Center that helps 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 that would contain campus-wide SLO assessment. The College is committed to student learning and student achievement.

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

As a community college, Honolulu CC has a unique learning environment with a mix of programs offered (Liberal Arts, Career and Technical Education, non-credit advanced technology training). The College has the largest number of Career and Technical Education programs among the UH community colleges. Honolulu CC also has a unique student population (Native Hawaiian, Filipino, immigrant) with a unique set of challenges (high unemployment, low income). However, the College has a common goal of achieving student 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.3). The mind-set of the College is to provide students with a dynamic interrelationship between academic excellence and personal growth.
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 Shipyards
Pearl Harbor, HI 96860
(Restricted Area)
Campus Initiatives

Pathways

In 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 a point of entry to transferring to a four-year institution or from a point of entry to attaining 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 the other six 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.9, Intro.10, II.C.45).
**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 personalized plans of courses students need to graduate in a timely manner, so they know the courses that count for degrees or credentials. STAR also provides visual calendars of classes so students 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.15](#)).

![Illustration-Intro.2 STAR GPS Registration](image)

**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 were among 24 institutions in the nation to receive $225,000 over three years for the iPass grant. The funding comes from Achieving the Dream and the Helmsley Charitable Trust.

In accordance with our College’s vision (“Student Centered, Student Focused”), Honolulu CC recognizes that student success and retention are 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.11).

**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 programs and completing requirements for
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 former developmental sequences. English switched to co-requisite classes for 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 (I.B.35).

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. Only 22% had successfully completed MATH 103 by fall 2016 (I.B.35).

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 (II.A.58).
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.

Illustration.Intro.5 Hoʻāla Hou

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 including 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.12, II.B.23 [pp. 16-19]).
Honolulu CC enrollment over the past decade mirrors the trend of declines at most two-year institutions. The factors impacting lower enrollments include increased demand for workers, a declining high school population, a high cost and commitment for postsecondary education, and competition from other schools.

The tables show student headcounts and year-over-year changes for each academic year (fall, spring, summer) for the last ten 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 first enrolled semester of the academic year. Distance education modes were determined over the course of the entire academic year.
Honolulu CC’s enrollment is correlated with the strength of the economy and employment. When the demand for workers rises, enrollment is prone to decline, as high school graduates and others opt to take jobs 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>25,793</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 Hawaii’s Data Book

Illustration-Intro.9 Population by age group

Disaggregation of Enrollment

Overall student enrollment dropped 11% over the five academic years (2013-2017). Disaggregating enrollment trends by traditional ethnic and racial groupings shows higher than average declines for students in the under-22 age group (-12%), females (-13%), Native Hawaiians (-21%), Pacific Islanders (-23%), and Pell recipients (-30%).
<table>
<thead>
<tr>
<th>Headcount by Ethnicity</th>
<th>Academic Year</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>
<td>Change from Previous AY</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>
<td>-2.66%</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>
</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>
</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>
</tr>
</tbody>
</table>

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 (-13%) in AY 2017 from the previous year, reflecting somewhat the general enrollment trend (-9%). (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 likely 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>Academic Year</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>
<td>Change from Previous AY</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>
<td>-2.66%</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>
<td>-5.58%</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>
<td>23.08%</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>
<td>-41.82%</td>
</tr>
<tr>
<td>At Least Two DE Classes with Different Modes</td>
<td>158</td>
<td>-3.66%</td>
<td>95</td>
<td>-39.87%</td>
<td>93</td>
<td>-2.11%</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>
<td>-0.48%</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 decreased over the past five years, the decline is relative to the trend of other students seeking general and pre-professional education.
Honolulu CC has 26 programs. The percentage of female students is 43% of the total enrollment, which does not parallel with 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 do not attend full-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 about 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.13). The College recently provided a presentation to the Board of Regents on the apprenticeship program and other non-credit education activities (Intro.14).
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.15).
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 of career opportunities within the construction and other industries (Intro.16).

**High School Outreach: Construction Academy, 2015-16**

Enrollment
- 1,251 students
- 88% males; 12% females

College Admission
- Of 410 seniors, 58% were admitted to a UH campus; 36% admitted to Hon CC

*Illustration-Intro.19 Construction Academy*

Continuing Education also is a strong program for the College.

*Illustration-Intro.20 Continuing Education*
The campus’ Pacific Center for Advanced Technology Training (PCATT) works with the Department of Labor, DevLeague, National Security Agency (NSA), National Science Foundation (NSF), and others 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.17).

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

As a comprehensive, open-access, two-year institution, Honolulu CC has a multi-function mission. Students include those pursuing the first two years of baccalaureate study with intent to transfer, associate degrees in traditional as well as career and technical fields, technical job skills to meet workforce demands, college courses offered at a high school, and classes for lifelong learning.

The next tables show the immediate and highest educational goals for new, first-time students for the last four fall terms. Data are shown only for students with recorded educational goals. This is a relatively new measure in the student database and only four Fall semesters of data are shown. Goal data were available for 92%, 96%, 95%, and 98% of the four Fall semesters from 2014 respectively. In the previous Fall semesters 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 Hawai‘i, education goal tracking will become more robust. (See QFE 1 – Purposeful Engagement for Student Success).

<table>
<thead>
<tr>
<th>Educational Goals (All New, First-Time Students)</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate Educational Goals</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Earn a bachelor's degree at 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 (65%). The next two highest educational goals of all incoming students were to earn a certificate (14%) or transfer to another college (13%).

In looking at longer-term goals, earning a bachelor’s degree (42%) or earning an associate degree (33%) were the most common of the highest educational goals across all disaggregated groups.
The educational goal data indicates what students hope to achieve by attending college and can be meaningful when compared with student success rates. *(See QFE 1 – Purposeful Engagement for Student Success).*

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

Another element of interest to the College is persistence. Sometimes referred to as retention, persistence measures momentum of students reaching outcomes such as certificates, degrees, or transfers to four-year colleges.

Over five fall terms, the percentage of students who reenrolled from fall to spring was approximately 69% and fall-to-fall approximately 56%.

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 for Student Success).*
The tables show fall-to-spring and fall-to-fall reenrollment rates for students enrolled and home-based at Honolulu CC 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 four-year institutions or who were deceased also were removed from the cohort. Student characteristics (e.g., age, Pell status) were determined during the initial fall semester.
<table>
<thead>
<tr>
<th>Fall to Spring Reenrollment by Gender</th>
<th>Fall Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td></td>
<td>Percent Fall to Spring Reenrollment</td>
</tr>
<tr>
<td>All</td>
<td>72.71%</td>
</tr>
<tr>
<td>Female</td>
<td>71.06%</td>
</tr>
<tr>
<td>Male</td>
<td>73.34%</td>
</tr>
<tr>
<td>No Data</td>
<td>82.98%</td>
</tr>
</tbody>
</table>

*Illustration-Intro.26 Fall-to-spring reenrollment by gender*

<table>
<thead>
<tr>
<th>Fall to Fall Reenrollment by Gender</th>
<th>Fall Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent Fall to Fall Reenrollment</td>
</tr>
<tr>
<td>All</td>
<td>55.57%</td>
</tr>
<tr>
<td>Female</td>
<td>51.12%</td>
</tr>
<tr>
<td>Male</td>
<td>57.81%</td>
</tr>
<tr>
<td>No Data</td>
<td>68.29%</td>
</tr>
</tbody>
</table>

*Illustration-Intro.27 Fall-to-fall reenrollment by gender*

Reenrollment for female and male students were nearly equal for fall-to-spring but less for fall-to-fall.

<table>
<thead>
<tr>
<th>Fall to Spring Reenrollment by Ethnicity</th>
<th>Fall Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td></td>
<td>Percent Fall to Spring Reenrollment</td>
</tr>
<tr>
<td>All</td>
<td>72.71%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>72.70%</td>
</tr>
<tr>
<td>Filipino</td>
<td>75.60%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>65.73%</td>
</tr>
</tbody>
</table>

*Illustration-Intro.28 Fall-to-spring reenrollment by ethnicity*
In terms of ethnicity, Native Hawaiian reenrollment was about par with all students for fall-to-spring (70%) but slipped below that of all students for fall-to-fall (51%). That for Pacific Islanders were more problematic with only 57% for fall-to-spring and 48% for fall-to-fall. However, reenrollment for Filipino students was close to the UHCC goals with 73% for fall-to-spring and 63% for fall-to-fall. The College has developed a plan to address retention in its quality focus essay. (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 12 percentage points lower fall-to-spring reenrollment rates than Pell recipients. That gap may indicate the difficulties students face in trying to balance finances while attending college. The Hawai‘i’s Promise initiative, supported by the State Legislature, addresses this issue by providing scholarships to UHCC students with financial needs (Intro.18). The program went into effect in fall 2017.
For online students, 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. The online students were approximately 9 percentage points lower in fall-to-fall reenrollment. These data show an area of concern for the College and the issue is being addressed in a quality focus essay. (See QFE 2 – Enhanced Support for Distance Education Students).
Reenrollment for general and pre-professional students was significantly less than those in Career and Technical Education (CTE) programs on a fall-to-fall basis. The discrepancy was nearly 15 percentage points. The College is addressing these persistence issues in its quality focus essay. (See QFE 1 – Purposeful Engagement for Student Success).
<table>
<thead>
<tr>
<th>Fall to Fall Reenrollment by Division</th>
<th>Fall Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Fall to Fall Reenrollment</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>55.57%</td>
</tr>
<tr>
<td>Career &amp; Tech Ed</td>
<td>59.07%</td>
</tr>
<tr>
<td>General &amp; Pre-Prof Ed</td>
<td>47.36%</td>
</tr>
<tr>
<td>Unclassified</td>
<td>34.09%</td>
</tr>
</tbody>
</table>

*Illustration-Intro.35 Fall-to-fall reenrollment by division*
Institution-Set Standards

Honolulu CC has established standards of achievement success with respect to student success, particularly in relation to the College’s mission (ER 11, Standards I.A.2, I.B.3). As part of the larger accountability scheme of the University of Hawai‘i Community College (UHCC) 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 institutional effectiveness (ER 11, Standard I.B.3) are discussed and implemented in cooperation with UHCC. While centralization of the standards is made by the UHCC office to create systematicity and uniformity in data collection both for 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.

In particular, Honolulu CC has established institution-set standards for student achievement that are appropriate to its mission and assess 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.28), 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 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.30) and met nearly all the performance initiatives defined by the University of Hawai‘i (I.B.31). Through its initiatives and through efforts by committees and departments, the College has focused on student success and student achievement.

1 See Checklist for Continued Compliance with Federal Regulations and Commission Policies, Student Achievement
Course Completion

Course completion measures satisfactory success in a class providing credit. Honolulu CC exceeded its target of 70% for course completion, 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 a course is the count 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. Course success rates particularly were lower for Pacific Islanders (58%) [graph not shown]. The College has a plan to ameliorate these differences. (See QFE 1 – Purposeful Engagement for Student Success). The institution also focuses on improving the success of Pacific Islanders students in its strategic plan (I.A.3).

Course success rates also were consistently lower for general and pre-professional education majors (67%) and unclassified (major not declared) students (68%) as compared to all students [graph not shown]. The College expects its campus initiatives along with action plans and quality focus endeavors to help close these achievement gaps.

Although female students met the baseline goal, the course success rate was below the aspirational goal. Given the lower rate of capture of female students as reported below, this area of baseline and aspirational goal difference offers an opportunity to focus on female students in target efforts for improved equity in outcomes going forward. (See QFE 1 – Purposeful Engagement for Student Success).
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 course success rates were consistently lower for students who enrolled in at least one completely online course (67%) at the campus, as compared to all students. The off-site category includes online courses taken through another institution. The College has implemented a plan to improve its online success rate by being more proactive with student service support. (See QFE 2 – Enhanced Support for Distance Education Students).

<table>
<thead>
<tr>
<th>Course Success by DE Mode</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td></td>
<td>Percent Success</td>
</tr>
<tr>
<td>All</td>
<td>73.29%</td>
</tr>
<tr>
<td>At Least One Completely Online Class</td>
<td>66.18%</td>
</tr>
<tr>
<td>At Least One Off-Site Class</td>
<td>78.75%</td>
</tr>
<tr>
<td>At Least One DE Class (not online or off-site)</td>
<td>71.43%</td>
</tr>
<tr>
<td>At Least Two DE Classes with Different Modes</td>
<td>58.02%</td>
</tr>
</tbody>
</table>

Illustration-Intro.40 Course success by DE mode

**Degrees and Certificates Awarded**

Honolulu CC exceeded its goal and its 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 is of keen interest for the College given the likelihood of continued flattening or decline in enrollment counts. Since the institutional marker is counts and not rates, the population declines will cause the College to reconsider the viability and reasonableness of the performance based targets.
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 received only 23% of the awards. Similarly, females were underrepresented in the number of awards. They are approximately 43% of the College population but received only 32% of the awards.

The number of awards for female students was less than one-third of the total granted. The College will address such issues in its quality focus plan. (See QFE 1 – Purposeful Engagement for Student Success).

---

### Degrees and CAs by Age

<table>
<thead>
<tr>
<th>Degrees and CAs by Age</th>
<th>Fiscal Year</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>Number of Awards</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>
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<tr>
<td>&gt;44</td>
<td>45</td>
<td>37</td>
<td>56</td>
<td>40</td>
<td>48</td>
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</tbody>
</table>

**Illustration-Intro.41 Degrees and certificates by age group**
Degrees from Applied Trades were nearly one-third of the total degrees and certificates awarded.

<table>
<thead>
<tr>
<th>Degrees and CAs by Program</th>
<th>Fiscal Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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>Administration of Justice</td>
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<td>33</td>
<td>14</td>
<td>29</td>
<td>21</td>
</tr>
<tr>
<td>Aeronautics Maint Tech</td>
<td></td>
<td>6</td>
<td>2</td>
<td>11</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td>Applied Trades</td>
<td></td>
<td>97</td>
<td>147</td>
<td>141</td>
<td>154</td>
<td>273</td>
</tr>
<tr>
<td>Architectural Eng &amp; CAD Tech</td>
<td></td>
<td>24</td>
<td>21</td>
<td>22</td>
<td>41</td>
<td>23</td>
</tr>
<tr>
<td>Auto Body Repair &amp; Painting</td>
<td></td>
<td>21</td>
<td>11</td>
<td>5</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td></td>
<td>11</td>
<td>28</td>
<td>44</td>
<td>40</td>
<td>44</td>
</tr>
<tr>
<td>Carpentry Technology</td>
<td></td>
<td>12</td>
<td>4</td>
<td>23</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>Commercial Aviation</td>
<td></td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Communication Arts</td>
<td></td>
<td>6</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>7</td>
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<tr>
<td>Comp Electronics &amp; Network Tech</td>
<td></td>
<td>30</td>
<td>22</td>
<td>27</td>
<td>82</td>
<td>93</td>
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<tr>
<td>Construction Management</td>
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<td>0</td>
<td>3</td>
<td>13</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Cosmetology</td>
<td></td>
<td>43</td>
<td>28</td>
<td>31</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>Diesel Mechanics</td>
<td></td>
<td>4</td>
<td>11</td>
<td>3</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td></td>
<td>20</td>
<td>28</td>
<td>29</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>Electrical Install &amp; Maint Tech</td>
<td></td>
<td>21</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Fashion Technology</td>
<td></td>
<td>10</td>
<td>14</td>
<td>12</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Fire &amp; Envir Emergency Resp</td>
<td></td>
<td>27</td>
<td>27</td>
<td>48</td>
<td>31</td>
<td>50</td>
</tr>
<tr>
<td>Hawaiian Studies</td>
<td></td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Human Services</td>
<td></td>
<td>12</td>
<td>11</td>
<td>15</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td></td>
<td>95</td>
<td>176</td>
<td>149</td>
<td>122</td>
<td>96</td>
</tr>
<tr>
<td>Music &amp; Entertain Learning Exp</td>
<td></td>
<td>9</td>
<td>14</td>
<td>15</td>
<td>14</td>
<td>16</td>
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<tr>
<td>Natural Science</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Occupational Envir Safety Mgt</td>
<td></td>
<td>18</td>
<td>17</td>
<td>14</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>Refrigeration &amp; Air Cond Tech</td>
<td></td>
<td>22</td>
<td>18</td>
<td>30</td>
<td>36</td>
<td>23</td>
</tr>
<tr>
<td>Sheet Metal &amp; Plastics Tech</td>
<td></td>
<td>11</td>
<td>13</td>
<td>10</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Small Vessel Fabrication &amp; Repair</td>
<td></td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Welding Technology</td>
<td></td>
<td>25</td>
<td>16</td>
<td>31</td>
<td>49</td>
<td>31</td>
</tr>
</tbody>
</table>

Illustration-Intro.43 Degrees and certificates by program
Native Hawaiian Degrees and Certificates Awarded

Honolulu CC achieved its goal, but the efforts for this too 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 Nā Nalu (II.B.26) program, among others. The awards include Associate Degrees and Certificates of Achievement given during the fiscal year to students of Native Hawaiian ancestry.

<table>
<thead>
<tr>
<th>Degrees and CAs by Ethnicity</th>
<th>Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>All</td>
<td>551</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>136</td>
</tr>
<tr>
<td>Filipino</td>
<td>115</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>13</td>
</tr>
</tbody>
</table>

Pacific Islander students are only around 3% of the College population, but they receive less than 2% of the awards. The strategic plan focuses on this group of students (I.A.3). This difference for completion is an 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. (See QFE 1 – Purposeful Engagement for Student Success).

<table>
<thead>
<tr>
<th>Degrees and CAs by DE Mode</th>
<th>Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>All</td>
<td>551</td>
</tr>
<tr>
<td>At Least One Completely Online Class</td>
<td>120</td>
</tr>
<tr>
<td>At Least One Off-Site Class solna</td>
<td>87</td>
</tr>
<tr>
<td>At Least One DE Class (not online or off-site)</td>
<td>25</td>
</tr>
<tr>
<td>At Least Two DE Classes with Different Modes</td>
<td>56</td>
</tr>
<tr>
<td>All Classes Face-to-Face</td>
<td>263</td>
</tr>
</tbody>
</table>
Most students receiving degrees and certificates take all face-to-face classes. Just 31% took at least one online class. The quality focus plan may help expand enrollment in distance education courses by providing more support from student services. *(See QFE 2 – Enhanced Support for Distance Education 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 initiated a plan to help this population of students by being proactive in overall support services the institution provides. *(See QFE 1 – Purposeful Engagement for Student Success).*

<table>
<thead>
<tr>
<th>Degrees and CAs by Pell</th>
<th>Fiscal Year</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>Number of Awards</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>At Least One Semester of Pell</td>
<td>206</td>
<td>227</td>
<td>280</td>
<td>368</td>
<td>312</td>
</tr>
<tr>
<td>No Pell</td>
<td>345</td>
<td>456</td>
<td>445</td>
<td>518</td>
<td>588</td>
</tr>
</tbody>
</table>

*Illustration-Intro.46 Degrees and certificates by Pell recipients*

Non-Pell recipients are approximately 80% of the College population but receive just 65% of awards. The Hawai‘i’s Promise initiative may help change this discrepancy by making scholarships available to those in financial need *(Intro.18).*

**Transfer to Baccalaureate Institutions**

Transfer to four-year institutions is a component of the College mission. The number of students transferring to baccalaureate institutions during the 2017 academic year increased dramatically to 237 from the two years prior 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 33% of the four-year transfers in 2017.

<table>
<thead>
<tr>
<th>Number of 4-Yr Transfers by Age</th>
<th>Academic Year of Transfer</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>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>
<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>
</tbody>
</table>
### Number of 4-Yr Transfers by Age

<table>
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<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</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;22</td>
<td>92</td>
<td>87</td>
<td>42</td>
<td>87</td>
<td>79</td>
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<tr>
<td>22-24</td>
<td>63</td>
<td>40</td>
<td>14</td>
<td>51</td>
<td>46</td>
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<tr>
<td>25-44</td>
<td>97</td>
<td>88</td>
<td>66</td>
<td>71</td>
<td>103</td>
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<tr>
<td>&gt;44</td>
<td>4</td>
<td>13</td>
<td>6</td>
<td>8</td>
<td>9</td>
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</tbody>
</table>

Illustration-Intro.47 Transfers by age group

### Number of 4-Yr Transfers by Gender

<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</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>256</td>
<td>228</td>
<td>128</td>
<td>217</td>
<td>237</td>
</tr>
<tr>
<td>Female</td>
<td>124</td>
<td>100</td>
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</tr>
<tr>
<td>Male</td>
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<td>121</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Illustration-Intro.48 Transfers by gender

Transfers for female students were 51% of total transfers in 2017, but fortunately, more than doubling in number from two years prior.

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 indicate that they do not want to participate in data sharing. The result 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 average about 24% and 20% of the College population, respectively, but they only produced approximately 19% and 14% of the four-year transfers in 2017. These discrepancies also are of interest for the institution in its quality focus plan. (See QFE I – Purposeful Engagement for Student Success).

<table>
<thead>
<tr>
<th>Number of 4-Yr Transfers by Ethnicity</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>Native Hawaiian</td>
<td>56</td>
</tr>
<tr>
<td>Filipino</td>
<td>51</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>8</td>
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</tbody>
</table>

Illustration-Intro.51 Transfers by ethnicity

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

<table>
<thead>
<tr>
<th>Number of 4-Yr Transfers by Pell</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>Pell</td>
<td>60</td>
</tr>
<tr>
<td>No Pell</td>
<td>196</td>
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</tbody>
</table>

Illustration-Intro.52 Transfers by Pell

Career and technical education students were approximately 51% of the College population but produced only 39% of the four-year transfers.
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. As the College implements the QFE distance education action project, the collection and review of this distance education data will become more relevant. (See QFE 2 – Enhanced Support for Distance Education Students).
Integrated Postsecondary Education Data System (IPEDS)

The institution also reviews nationally tracked data from the United States Department of Education (USDOE). 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.

Although the IPEDS success rate increased, the rate was below the goal.

At Honolulu CC, IPEDS data 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 UH system office. Currently, pass rates for students in a Career and Technical Education (CTE) programs are based on the number of students taking the examination. Examinations are conducted outside of the institution so licensure and certification data are not available for most programs. Cosmetology reported a 92% success rate for the state exam in 2016, up from 61% in 2015. The aspiration goal for the College is 95%.

Job Placement Rate

As with license pass rates, the gathering of accurate job placement data is still a challenge for all two-year institutions. It is difficult to discern the role that matriculation to college plays in employment for many students. Additionally, many students secure employment in fields other than their identified educational goals for a variety of reasons. Students without social security numbers secure jobs but remain outside of the tracking systems. As a result, the job placement rates that are reported for each career and technical education program come from Perkins annual reports. 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 institution-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>
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<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>
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<td>CarpentryTechnology</td>
<td>63.87</td>
<td>71.43</td>
<td>80.00</td>
<td>50.00</td>
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<tr>
<td>Communication Arts</td>
<td>63.87</td>
<td>66.67</td>
<td>73.08</td>
<td>66.67</td>
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<tr>
<td>Computing, Electronics &amp; Networking Tech</td>
<td>63.87</td>
<td>67.31</td>
<td>54.72</td>
<td>63.46</td>
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<tr>
<td>Construction Management</td>
<td>63.87</td>
<td>81.82</td>
<td>68.75</td>
<td>*</td>
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<tr>
<td>Cosmetology</td>
<td>63.87</td>
<td>44.44</td>
<td>72.97</td>
<td>69.09</td>
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<td>Diesel Mechanics Technology</td>
<td>63.87</td>
<td>73.68</td>
<td>*</td>
<td>69.23</td>
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<tr>
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<td>56.60</td>
<td>67.80</td>
<td>75.00</td>
</tr>
<tr>
<td>Electrical Installation &amp; Maintenance Tech</td>
<td>63.87</td>
<td>86.96</td>
<td>95.65</td>
<td>80.77</td>
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<td>Fashion Technology</td>
<td>63.87</td>
<td>58.33</td>
<td>66.67</td>
<td>58.62</td>
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<td>Fire &amp; Environmental Emergency Resp</td>
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<td>73.68</td>
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<td>Human Services</td>
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<td>66.67</td>
<td>75.00</td>
<td>78.26</td>
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<td>Refrigeration &amp; Air Conditioning Tech</td>
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<td>74.07</td>
<td>80.95</td>
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<td>Sheet Metal &amp; Plastics Technology</td>
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<td>58.33</td>
<td>82.35</td>
<td>93.75</td>
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<tr>
<td>Small Vessel Fabrication &amp; Repair</td>
<td>63.87</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Welding Technology</td>
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<td>46.43</td>
<td>86.36</td>
<td>69.23</td>
</tr>
</tbody>
</table>

* <10 students in denominator

*Illustration Intro. 57 Job placement rates*
Strategic Plan Goal A – Student Success

Related to the accreditation and state reporting of measures of success and achievement, the College also identified measures for progress in its strategic plan. The goal of the strategic plan is to identify measures that can determine progress for the institution’s mission that may also satisfy federal and state indicators.

Native Hawaiian Student Gap Analysis

Enrollment of Native Hawaiian students has been steady, transfers to four-year institutions and awards of STEM degrees tend to be inconsistent.

Filipino Student Gap Analysis

While enrollment of Filipino students has been increasing over the past years, the awarding of degrees and transfers to four-year institutions have declined.
Although the enrollment of Pacific Islanders remains low, transfer to four-year baccalaureate institutions has been successful for those students. The strategic plan (I.A.3) addresses increasing enrollment of Pacific Islanders while a quality focus plan aims to improve the retention and success of these students. (See QFE 1 – Purposeful Engagement for Student Success).

Pacific Islander Student Gap Analysis

Illustration-Intro.59 Filipino success gaps

Illustration-Intro.60 Pacific Islander success gaps
**Low Income (Pell Recipient) Student Gap Analysis**

Transfers for Pell recipients to four-year institutions have declined in the recent year, even though more are awarded STEM degrees. The College’s plan also addresses improving the success of low-income students. *(See QFE 1 – Purposeful Engagement for Student Success).*

**Strategic Plan Targets**

The following tables repeat some information discussed above, but they show the institution’s results against targets in its Educational & Strategic Plan 2016-2021. The targets were set when the plan was developed in 2016. In spring 2018, the UHCC updated goals for community colleges, which Honolulu CC will revise when it next reviews its strategic plan in 2018-19. To see the UHCC revised data, see Enrollment Management Plan 2017-2020 *(II.A.24).*

<table>
<thead>
<tr>
<th>Associate Degree and Certificates of Achievement Targets</th>
<th>Baseline</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
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<tr>
<td>Target</td>
<td>683</td>
<td>717</td>
<td>738</td>
<td>774</td>
<td>830</td>
<td>872</td>
<td>915</td>
<td>961</td>
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<tr>
<td>Actual</td>
<td>653</td>
<td>725</td>
<td>886</td>
<td>900</td>
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**Pell Recipients**

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</thead>
<tbody>
<tr>
<td>Target</td>
<td>227</td>
<td>239</td>
<td>250</td>
<td>263</td>
<td>276</td>
<td>290</td>
<td>304</td>
<td>319</td>
</tr>
<tr>
<td>Actual</td>
<td>269</td>
<td>321</td>
<td>417</td>
<td>377</td>
<td></td>
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</table>
The tables show that the College is exceeding targets for all goals except baccalaureate transfers. With the intention of achieving effectiveness in all areas, the College has implemented a plan to increase student success. *(See QFE 1 – Purposeful Engagement for Student Success).*

**Strategic Plan Goal B – Enrollment**

The College faces a challenge in striving to increase enrollment. The improving economy attracts high school graduates, working age adults, and other populations to the workforce, away from attending college.

On top of that, the Honolulu consumer price index keeps climbing, putting pressure on the population to go to work to cover basic living needs such housing, food, and clothing.
Along with costs rising, the Honolulu population can be swayed by the vigorous demand for jobs in sectors such as for the food services and drinking places that tend not to require college education.
Although the number of high school graduates in the State of Hawai‘i has been stable over the last ten years, the going rate of these graduates to the University of Hawai‘i campuses has declined since fall 2009. Compared to other states, a high proportion of Hawai‘i’s high school graduates go to college out of state (Intro.19).

Under this scenario, the College has been strategizing ways to draw more students to the campus. Many of the campus initiatives, such as Pathways, iPass, and Hoʻāla Hou have that intent. The College also has been active at four neighboring high schools with the Early College initiative. The Early College is one of the Hawai‘i P-20 Partnerships of Education initiatives that allow high school students to take college classes at their high school campuses.

The following tables show the institution’s targets for enrollment as specified by the Educational & Strategic Plan 2016-2021. The targets were set in 2016. As noted above, the UHCC updated goals for community colleges, which Honolulu CC will revise when it next reviews its strategic plan in 2018-19. To see the UHCC revised data, see Enrollment Management Plan 2017-2020 (II.A.24).

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>HonCC</td>
<td>4.1</td>
<td>3.5</td>
<td>3.3</td>
<td>2.9</td>
<td>2.8</td>
<td>2.7</td>
<td>2.5</td>
<td>2.4</td>
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</table>

Illustration-Intro.69 Fall high school going rate

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</thead>
<tbody>
<tr>
<td>Target</td>
<td>429</td>
<td>436</td>
<td>443</td>
<td>453</td>
<td>463</td>
<td>471</td>
<td>479</td>
<td>486</td>
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<tr>
<td>Actual</td>
<td>429</td>
<td>335</td>
<td>326</td>
<td>293</td>
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</table>

Illustration-Intro.70 High school enrollment targets

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>260</td>
<td>265</td>
<td>271</td>
<td>276</td>
<td>281</td>
<td>287</td>
<td>293</td>
<td>299</td>
</tr>
<tr>
<td>Actual</td>
<td>260</td>
<td>251</td>
<td>235</td>
<td>195</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Illustration-Intro.71 High school non-completers and GED recipients

³ The high school going rate (college participation rate) is the percentage of all recent Hawai‘i high school graduates that enrolled in Honolulu CC in fall. There were 326 out of 13,732.
### Pacific Islander Students

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>133</td>
<td>167</td>
<td>167</td>
<td>173</td>
<td>179</td>
<td>186</td>
<td>193</td>
<td>199</td>
</tr>
<tr>
<td>Actual</td>
<td>133</td>
<td>125</td>
<td>128</td>
<td>111</td>
<td>173</td>
<td>179</td>
<td>186</td>
<td>193</td>
</tr>
</tbody>
</table>

For all the above measures, the College missed its most recent goals, but it will continue with its campus initiatives to help offset declines as well as strive to better retain current students with its QFE plan to keep overall College enrollment from sliding. *(See QFE 1 – Purposeful Engagement for Student Success).*
Organization of 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 do our actions impact student learning and student success?

Accreditation Self-Evaluation Timeline

<table>
<thead>
<tr>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>• UHCC-wide accreditation training session is offered in September - many</td>
</tr>
<tr>
<td>Honolulu CC participants attend</td>
</tr>
<tr>
<td>• Accreditation Task Force committee establishes accreditation self-evalua-</td>
</tr>
<tr>
<td>tion report team organization and asks for volunteers to participate on</td>
</tr>
<tr>
<td>the teams</td>
</tr>
<tr>
<td>• Committee decides on leads to oversee Standard I, Standard II, Standard</td>
</tr>
<tr>
<td>III, and Standard IV</td>
</tr>
<tr>
<td>• Chairs are decided for each of the 10 standard subcommittees as well as</td>
</tr>
<tr>
<td>lead writers (about 67 volunteers)</td>
</tr>
<tr>
<td>• Standard subcommittees meet to organize responsibilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Steering committee is formed from subcommittee leads and begins meeting</td>
</tr>
<tr>
<td>once a month</td>
</tr>
<tr>
<td>• Subcommittees begin gathering evidence</td>
</tr>
<tr>
<td>• First draft of each subcommittee’s report is due on April 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Subcommittees continue to gather evidence</td>
</tr>
<tr>
<td>• New ALO is appointed in late May</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accreditation town hall meeting is held in August for the campus</td>
</tr>
<tr>
<td>• Standard subcommittees meet</td>
</tr>
<tr>
<td>• Steering Committee begins meeting every other week</td>
</tr>
<tr>
<td>• Survey is conducted for faculty and staff; results are disseminated to</td>
</tr>
<tr>
<td>the campus on Sep 26</td>
</tr>
<tr>
<td>• Survey is conducted for students; results are disseminated to the campus</td>
</tr>
<tr>
<td>on Oct 2</td>
</tr>
<tr>
<td>• Second draft report from each standard subcommittee is due on Oct 2</td>
</tr>
<tr>
<td>• ALO provides comments on the drafts to each standard subcommittee</td>
</tr>
<tr>
<td>• Accreditation webpage is moved from the Intranet to College’s main</td>
</tr>
<tr>
<td>website on Nov 9</td>
</tr>
<tr>
<td>• Final draft report of each standard subcommittee is due on Nov 13</td>
</tr>
<tr>
<td>• Draft of reports are posted for the campus to view on Dec 19</td>
</tr>
</tbody>
</table>
**Spring 2018**

- Accreditation town hall meeting is held in early January for the campus
- Test Your Accreditation IQ quizzes begin on Feb 15 and continue weekly to inform the campus
- First full edit of drafts are posted for the campus on March 13
- Subcommittees continue to prepare and consolidate evidence
- Campus is polled for ideas on QFE on March 19
- Town hall meetings are held on each Friday in April for Standards I, II, III, and IV plus QFE
- Steering committee decides on QFEs and drafts provided to the campus on May 1
- Final report is provided to UHCC on May 11
- Chancellor presents overview of self-study and evaluation process to Board of Regents on May 18
- Board of Regents certifies that the report accurately reflects the nature and substance of the institution

**Summer 2018**

- Final edits of the report are done, including updates to evidence
- Report and evidence is sent to design center for preparation
- Self-Study and Quality Focus Essays are submitted to ACCJC and visiting team members in August

**Fall 2018**

- Campus prepares for accreditation visit
- Accreditation visit takes place during week of October 15

---

### Organization for the Self-Evaluation 2018

**Steering Committee**

<table>
<thead>
<tr>
<th>Accreditation Liaison Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Stearns (Faculty, Division Chair, Language Arts)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard I</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Panisnick (Faculty, Religion)</td>
</tr>
<tr>
<td>Jennifer Higa-King (Interim Dean, University College)</td>
</tr>
<tr>
<td>Jerry Saviano (Faculty, English)</td>
</tr>
<tr>
<td>Fumiko Takasugi (Interim Dean, Transportation and Trades)</td>
</tr>
<tr>
<td>Keala Chock (Dean, Communication and Services)</td>
</tr>
<tr>
<td>Patrick Patterson (Faculty, History)</td>
</tr>
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<table>
<thead>
<tr>
<th>Standard II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Lee (Vice Chancellor of Academic Affairs)</td>
</tr>
<tr>
<td>Jeff Stearns (Faculty, Division Chair, Language Arts)</td>
</tr>
<tr>
<td>Jolene Suda (Faculty, Director TRIO)</td>
</tr>
<tr>
<td>Erica Balbag-Gerard (Faculty, Counseling)</td>
</tr>
<tr>
<td>Lara Sugimoto (Dean, Student Services)</td>
</tr>
<tr>
<td>Wayne Sunahara (Dean, Academic Support)</td>
</tr>
<tr>
<td>Chiara Logli (Faculty, Assessment Specialist)</td>
</tr>
<tr>
<td>Bert Shimabukuro (Faculty, Division Chair, Automotive)</td>
</tr>
<tr>
<td>Standard III</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Steven Auerbach (Director, PCATT)</td>
</tr>
<tr>
<td>Jeff Stearns (Faculty)</td>
</tr>
<tr>
<td>Derek Inafuku (Vice Chancellor of Academic Services)</td>
</tr>
<tr>
<td>Monique Tingkang (Manager, Human Resources)</td>
</tr>
<tr>
<td>Michael Meyer (ITS Manager)</td>
</tr>
<tr>
<td>Guy Shibayama (Faculty, Apprenticeship)</td>
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<table>
<thead>
<tr>
<th>Standard IV</th>
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</thead>
<tbody>
<tr>
<td>Erika Lacro (Chancellor)</td>
</tr>
<tr>
<td>Cynthia Smith (Faculty, History)</td>
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</table>

**Institutional Research**

| Jeffery Arbuckle (Institutional Analyst, PPIR) |

### Standard Teams

#### Standard I.A

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>David Panisnick</td>
<td>Chair, Faculty, Religion</td>
</tr>
<tr>
<td>Jeannie Shaw</td>
<td>Faculty, Pearl Harbor Naval Shipyard Coordinator</td>
</tr>
<tr>
<td>Fumiko Takasugi</td>
<td>Interim Dean, Transportation and Trades</td>
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#### Standard I.B

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<tbody>
<tr>
<td>Keala Chock</td>
<td>Chair, Dean, Communication and Services</td>
</tr>
<tr>
<td>John DeLay</td>
<td>Faculty, Geography</td>
</tr>
<tr>
<td>Jennifer Higa-King</td>
<td>Interim Dean, University College</td>
</tr>
<tr>
<td>Pat Patterson</td>
<td>Faculty, History</td>
</tr>
<tr>
<td>Bed Paudyal</td>
<td>Faculty, English</td>
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#### Standard I.C

<table>
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<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>Faculty, Counseling</td>
</tr>
<tr>
<td>Josephine Stenberg</td>
<td>Registrar</td>
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#### Standard II.A

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<td>Karen Lee</td>
<td>Co-Chair, Vice Chancellor of Academic Affairs</td>
</tr>
<tr>
<td>Jeff Stearns</td>
<td>Co-Chair, Faculty, Division Chair, Language Arts</td>
</tr>
<tr>
<td>Ann Abeshima</td>
<td>Faculty, Early Childhood Education</td>
</tr>
<tr>
<td>Tiani Akeo-Basques</td>
<td>Faculty, Hawaiian Programs</td>
</tr>
<tr>
<td>Diane Caulfield</td>
<td>Faculty, Cooperative Education</td>
</tr>
<tr>
<td>Clarise Ikeno</td>
<td>Faculty, Mathematics</td>
</tr>
<tr>
<td>Sterling Foster</td>
<td>Faculty, Mathematics</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
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</tr>
<tr>
<td>Shidong Kan</td>
<td>Faculty, Physics</td>
</tr>
<tr>
<td>Chiara Logli</td>
<td>Faculty, Assessment Specialist</td>
</tr>
<tr>
<td>Robert Silva</td>
<td>Faculty, Automotive</td>
</tr>
<tr>
<td>Shioko Yonezawa</td>
<td>Faculty, Japanese</td>
</tr>
<tr>
<td>Evelyn Greene</td>
<td>Faculty, Aeronautics</td>
</tr>
<tr>
<td>Bert Shimabukuro</td>
<td>Faculty, Division Chair, Automotive</td>
</tr>
<tr>
<td>Jolene Suda</td>
<td>Chair, Faculty, Director TRIO</td>
</tr>
<tr>
<td>April Ching</td>
<td>Faculty, English</td>
</tr>
<tr>
<td>Ina Miller-Cabasug</td>
<td>Faculty, CARE</td>
</tr>
<tr>
<td>Sarah Myhre</td>
<td>Faculty, Library</td>
</tr>
<tr>
<td>Kenneth Quilantang</td>
<td>Faculty, English</td>
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<tr>
<td>Wayne Sunahara</td>
<td>Dean, Academic Support</td>
</tr>
<tr>
<td>Erica Balbag-Gerard</td>
<td>Chair, Faculty, Counseling</td>
</tr>
<tr>
<td>Hillary Brown</td>
<td>Employment Services Specialist, Career Services</td>
</tr>
<tr>
<td>Kalani Flores</td>
<td>Faculty, Hawaiian Programs</td>
</tr>
<tr>
<td>Kimberley Gallant</td>
<td>Faculty, Mental Health Counselor</td>
</tr>
<tr>
<td>Kalei Lum-Ho</td>
<td>Faculty, Hawaiian Center</td>
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<tr>
<td>Lara Sugimoto</td>
<td>Dean, Student Services</td>
</tr>
<tr>
<td>Sharleen Nakamoto Levine</td>
<td>Faculty, American Studies</td>
</tr>
<tr>
<td>Monique Tingkang</td>
<td>Chair, Manager, Human Resources</td>
</tr>
<tr>
<td>Derek Inafuku</td>
<td>Vice Chancellor of Administrative Services</td>
</tr>
<tr>
<td>Irene Mesina</td>
<td>Faculty, Head Librarian</td>
</tr>
<tr>
<td>Renette Sonomura</td>
<td>Secretary, Academic Affairs</td>
</tr>
<tr>
<td>Cyndi Uyehara</td>
<td>Faculty, Early Childhood Education</td>
</tr>
<tr>
<td>Eric Shaffer</td>
<td>Faculty, English</td>
</tr>
<tr>
<td>Steve Auerbach</td>
<td>Chair, Director, PCATT</td>
</tr>
<tr>
<td>Stefanie Sasaki</td>
<td>Faculty, Library</td>
</tr>
<tr>
<td>Cassandra Kam</td>
<td>Faculty, Disability Specialist</td>
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<tr>
<td>James Niino</td>
<td>Faculty, Apprenticeship</td>
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<tr>
<td>Guy Shibayama</td>
<td>Faculty, Apprenticeship</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Rheta Kuwahara-Fujita</td>
<td>Faculty, Early Childhood Education</td>
</tr>
<tr>
<td>David Tanaka</td>
<td>Facilities Manager</td>
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</tbody>
</table>

Standard III.C

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Mike Meyer</td>
<td>Chair, ITS Manager</td>
</tr>
<tr>
<td>Ross Egloria</td>
<td>Faculty, Education Technology</td>
</tr>
<tr>
<td>Karadeen Kam-Kalani</td>
<td>Faculty, Speech</td>
</tr>
<tr>
<td>Stacy Rogers</td>
<td>Faculty, Fire</td>
</tr>
<tr>
<td>Wayne Sunahara</td>
<td>Dean, Academic Support</td>
</tr>
<tr>
<td>Kristi Teruya</td>
<td>Academic Coach, CARE</td>
</tr>
</tbody>
</table>

Standard III.D

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Derek Inafuku</td>
<td>Chair, Vice Chancellor of Academic Services</td>
</tr>
<tr>
<td>Jeff Stearns</td>
<td>Faculty, Division Chair, Language Arts</td>
</tr>
<tr>
<td>Lara Kong</td>
<td>Secretary, Administrative Services</td>
</tr>
<tr>
<td>Beryl Morimoto</td>
<td>Faculty, PCATT</td>
</tr>
<tr>
<td>Guy Fo</td>
<td>Faculty, Transportation and Trades</td>
</tr>
<tr>
<td>Myrna Patterson</td>
<td>Fiscal Manager</td>
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</tbody>
</table>

Standard IV.A & IV.B

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Erika Lacro</td>
<td>Co-Chair, Chancellor</td>
</tr>
<tr>
<td>Cynthia Smith</td>
<td>Co-Chair, Faculty, History</td>
</tr>
<tr>
<td>Amy Akana</td>
<td>Student Support Specialist, Financial Aid</td>
</tr>
<tr>
<td>Silvan Chung</td>
<td>Faculty, Career Services</td>
</tr>
<tr>
<td>Dean Crowell</td>
<td>Faculty, Carpentry</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 Charts
Honolulu Community College Institutional Self Evaluation Report 2018

Interim Dean of Transportation & Trades
Fumi Takasugi

Construction Academy (CNAC)
Kenton Short

Transportation & Trades Division Chair
Bert Shimabukuro

- Aeronautics Maintenance Technology (AERO)
- Applied Trades (APTR)
- Apprenticeship & Journey Worker Training
- Architectural, Engineering and CAD Technologies (AEC)
- Auto Body Repair and Painting (ABRP)
- Automotive Technology (AMT)
- Carpentry Technology (CARP)
- 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 (SAM)
- Small Vessel Fabrication and Repair (MARV)
- Welding Technology (WELD)
Administration of Justice (AJ)
Communication Arts (CA)
Computing, Electronics, and Networking Technology (CENT)
Cosmetology (CSSM)
Early Childhood Education (ECE)
Fashion Technology (FT)
Human Services (HSER)
Information and Computer Science (ICS)
Music & Entertainment Learning Experience (MELE)
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

Dean of Student Services
Lara Sugimoto

Academic Counseling
Admissions & Records
Financial Aid
Health Office
IPASS
Outreach
Student Life & Development
Wellness Center
### 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 Services</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>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 Planning</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>3.D Financial Resource Stability</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>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>Accreditation Topic</td>
<td>UH Community College System/UH System</td>
<td>College</td>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>3.D Financial Resource</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>Contractual Agreements</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.A Decision-making Roles</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>and Responsibilities</td>
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</tr>
<tr>
<td>4.B Chief Executive Officer</td>
<td></td>
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</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>
</tbody>
</table>

### Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

<table>
<thead>
<tr>
<th>Standard</th>
<th>College</th>
<th>UHCC</th>
<th>UH Sys</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Mission</td>
<td>SH</td>
<td>SH</td>
<td>SH</td>
<td>The college is responsible for developing and obtaining approval for the college mission. UHCC and UH system are responsible for developing and obtaining approval for the UH mission. The college mission statements are expected to align with the UH system mission</td>
</tr>
</tbody>
</table>

ER 6
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<thead>
<tr>
<th>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.</th>
<th>P</th>
<th>S</th>
<th>S</th>
<th>Primary responsibility for assessing the effectiveness of the college in meeting the mission rests with the college. UHCC and UH system provide data, analytics, and tools in support of this assessment and monitor college success.</th>
</tr>
</thead>
<tbody>
<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>
<td>P</td>
<td>S</td>
<td>S</td>
<td>Primary responsibility for alignment with the mission rests with the college. UHCC and UH system provide data, analytics, and tools in support of this assessment and monitor college programs. Major new programs require system approval which includes reviewing alignment with mission.</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>
<td>P</td>
<td>SH</td>
<td>S</td>
<td>College is responsible for development, publications, and periodic update of the mission. UHCC presents the mission update to the Board of Regents on behalf of the college.</td>
</tr>
</tbody>
</table>

### B. Assuring Academic Quality and Institutional Effectiveness

#### Academic Quality

<table>
<thead>
<tr>
<th>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.</th>
<th>SH</th>
<th>SH</th>
<th>SH</th>
<th>The University aligns its focus on academic quality through shared goals and targets at the UH system, UHCC, and college level. These goals and related plans address all aspects of academic quality identified in the standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>The college has responsibility for defining and assessing student learning outcomes. UHCC monitors and supports cross campus conversations for common programs.</td>
</tr>
<tr>
<td>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)</td>
<td>SH</td>
<td>SH</td>
<td>S</td>
<td>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.</td>
</tr>
<tr>
<td>B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.</td>
<td>SH</td>
<td>SH</td>
<td>SH</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### Institutional Effectiveness

<p>| 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. | SH | SH | SH | 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. |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>SH</th>
<th>SH</th>
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<tbody>
<tr>
<td>B.6</td>
<td>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.</td>
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<tr>
<td>B.7</td>
<td>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.</td>
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<tr>
<td>B.8</td>
<td>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.</td>
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<tr>
<td>B.9</td>
<td>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)</td>
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**C. Institutional Integrity**

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<tbody>
<tr>
<td>C.1</td>
<td>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)</td>
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<tr>
<td>C.2</td>
<td>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)</td>
<td></td>
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<tr>
<td>C.3</td>
<td>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)</td>
<td></td>
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</tr>
<tr>
<td>C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.</td>
<td>SH</td>
<td>SH</td>
<td>SH</td>
<td>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.</td>
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<tr>
<td>C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.</td>
<td>SH</td>
<td>SH</td>
<td>SH</td>
<td>All levels are responsible for the periodic review or policies, procedures, and publications under their jurisdiction and control.</td>
</tr>
<tr>
<td>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.</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>The college is responsible for posting total cost of education to prospective and current students.</td>
</tr>
<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)

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<tbody>
<tr>
<td>All levels of the organization are expected to comply with accreditation rules and regulations.</td>
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</table>

### 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)

<table>
<thead>
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<tbody>
<tr>
<td>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.</td>
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</table>

### 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.

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
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<tbody>
<tr>
<td>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.</td>
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### 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>
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</thead>
<tbody>
<tr>
<td><strong>A. Instructional Programs</strong></td>
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</tr>
<tr>
<td>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)</td>
<td>SH</td>
<td>SH</td>
<td>SH</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>P</td>
<td>S</td>
<td>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</td>
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<td>S</td>
</tr>
<tr>
<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</td>
<td>SH</td>
<td>S</td>
</tr>
<tr>
<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</td>
<td>SH</td>
<td>S</td>
</tr>
<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</td>
<td>S</td>
<td>S</td>
</tr>
<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</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>A.8</td>
<td>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.</td>
<td>P</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>A.9</td>
<td>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)</td>
<td>SH</td>
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</tr>
<tr>
<td>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)</td>
<td>SH</td>
<td>SH</td>
<td>SH</td>
<td>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.</td>
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<tr>
<td>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.</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>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.</td>
</tr>
<tr>
<td>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)</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>The design of the core program focus is based on input from employers and/or transfer baccalaureate requirements.</td>
</tr>
<tr>
<td>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.</td>
<td>SH</td>
<td>SH</td>
<td>S</td>
<td>UHCC policy sets institution set standards for all programs requiring external licensure and certification.</td>
</tr>
<tr>
<td>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.</td>
<td>SH</td>
<td>SH</td>
<td>SH</td>
<td>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.</td>
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<tr>
<td>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.</td>
<td>SH</td>
<td>SH</td>
<td>SH</td>
<td>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.</td>
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<tr>
<td>B. Library and Learning Support Services</td>
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<tr>
<td>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)</td>
<td>SH</td>
<td>S</td>
<td>SH</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>Colleges are responsible for program and service level review of library and other learning support services.</td>
</tr>
</tbody>
</table>
### 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)

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.

<table>
<thead>
<tr>
<th>C. Student Support Services</th>
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<tbody>
<tr>
<td><strong>C.1</strong> 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)</td>
</tr>
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</table>

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.

<table>
<thead>
<tr>
<th><strong>C.2</strong> 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.</th>
</tr>
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</table>

Colleges identify areas for improvement, especially for targeted sub-populations of students. UHCC strategic plan identifies enrollment and achievement goals for targeted populations.

<table>
<thead>
<tr>
<th><strong>C.3</strong> 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)</th>
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</table>

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.

<table>
<thead>
<tr>
<th><strong>C.4</strong> 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.</th>
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</table>

Co-curricular programs are the responsibility of the colleges. There are no athletics programs within the UHCC system.

<table>
<thead>
<tr>
<th><strong>C.5</strong> 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.</th>
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</table>

Colleges are responsible for providing the counseling and academic advising programs for students.
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)

SH  SH  SH

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.

SH  SH  S

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

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

SH  S  SH

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.

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.

SH  S  SH

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.

<table>
<thead>
<tr>
<th>Standard III: Resources</th>
<th>College</th>
<th>UHCC</th>
<th>UH Sys</th>
<th>Comments</th>
</tr>
</thead>
</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.

SH  SH  SH

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)

SH  SH  S

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.
<table>
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<th>Section</th>
<th>Details</th>
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<tbody>
<tr>
<td>A.3</td>
<td>Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. 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.</td>
</tr>
<tr>
<td>A.4</td>
<td>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. UH system policies and practice are consistent with the standard and colleges must comply with the policy.</td>
</tr>
<tr>
<td>A.5</td>
<td>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. 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.</td>
</tr>
<tr>
<td>A.6</td>
<td>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. 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 these criteria. UHCC policy also includes assessment of learning outcomes as a component of executive/managerial evaluation.</td>
</tr>
<tr>
<td>A.7</td>
<td>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. 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.</td>
</tr>
<tr>
<td>A.8</td>
<td>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. 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.</td>
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<td>Section</td>
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<tr>
<td>A.9</td>
<td>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)</td>
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<td></td>
<td>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.</td>
</tr>
<tr>
<td>A.10</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>A.11</td>
<td>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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td>A.12</td>
<td>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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td>A.13</td>
<td>The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td>A.14</td>
<td>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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td>A.15</td>
<td>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></td>
<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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<tr>
<td>B. Physical Resources</td>
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<td>--------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>S</td>
</tr>
<tr>
<td>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.</td>
<td>S</td>
</tr>
<tr>
<td>B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</td>
<td>S</td>
</tr>
<tr>
<td>C. Technology Resources</td>
<td>SH</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.</td>
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<td>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)</td>
<td>SH</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.</td>
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<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>
<td>SH</td>
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<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>
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<td><strong>D.7</strong> Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</td>
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<td><strong>D.8</strong> 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>
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<td><strong>D.9</strong> 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>
<td>SH</td>
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<tr>
<td><strong>D.10</strong> 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>
<td>SH</td>
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<tr>
<td><strong>Liabilities</strong></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>
<td>SH</td>
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<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>
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<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>
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</table>
### 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.

The UH bond system monitors the expenditure of bond funds to assure compliance with bond issue purposes and applicable use laws. All fund-raising activities and expenditure of privately raised funds are managed by the UH Foundation in accordance with donor intention and IRS rules. All extramurally funded programs are monitored for compliance with grant conditions by the central UH system Office of Research Services.

### 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.

The external audit includes a comprehensive audit of all Title IV activities and compliance. Any audit exceptions or issues related to default rates are addressed by the college and subsequently reviewed by the Federal government and follow-up audits.

### 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.

All contractual agreements are subject to University policies and UH system approval. Colleges may not enter into contractual relationships on their own authority.

<table>
<thead>
<tr>
<th>Standard IV: Leadership and Governance</th>
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<tbody>
<tr>
<td><strong>A. Decision-making Roles and Processes</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>The shared governance policies provide for and describe the role of faculty and administrators in the various governance structures.</strong></td>
</tr>
</tbody>
</table>
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. 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.

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. 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.

A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution. 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. Periodic assessment of the governance structures is carried out at different levels of the organization and changes/improvements made as appropriate.

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<td>A.4</td>
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<td>A.5</td>
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<td>A.7</td>
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**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.

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.

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.

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

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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

### 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 | P |

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 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 |

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.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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<th>Policy</th>
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<tbody>
<tr>
<td>C.7</td>
<td>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.</td>
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<td></td>
<td>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.</td>
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<td>C.8</td>
<td>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.</td>
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<td>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.</td>
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<td>C.9</td>
<td>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.</td>
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<td>Board development, including new member orientation is encoded in Board by-laws. The membership of the Board, including staggered terms, is proscribed by statute.</td>
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<tr>
<td>C.10</td>
<td>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.</td>
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<td>The evaluation process for the Board of Regents is described in Board by-laws.</td>
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<tr>
<td>C.11</td>
<td>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>
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<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>
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<td>C.12</td>
<td>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>
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<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>
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<tr>
<td>C.13</td>
<td>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>
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<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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### D. Multi-College Districts or Systems

<table>
<thead>
<tr>
<th>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.</th>
<th>S</th>
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<th>SH</th>
<th>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.</th>
</tr>
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<tr>
<td>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.</td>
<td>S</td>
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<td>Delineation of responsibilities from the VP for Community Colleges to the Colleges is established in University executive policy and Community College system policies. The VP for Community Colleges does set community college system goals and allocates resources in support of those goals and the College operations. Internal resource allocation is the responsibility of the colleges.</td>
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<tr>
<td>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 district/system. The district/system CEO ensures effective control of expenditures.</td>
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<td>S</td>
<td>The VP for Community Colleges has policies describing the allocation and reallocation methodologies for the CC system. All funds are managed through the University fiscal management system and monitored by the office of the Vice-President for Community Colleges. The University audit includes a separate schedule for the community colleges within the larger University audit.</td>
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<tr>
<td>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 CEO’s accountable for the operation of the colleges.</td>
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<td>P</td>
<td>S</td>
<td>The authority of the college CEO is defined in University executive policy and in community college system policy.</td>
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<tr>
<td>D.5 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>University of Hawai‘i System, UH Community College system, and individual college plans are integrated through adoption of common goals and metrics and areas of emphasis.</td>
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<tr>
<td>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.</td>
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<td>Multiple communication channels are employed including posting of information and regular meetings with system governance groups and the colleges, and college wide presentations of system goal achievement and strategic plan success.</td>
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</table>
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.

| S | P | S | Policies of the UH Community College system are reviewed on a regular basis. Individual governance processes are reviewed on a periodic basis and may be adapted in response to changes in the University system governance processes. |
In Fall 2016, the Autobody Repair and Paint program launched a new short-term, entry-level training curriculum to address a local and nation-wide workforce shortage. Students will be able to complete the program within a year. Bryson received his training in this program.

Bryson Couch
Auto Body Repair & Painting (ABRP)
Certification of Continued Institutional Compliance with Eligibility Requirements

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. Requirements 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.

I. 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 Hawaiʻi 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 Hawaiʻi System of Higher Education, and is a duly authorized postsecondary institution by the State of Hawaiʻi to award degrees and certificates appropriate for two-year institutions. The University of Hawaiʻi Community College (UHCC) 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 Hawaiʻi as part of the University of Hawaiʻi system and complies with Eligibility Requirement 1, Authority.

Evidence

- State of Hawaiʻi Legislative Authority §304A-103, 104 Regents (Intro.20, Intro.21)
- Board of Regents Reference Guide (I.A.6 [p. 4])
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, provides pre-collegiate courses primarily in English as a Second Language to develop college readiness for further academic study, and offers noncredit and apprenticeship 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 *(I.A.1)*
- Class Schedule *(Intro.23)*
- *Honolulu CC Fact Book 2017* *(I.A.2)*
- See Introduction – Student Achievement Data and Institution-Set Standards for discussion on enrollment and student achievement
- See Detailed Discussion, Instructional Programs, Standard I.A

3. **Degrees**

The seeking of a post-secondary award is the principal goal of most Honolulu CC 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 sets forth conditions for enrollment and
matriculation at the institution. Potential and current studies use the catalog for educational planning. The Honolulu CC faculty senate established a curriculum committee that 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 associate 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 courses and programs through faculty-led processes of content review. The College examines all existing curriculum for relevance and currency, based on academic, career, and technical education standards.

Evidence

- College Catalog (I.A.1 [pp. 72-239]) for degrees and program requirements
- Class Schedule (Intro.23)
- Honolulu CC Fact Book 2017 (I.A.2)
- See Introduction – Student Achievement Data and Institution-Set Standards for discussion on awards for associate degrees and certificates
- See Detailed Discussion, Instructional Programs, Standard II.A

4. Chief Executive Officer

The College has a chief executive officer duly appointed by the Board of Regents with the exclusive and full-time responsibility is to execute the board policies. The chief executive officer at Honolulu CC is the Chancellor; the title of President is reserved for the head of the UHCC system. The current chief executive officer was appointed 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 is likewise governed by established board policy.

The Chancellor has full-time responsibility to the College and provides leadership for planning, establishing priorities, managing resources, and implementation of statutes, regulations, and policies.
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 Hawai‘i and to award degrees through policies established by the University of Hawai‘i system and the Board of Regents. A full-time CEO leads the College with responsibility for academic quality and for the welfare of the institution.

Evidence

- Chancellor Job Description (Intro.24)
- See Detailed Coverage contained in Standard IV.B

5. Financial Accountability

Financial operations and systems at Honolulu CC and the UHCC undergo strict internal and external controls. Honolulu CC and UHCC apply generally accepted accounting principles for its operations, and its financial processes are reviewed by independent audits performed by neutral certified public accountants. 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 and the University of Hawai‘i System, audits are examined by UHCC and UH financial offices as well. The last audit was completed on June 30, 2017.

The Honolulu CC 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 and 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 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 external audits conducted regularly and with proper systems of internal controls to monitor financial and budgetary requirements.

Evidence

- 2017 Independent Financial Audit (III.D.41)
- Title IV Authorization for Federal Aid (III.D.72)
- See Detailed coverage, Financial Resources, Standard IV.D
- See Checklist for Compliance with Federal Regulations and Related Commission Policies, Title IV Compliance
Certification Continued Institutional Compliance with Commission Policies and Federal Regulations

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 the following 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)

**Item One:** The Institution has made an appropriate and timely effort to solicit third party comment in advance of the comprehensive evaluation visit.

<table>
<thead>
<tr>
<th>Analysis and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Besides basic accreditation information, the webpage includes a link for third party comments. The campus was advised of the ability to provide comment orally, in accreditation documents and on the webpage.</td>
</tr>
<tr>
<td>First drafts of the report were posted for campus viewing on the College website on December 19, 2016. Feedback was solicited.</td>
</tr>
<tr>
<td>A town hall meeting for the campus was held on January 5, 2018 to give an overview of accreditation 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.</td>
</tr>
<tr>
<td>The campus was advised of a schedule of additional town hall meetings to provide feedback on a revised draft. Suggestions were provided at the meetings, which were held during April 2018.</td>
</tr>
<tr>
<td>A final version of the self-evaluation report was published on the Accreditation webpage on May 11, 2018.</td>
</tr>
<tr>
<td>On May 18, 2018 the report was presented to the Board of Regents’ Academic and Student Affairs subcommittee.</td>
</tr>
<tr>
<td>Minutes of meetings, including the draft self-evaluation reports, were included on the College’s main website for public access.</td>
</tr>
<tr>
<td>The Chancellor periodically met with community, business, industry organizations and state representatives to share campus initiatives, including accreditation, and to receive suggestions and feedback.</td>
</tr>
</tbody>
</table>

**Meets**

- Standards I.C.2, I.C.12, IV.B.1, IV.B.4

**Eligibility Requirements**

Eligibility Requirement 21

**Additional Evidence**

College webpage on accreditation (I.B.12). 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>Meets</strong></td>
</tr>
<tr>
<td>Standards</td>
</tr>
<tr>
<td>Standards I.C.2, I.C.12, IV.B.1</td>
</tr>
<tr>
<td>Eligibility Requirements</td>
</tr>
<tr>
<td>Eligibility Requirement 21</td>
</tr>
<tr>
<td>Additional Evidence</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<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>Meets</strong></td>
</tr>
<tr>
<td>Standards</td>
</tr>
<tr>
<td>Standards I.C.1, I.C.2, I.C.12, IV.B.1, IV.B.4</td>
</tr>
<tr>
<td>Eligibility Requirements</td>
</tr>
<tr>
<td>Eligibility Requirement 21</td>
</tr>
<tr>
<td>Additional Evidence</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

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

**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.

<table>
<thead>
<tr>
<th>Meets</th>
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<tbody>
<tr>
<td></td>
<td>Honolulu CC has established institution-set standards at the institution level for planning and institutional improvement.</td>
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<tr>
<td></td>
<td>Successful course completion is one of the measures of analysis in the institution set-standards under University of Hawai‘i policy and accountability.</td>
</tr>
<tr>
<td></td>
<td>The College met its target for course completion in FY 2018.</td>
</tr>
<tr>
<td></td>
<td>Successful completion of classes is included in the Annual Report of Program Data that all programs analyze each year.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>The Planning Council reviews institutional set standards and the strategic plan annually.</td>
</tr>
</tbody>
</table>

**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.

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<tr>
<th>Meets</th>
<th>Analysis and Evaluation</th>
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<tbody>
<tr>
<td></td>
<td>All Honolulu CC’s programs analyze student achievement performance in Annual Report 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></td>
<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 are reviewed annually in the ARPD reviews.</td>
</tr>
<tr>
<td></td>
<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></td>
<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>

### Standards

- Standards I.B.2, I.B.3

### Eligibility Requirements

- Eligibility Requirement 11

### Additional Evidence

Section on Student Achievement Data and Institution-Set Standards
**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>
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<tr>
<th>Analysis and Evaluation</th>
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<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 goals 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. The ARPD include measures for institution-set standards.</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>
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<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>Standards I.B.2, I.B.3, I.B.4, I.B.5</td>
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<tr>
<td>Eligibility Requirement 11</td>
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</table>

<table>
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<tr>
<th>Additional Evidence</th>
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</thead>
<tbody>
<tr>
<td>Section on Student Achievement Data and Institution-Set Standards</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
</tr>
<tr>
<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>Programs analyze the ARPD to determine student performance and the analyses are used for improvement. The ARPD include measures for institution-set standards.</td>
</tr>
<tr>
<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>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>The College now examines aspirational goals in addition to reviewing floors of expected levels of performance.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td>Standards I.B.2, I.B.3, I.B.4, I.B.5</td>
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<tr>
<td><strong>Additional Evidence</strong></td>
</tr>
<tr>
<td>Section on Student Achievement Data and Institution-Set Standards</td>
</tr>
</tbody>
</table>
### 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: Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>The minimum 60 semester credit hours awarded for degrees are specified in UHCC policy.</td>
</tr>
<tr>
<td>Credit hours are defined in UHCC and UH policies.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td>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, 12</td>
</tr>
<tr>
<td><strong>Additional Evidence</strong></td>
</tr>
<tr>
<td>Honolulu CC Catalog (<a href="#">I.A.1</a> [pp. 73, 76]), UHCC policies (<a href="#">II.A.2</a>, <a href="#">II.A.37</a>), UH policy (<a href="#">II.A.1</a>, <a href="#">II.A.38</a>)</td>
</tr>
</tbody>
</table>
**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).

### Analysis and Evaluation

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.

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.

The CPC assures that all programs meet the minimum 60 semester credit hours for associate degrees.

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.

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.

### Standards

See Standards II.A.5, II.A.6, II.A.9, II.A.10, II.A.11, II.A.12

### Eligibility Requirements

Eligibility Requirements 9, 10, 11, 12

### Additional Evidence

CPC Reference Manual (I.B.22)
**Item Three:** Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).

<table>
<thead>
<tr>
<th>Analysis and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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 will 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.</td>
</tr>
</tbody>
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<tr>
<th>Meets</th>
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<tbody>
<tr>
<td>Standards</td>
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<tr>
<td>Standards I.C.2, I.C.6, II.A.1</td>
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<tr>
<td>Eligibility Requirement 11</td>
</tr>
<tr>
<td>Additional Evidence</td>
</tr>
<tr>
<td>Honolulu CC Catalog (<a href="#">I.A.1 pp.30-31</a>), Board of Regents Reference Guide (<a href="#">I.A.6 p. 51</a>), Board of Regents Policy on tuition (<a href="#">III.D.4</a>)</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Analysis and Evaluation</th>
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<tbody>
<tr>
<td>The College does not offer clock-hour based courses.</td>
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<tr>
<th>Meets</th>
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<tbody>
<tr>
<td>Standards</td>
</tr>
<tr>
<td>Standard II.A.9</td>
</tr>
<tr>
<td>Eligibility Requirements</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
<tr>
<td>Additional Evidence</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>
Item Five: The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

<table>
<thead>
<tr>
<th>Meets</th>
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<tbody>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
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<td>Honolulu CC conforms to a commonly accepted minimum program length of at least 60 semester credit hours awarded for achievement of an associate degree.</td>
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<tr>
<td>The minimum 60 semester credit hours awarded for degrees are specified in UHCC policy.</td>
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<tr>
<td>Credit hours are defined in UHCC and UH policies.</td>
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<tr>
<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 of the definition of credit hours for courses and the policy on credit hours awarded for degrees.</td>
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<td>Honolulu CC Catalog (I.A.1 [pp. 73, 76]), UHCC policies (II.A.2, II.A.37), UH policy (II.A.1, II.A.38)</td>
</tr>
</tbody>
</table>
## Transfer Policies

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

### Item One: Transfer policies are appropriately disclosed to students and to the public.

<table>
<thead>
<tr>
<th>Meets</th>
<th>Analysis and Evaluation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Policies and procedures on the transfer of credit are in the College catalog.</td>
</tr>
<tr>
<td></td>
<td>Policies and procedures for transfer of credit are also available on the College website.</td>
</tr>
<tr>
<td></td>
<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></td>
<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>
</tbody>
</table>

### Standards

Standards II.A.1, II.A.10

### Eligibility Requirements

Eligibility Requirement 20

### Additional Evidence

Honolulu CC Catalog ([I.A.1. pp. 53-56](#))
### Item Two: Policies contain information about the criteria the institution uses to accept credits for transfer.

<table>
<thead>
<tr>
<th>Meets</th>
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<tbody>
<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>
</tbody>
</table>

<table>
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<tr>
<th>Standards</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Additional Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honolulu CC Catalog (<a href="#">I.A.1.</a>, pp. 53-56)</td>
</tr>
</tbody>
</table>

### Item Three: The institution complies with the Commission Policy on Transfer of Credit.

<table>
<thead>
<tr>
<th>Meets</th>
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<tbody>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
</tr>
<tr>
<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>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>Courses taken at other University of Hawai‘i campuses are guided by the UH Articulation Agreements.</td>
</tr>
</tbody>
</table>

<table>
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<tbody>
<tr>
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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Honolulu CC Catalog (<a href="#">I.A.1.</a>, pp. 53-56), UH Transfer of Credit policy (<a href="#">II.A.41</a>)</td>
</tr>
</tbody>
</table>
Distance Education and Correspondence Education

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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Analysis and Evaluation</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Standards</th>
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Standards II.A.1, II.B.1, II.C.1

<table>
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<tr>
<th>Eligibility Requirements</th>
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Eligibility Requirements 9, 15, 17

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<tr>
<th>Additional Evidence</th>
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</table>

Distance Education policy (DE.11)

Distance Education Supplement

Quality Focus Essay 2 – Enhanced Support for Distance Education Students
**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).

<table>
<thead>
<tr>
<th>Analysis and Evaluation</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>The College does not offer correspondence education.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Dialog about assessment in online courses occurs in faculty meetings and in the Distance Education Advisory Board.</td>
</tr>
<tr>
<td>The College provides professional development through the Faculty Development Committee.</td>
</tr>
<tr>
<td>Faculty have access to the College’s Distance Education Handbook that provides information on all aspects of teaching an online course.</td>
</tr>
<tr>
<td>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.</td>
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<tbody>
<tr>
<td>Standards II.A.1</td>
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<table>
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<tr>
<th>Additional Evidence</th>
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</thead>
<tbody>
<tr>
<td>Distance Education policy ([DE.1]).</td>
</tr>
<tr>
<td>Distance Education Supplement, QFE Enhanced DE Support Initiative</td>
</tr>
<tr>
<td>Quality Focus Essay 2 – Enhanced Support for Distance Education Students</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Meets</th>
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<tbody>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
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<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>The Laulima (Sakai) platform provides a wide-range of course support including communication, posting assignments, progress tracking, grading, and testing.</td>
<td></td>
</tr>
<tr>
<td>The College does not offer correspondence education.</td>
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<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>Standards II.A.1, II.B.1, II.C.1, III.C.1</td>
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</tbody>
</table>
**Item Four:** The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

<table>
<thead>
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<tbody>
<tr>
<td></td>
<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></td>
<td>Distance Education resource needs are discussed in the Distance Education Advisory Committee meetings, which take place monthly.</td>
</tr>
<tr>
<td></td>
<td>The College does not offer correspondence education.</td>
</tr>
</tbody>
</table>

**Standards**

Standards II.A.1, III.C .1

**Eligibility Requirements**

Eligibility Requirements 9, 15, 17

**Additional Evidence**

Distance Education Supplement  
Quality Focus Essay 2 – Enhanced Support for Distance Education Students
**Item Five:** The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

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<td>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.</td>
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<table>
<thead>
<tr>
<th>Additional Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Education policy (<a href="#">DE.11</a>)</td>
</tr>
<tr>
<td>Distance Education Supplement</td>
</tr>
<tr>
<td>Quality Focus Essay 2 – Enhanced Support for Distance Education Students</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Analysis and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honolulu CC has defined policies and procedures for students with complaints and grievances, which are articulated in the College catalog and prominently online through Student Concerns and Complaint Process at the bottom of the College’s website, along with the Nondiscrimination Policy, Title IX, and College Policies.</td>
</tr>
<tr>
<td>Student complaint forms for general issues, suggestions, exception requests are available online through the website link or through the Dean of Student Services webpage.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Both the catalog and website provide information on procedures and contacts for nondiscrimination affirmative action issues as well as for Title IX discrimination.</td>
</tr>
<tr>
<td>The College follows the University of Hawai’i system policy on student conduct as well as its own related procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>Standards I.C.2, II.A.1</td>
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<table>
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<tr>
<th>Eligibility Requirements</th>
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<tbody>
<tr>
<td>Eligibility Requirement 20, 21</td>
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</table>

<table>
<thead>
<tr>
<th>Additional Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honolulu CC Catalog ([II.A.1](pp. 63-67))</td>
</tr>
<tr>
<td>College website ([Intro.25, I.C.9](pp. 63-67)) on grievance procedures</td>
</tr>
<tr>
<td>Student conduct policy and procedures ([I.C.10, I.C.11](pp. 63-67))</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Meets</th>
<th>Analysis and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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></td>
<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></td>
<td>The files demonstrate accurate implementation of the complaint policies and procedures</td>
</tr>
</tbody>
</table>

**Standards**

Not Applicable

**Eligibility Requirements**

Eligibility Requirement 21

**Additional Evidence**

Honolulu CC Catalog ([A.1 pp. 63-67])

### 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>Meets</th>
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</thead>
<tbody>
<tr>
<td></td>
<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
### 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.

<table>
<thead>
<tr>
<th>Meets</th>
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<tbody>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
</tr>
<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>
<tr>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td>Not Applicable</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>None</td>
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</tbody>
</table>

### 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.

<table>
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<th>Meets</th>
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<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.C.2, II.A.1</td>
</tr>
<tr>
<td><strong>Eligibility Requirements</strong></td>
</tr>
<tr>
<td>Eligibility Requirement 20, 21</td>
</tr>
<tr>
<td><strong>Additional Evidence</strong></td>
</tr>
<tr>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
### Institutional Disclosure and Advertising and Recruitment Materials

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

| Item One: The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. |
| 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 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, II.A.1

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 |
| Analysis and Evaluation |
| The College lists all the required information from the ACCJC on the College’s main accreditation page. |
| The College lists all the programmatic accreditors and organizations that accredit, approve or license the institution, and identifies a link for any student complaints. |
| Meets |
| Standards |
| Standards I.C.12, II.A.1 |
| Eligibility Requirements |
| Eligibility Requirement 11 |
| Additional Evidence |
| Honolulu CC Catalog ([I.A.1 [p. 14]]) |
### 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.]

**Item One:** 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.

<table>
<thead>
<tr>
<th>Meets</th>
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<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<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.</td>
</tr>
<tr>
<td></td>
<td>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>
</tr>
</tbody>
</table>

**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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<tbody>
<tr>
<td>The USDE has not identified any issues with the College’s financial responsibility, including student financial aid responsibility.</td>
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<tr>
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<tr>
<td>Standard III.D.15</td>
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<table>
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<tr>
<th>Additional Evidence</th>
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<tr>
<td>None</td>
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**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>
<thead>
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<tr>
<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>
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<table>
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<td>None</td>
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</table>
**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.

<table>
<thead>
<tr>
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</thead>
</table>
| **Analysis and Evaluation** | 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.4

**Eligibility Requirements**

Eligibility Requirement 5

**Additional Evidence**

None
<table>
<thead>
<tr>
<th>Item Five:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis and Evaluation</strong></td>
<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. 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. 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>
</tr>
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</tr>
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<td>Standards III.D.15, III.D.16</td>
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<tr>
<td><strong>Eligibility Requirements</strong></td>
<td>Eligibility Requirement 5</td>
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<tr>
<td><strong>Additional Evidence</strong></td>
<td>None</td>
</tr>
</tbody>
</table>
Evidence List – Introduction

Intro.1 Wallace Rider Farrington High School.pdf
Intro.2 Kalihi Valley
(statisticalatlas.com/neighbourhood/Hawaii/Urban-Honolulu/Kalihi-Valley/Languages)
Intro.3 Farrington Area Community Profile.pdf
Intro.4 Kalihi TOD Plan Summary June 2017.pdf
Intro.5 Employment Projections for Industries and Occupations 2008-2018.pdf
Intro.6 HonCC 2016 Survey of Former Students.pdf
Intro.7 Workforce development screen shot
(uhcc.hawaii.edu/ovpcc/academic/workforce-development)
Intro.8 Planning Council Meeting Minutes 2016-05-20.pdf
Intro.9 HonCC Pathway Presentation Final 2.0.pdf
Intro.10 Pathways (www.honolulu.hawaii.edu/studentsuccess)
Intro.11 iPASS Overview.pdf
Intro.12 Hoala Hou (www.honolulu.hawaii.edu/hawaiian/hoalahou)
Intro.13 Apprenticeship Training (www.honolulu.hawaii.edu/apprenticeship)
Intro.14 HonCC 2018 Intro_3.2.pdf
Intro.15 Applied Trades (www.honolulu.hawaii.edu/aptr)
Intro.16 Construction Academy (www.honolulu.hawaii.edu/construction)
Intro.17 PCATT (pcatt.org)
Intro.18 Hawaii-promise 2017.pdf
Intro.19 Fall 2017 HS Background of UH Students.pdf
Intro.20 Hawaii Revised Statutes 304A-103
Intro.21 Hawaii Revised Statutes 304A-1101
Intro.22 ACCJC-Directory-of-Accredited-Institutions.pdf
Intro.23 Class schedule (www.sis.hawaii.edu/uhdad/avail.classes?i=HON)
Intro.24 Chancellor job duties.pdf
Intro.25 HonCC website (www.hawaii.edu)
Upon completion of the Fire Science program, students can begin careers with federal, state, and local fire and emergency service agencies. FIRE students learn to function as integral members of a firefighting team as well as earn certificates in skills such as CPR, Emergency Medical Service-First Responder, and Hazardous Materials Awareness. Kaʻeo graduated with a degree in this program.

Kaʻeo Kapana
Fire & Environmental Emergency Response (FIRE)
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. (ER 6)

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). The community colleges in Hawai‘i were founded on the principle that the benefits of higher education should be accessible to all interested and eligible Hawai‘i residents (I.A.27).

Honolulu CC has a unique purpose of providing broad educational opportunities for the diverse community it serves. Aligning with the greater purpose of UHCC, Honolulu CC delivers effective teaching of general education, career and workforce, liberal arts, pre-professional, and selected baccalaureate courses. The mission of Honolulu CC is embodied in UHCC’s Strategic Directions (I.A.7) and the UHCC’s policy on strategic planning (I.A.4).

The College’s mission itself is memorialized in a statement that captures the essence of 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.
Review for Currency and Relevance

As part of its regular cycle of review, the mission of Honolulu CC was updated in the 2016-2017 academic year.

In support of Honolulu CC’s mission, the College established a set of core values, also noted in the College catalog ([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, other credentials it offers, and its commitment to student learning and student achievement. It emphasizes importance of an engaging learning environment and academic excellence and addresses a core value of sustainability. The mission defines the commitment of the institution to student learning and achievement.

**Components of the Mission**

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.
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 returning to civilian life, and second language learners residing in the state. The institution’s mission is to help all students meet their unique educational objectives. *(See Introduction [Responding to Students]).*

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 core values for student-centered and student-focused learning and 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 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 framework and local private institutions regularly accept Honolulu courses for transfer credit. *(See Student Achievement Data and Institution-Set Standards, 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, 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 and completing regular program review.5 *(See section I.B.3, I.B.9).*

At the core of the mission is maximizing student learning and success. Improving student achievement is an express goal of the strategic plan *(I.A.3 [pp. 4-6]).*

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4 ACCJC Glossary, Learning.
5 ACCJC Glossary, Achievement.
Analysis and Evaluation

Honolulu CC meets the 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 mission is clearly defined and appropriate to a degree-granting institution of higher education. The reflection on the mission has led to the College’s consideration of increased, purposeful engagement, to help students reach their educational goals. (ER 6).

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 access and use of data.

Data are 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 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 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.5) 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.4). 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).
Planning and the Governance Structure

The Planning Council charter (I.A.8) outlines the committee’s scope to organize annual reviews of the mission statement, institutional learning outcomes, and set standards, as well as to oversee supplementary program funding and to monitor the processes related to institutional research and institutional effectiveness. The Planning Council also reviews and updates the strategic plan, and integrates 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 are used in determining how effectively the College is accomplishing its mission. This culture of data review is imparted to the Committee on Institutional Effectiveness (CCIE) and its Assessment Task Force subcommittees. The Assessment Task Force, for example, documented PLO-ILO mapping (I.B.17), while curriculum actions require course SLOs to be linked to PLOs and ILOs (I.B.22), to achieve more comprehensive understanding of course assessments. The institution uses its learning assessment results to set institutional priorities and improve practices and processes toward meeting the mission.6 (See section I.B).

As further effort toward institutional improvement, the College 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 (I.A.28, I.A.29) to bring in new frameworks for managing assessment.

Setting Measures of Institutional Performance

Institution-set standards are examined annually by the Planning Council to determine whether the institution is meeting these set goals. The goals are reflected in institutional planning and prioritization and many overlap with those in the College’s Educational & Strategic Plan 2016-2021 (I.A.3). The strategic plan is aligned with the UHCC and UH system plans (I.A.10, I.A.25).

The College works toward becoming a model indigenous-serving institution. The Hulili Ke Kukui Hawaiian Center infuses the educational experience with place-based learning, and the Title III Grant for Ho’ala Hou—Renewing a Pathway to Student Success Through Culture-Based Learning—establishes an enrollment pathway 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 in alignment with its mission.

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6 See Checklist on Compliance with Federal Regulations and Policies, Standards and Performance
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 the 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 has led to a QFE action project. *(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**

In its role as an open-access institution, 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 reviews data on the student population and career needs. The data determines the programs, courses, and services that best accommodate our student population. Non-academic student services also support success in these programs such as through retention and other efforts. *(See QFE 1 – Purposeful Engagement for Student Success).* 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 and Technical Education, is reflected in its Institutional Learning Outcomes (ILO), which are published in the College catalog (I.A.1 [p. 15]). General Education also is integrated into the ILOs (I.B.18).

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, assessing outcomes for the instructional and the non-instructional arms with the goal of continuous improvement. (See section IV.B.4).

Analysis and Evaluation

Honolulu CC meets the 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 I – 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. (ER 6)

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 began revising 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 spring 2017 (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 has explored strategies for communicating the mission outside the campus, especially in the community most served by the College. The use of social media was 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 the 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 Board of Regents. (*ER 6*).
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.9 Town Hall Minutes 2015-12-01.pdf
I.A.10 Crosswalk of UH-UHCC-Campus Strategic Plans.pdf
I.A.12 HonCC Sustainability Implementation Plan 2016-18.pdf
I.A.13 Supplementary Program Funding Form.pdf
I.A.14 Planning Council Meeting Minutes 2016-09-23.pdf
I.A.16 Kupu Ka Wai Minutes 2017-01-23.pdf
I.A.17 Planning Council Minutes 2017-01-27.pdf
I.A.18 BOR Minutes 2017-04-18.pdf
I.A.19 Mission Statement (www.honolulu.hawaii.edu/mission)
I.A.20 2017 Self Study Survey for Faculty, Staff, Administration.pdf
I.A.21 2017 Self Study Survey for HCC Continuing Students.pdf
I.A.22 Honolulu CC Communication-Outreach Plan 2016-17.pdf
I.A.23 Alumni Engagement Strategic Plan.pdf
I.A.24 RP 3.201 Major Organizational Units of UH
I.A.26 Supplementary Program Funding Form Explanation.pdf
I.A.27 INFO_TESTIMONY_WAM-HRE_2017-12-27_CCs.PDF
I.A.29 Velocity graphic.pdf
I.A.30 College Catalog on website (www.honolulu.hawaii.edu/catalog)

I.B.17 PLO-ILO_Map 20121211.pdf
I.B.18 Map Gen Ed to PLOs and ILOs.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 that dialog centered on student data is meaningful in decision-making and resource allocation to improve 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 institution 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.

Organizational Structure Supporting Dialog

Committee minutes are posted online (I.B.1) for the campus to view, including key committees such as the Faculty Senate Executive Committee (FSEC), the Staff Senate Executive Committee (SSEC), and the Planning Council. In addition, committee members report to or collect information from constituents, and stakeholders use both email and the College Intranet for communication. 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).

Illustration - Standard-I.1 Survey results – campus dialog
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 University College [Liberal Arts programs] and the Tech I [Transportation and Trades programs], among disciplines). 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., Committee 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 outcomes are reviewed at the course, program, and institutional levels by faculty for pedagogical improvements and curriculum design. These measure student learning. Completion and passing rates that gauge student achievement are analyzed in the Annual Reviews of Program Data (ARPD), Program Reviews, and the institution’s fact book (I.B.4, I.A.2).

To support student learning and student achievement, the Campus Student Success Council (CSSC) [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 help implement different campus or system initiatives related to student success (I.B.5).
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 and college-level work in math and English within their first semester or year.

**Student Equity**

Broad and extensive dialog about student equity is 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 established for discussions of student equity include the Kupu Ka Wai Council (KKW), which has a charge to nurture and 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, or others that affect 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 awareness can be seen in assessment showcases (I.B.6, I.B.7, I.B.8) annual program reviews (I.B.4), minutes and reports from the Campus Council on Institutional Effectiveness (CCIE) (I.B.9), Assessment Task Force (AsTF) (I.B.10), which now also provides reports for the Assessment webpage (I.B.3), and the Accreditation Task Force.
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(AcTF) (I.B.11), which is now represented by the Accreditation Steering Committee (I.B.12). The College’s Educational & Strategic Plan 2016-2021 also provides goals for the institution to achieve in its planning (I.A.3).

Data from academic and support departments are 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.13). 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.14, I.B.15) as well as the University of Hawai‘i Institutional Research and Analysis Office (I.B.16).

Analysis and Evaluation

Honolulu CC meets the 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 foster 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, and QFE 2 – Enhanced Support for Distance Education Students).

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.

All academic programs assess SLOs and PLOs and other department SAOs (I.C.16). The College also endeavored to clarify the relationships between SLOs to PLOs and PLOs to ILOs (I.B.22, I.B.17), 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, 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.

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7 ACCJC Glossary, Learning
Faculty complete course SLO assessment each semester as part of academic duties. 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 (I.B.50). This process guides improvement of courses and programs. For courses with multiple SLOs, they all must be assessed at least once every five years. The Institutional Assessment Specialist gathers and compiles the data and checks completeness to provide a comprehensive review (I.B.3, II.A.19).

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.17). General education requirements too are mapped to PLOs and ILOs (I.B.18). 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.\(^8\)

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.19, I.B.20). Curriculum development is incorporated into the mission and purpose of the University of Hawai‘i System (I.B.21). The CPC is a committee that operates under the Faculty Senate Executive Committee (FSEC) as noted in the CPC reference manual and the FSEC charter (I.B.22, I.B.23).

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

SLOs also are the basis for evaluating whether courses fit within core requirement areas, including Focus, Foundations, and Diversifications designations. SLOs are mapped to PLOs and ILOs (I.B.17). A full-time Assessment Specialist was hired on August 1, 2017. In Fall 2017 the specialist began holding departmental workshops and one-on-one consultations within the 6 instructional and 6 non-instructional divisions, focusing on SLO/SAO assessments (e.g., methods, data collection/analysis, implemented actions, and planned resolutions for the future). The design of content and timeline for cycles of SLO/SAO assessment as well as distinct PLO and ILO assessment also was part of the agenda.

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\(^8\) See Checklist on Compliance with Federal Regulations and Policies, Standards and Performance
In addition, the specialist is seeking implementation of a database system to process, store, and manage 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, and entering data) (I.B.3).

Non-Instructional Units

All non-instructional units of the College are required to maintain SAOs, the non-instructional equivalent of SLOs, for all activities (I.B.24). 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.

In addition to improvement of departmental decision-making, SAOs form 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 with integration into the institution’s integrated planning mechanisms. Learning outcome assessments are the basis for regular evaluation of all courses and programs, including non-credit instruction, student services, and learning support services (III.B.38).

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.25). Distance course descriptions, student learning objectives, and Diversification and Foundation designations (the University of Hawai‘i System Core Curriculum) are subject to the same policies and institutional processes that guide the development and evaluation of traditional courses.

However, Distance Education courses are also subject to an application and evaluation process specific to the mode of delivery (I.B.26, I.B.27). 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.26).

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 also no longer offers cable television-based courses, concentrating 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 Laulima’s 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. (See Distance Education Supplement).

Through a system of assessment for the institution’s courses, the College strives for continuous improvement in two key ways: by achievement of outcomes and by evaluation of the outcomes themselves. The evaluations determine whether outcomes need to be replaced or modified to best assess student, course, institution, mission needs, particularly when economic and social contexts change. These evaluations trigger discussions and analyses within departments and divisions. (See section II.A.2).

Analysis and Evaluation

Honolulu CC meets the 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. (ER 11). 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 results from those conversations 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. (ER 11)

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 (I.A.2).

Institution Set Standards

The components of the set standards are determined by UHCC policy (I.B.28) 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.28) 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.\(^9\)

The standards include

- Course completion\(^{10}\)
- 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 Rate\(^{11}\)

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\(^9\) ACCJC White Paper, I.B.3 and I.B.6
\(^{10}\) See Checklist on Compliance with Federal Regulations and Policies, Standards and Performance
\(^{11}\) See Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Student Achievement
The achievement floors and stretch 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.29, I.B.30). (ER 11).

Performance Based Initiatives

These discussions have been instrumental in helping the College meet all of its performance initiatives (I.B.31) for fiscal 2018, which overlap with the set standards. Honolulu CC was one of two community colleges meeting all the UHCC initiatives. In most cases the College exceeded the targets in double-digits. (See Student Achievement Data and Institution-Set Standards). These targets include

- Degrees and certificates
- Native Hawaiian degrees and certificates
- STEM degrees and certificates
- Pell Recipients degrees and certificates
- Transfers to 4-year colleges

The UH system has additional measures for the campus to achieve (I.B.32) and the College met nearly all of them. The UH system also provides the campus with a scorecard (I.B.33).

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, which is publicized on the website, 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 (a) sets standards for student achievement, (b) sets standards appropriate to the mission and assesses their achievement, (c) pursues continuous improvement, and (d) publishes information regarding assessment and continuous improvement.
Illustration-Standard-I.4 Survey results – standards of student achievement

Illustration-Standard-I.5 Survey results – mission and achievement of standards
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). (See Student Achievement Data and Institution-Set Standards).

Locally Identified Measures

The College recognizes the important role set standards and performance initiatives provide for the direction of the institution but also is aware of the value of addressing even broader institutional
directions. In that respect, Honolulu CC has identified the significance of embracing the unique community that we serve, as noted in the mission statement, specifically the support of the Native Hawaiian community as an indigenous serving institution. Efforts in this direction have led to a robust *Hulili Ke Kukui* Hawaiian Center that supports students of Hawaiian heritage, the *Hoʻāla Hou* initiative that promotes placed-based learning ([See Introduction [Campus Initiatives]]), and the *Poʻi Nā Nalu* initiative that promotes Native Hawaiian student success in CTE programs ([II.B.23, II.B.25, Intro.12]).

**Analysis and Evaluation**

Honolulu CC meets the standard. As part of the University of Hawaiʻi Community College system, the College participates in a broad scheme for evaluating performance as well as goal setting. The institutional set measures guide its progress. Moreover, set standards are reviewed annually to accommodate needs for change in programs, college goals, and economic and social realities. The institution publishes the results against the set standards. This assessment process of the College makes certain that the standards meet the mission, that the mission meets community, and that the needs and goals become the key to closing the loop for the College’s performance vis-à-vis the students who attend. *(ER 11). (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 Meetings at the beginning of the fall and spring semesters and when 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 measurable goals for improvement ([I.B.34]).

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 are provided for student achievement and student success as discussed for institutional set standards and program reviews. PPIR publishes a fact book of data about student demographics, student achievement, and instructional programs ([I.A.2]).
Program Review as Driver of Improvement

Program reviews are conducted each year, based on data provided for each program called Annual Report of Program Data (ARPD) (I.B.4). The reviews analyze the ARPD 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.\(^\text{12}\) 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 Program Reviews as part of the process (I.A.26).

An Institutional Assessment Specialist, was hired in fall 2017, tasked with collecting and organizing assessment data information used by campus units and committees 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 from their ARPD analyses.

The College held showcases and workshops periodically over the past years to inform the campus about assessment strategies and techniques, but from fall 2017, the guidance became more systematic when the Institutional Assessment Specialist began organizing workshops for the campus, working directly with departments, and collaborating with representatives on the Assessment Task Force (I.B.51, I.B.3).

Improving Student Success

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

Based on student achievement data, for example, 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

\(^{12}\) See Checklist on Compliance with Federal Regulations and Policies, Standards and Performance
co-requisite ENG 100/100T in fall 2016, 61.24% successfully completed the course (I.B.35). (See Introduction [Campus Initiatives]).

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 periodically to review the measures and make recommendations for adjustments if students were placed incorrectly in English or math courses. The committee met during 2017-18 and proposed several changes to the existing placement measures (I.B.36, I.B.37).13

Data assessment and analysis drives College planning to improve student learning and student achievement (I.B.4, I.B.51). Furthermore, 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.

Illustration-Standard-I.8 Survey results – using assessment data

13 See Checklist on Compliance with Federal Regulations and Policies, Standards and Performance
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.13). These data sheets stimulate discussions in the Campus Student Success Council (CSSC), among other committees (I.B.38). 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 the 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 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 (I.B.39). Each academic year, each program assesses its Annual Report of Program Data (ARPD) generated by institutional research, and then writes an analysis of its effectiveness in terms of its goals (program learning outcomes) (I.B.4, I.B.40, I.B.41, I.B.42, I.B.43, I.B.44). These Program Review are viewed by deans, division chairs, discipline faculty, among others, and become the basis for supplementary funding requests. (See sections 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.

Program Review Ingrained in the College Culture

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 institution began its supplementary program funding process in 2012, based on Program Review (II.A.3, I.A.5). In addition to Program Review, funding must be in line with the mission of the institution (I.A.26).

The intention of the Program Review is to assess at every level in instructional, non-instructional, and administrative units of the College organizational structure. By linking Student Learning Outcomes to Program Learning Outcomes, faculty can design curriculum and evaluate its effectiveness. Non-instructional units too can use Service Area Outcomes to determine service objectives and measure those goals (III.B.38).

Program Review also is intended to evaluate the success of objectives from the view of student success, retention, transfer, and employment. The measures also aim to examine data to understand the contextualized experience of students. By analyzing ARPD, each unit of the College has the opportunity to determine its direction and rate of success to propose changes and even request resources to meet the needs of those changes (I.B.41, I.B.43). Moreover, the Program
Review process is an integral to the way the College works on a daily, semester-by-semester, and academic year basis.\footnote{See Checklist on Compliance with Federal Regulations and Policies, Standards and Performance}

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.
Distance Education Review

The College has a two-tiered approach to planning, approval, evaluation, and review of courses offered in distance education mode. The College does not offer correspondence education.

The first review process is the standard curriculum review mechanism led by faculty. Each discipline must have courses for distance education approved as any other course. The process requires new courses and course modifications be processed first through Division Curriculum Committees (DCC) and then the Committee on Programs and Curricula (CPC). (See section II.A.2).

Once the course is approved by the CPC, 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 taught in online mode by an instructor for the first time will be monitored by a member of the DEAC the first semester. 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 assessments of the SLOs are gathered and can be compared with results of face-to-face classes. (See Distance Education Supplement).

In addition to the online course approval process and SLO assessment, distance education courses also are assessed in the Program Review. The ARPD include distance education data on the number of courses taught, enrollment in the classes, fill rate, successful completion, withdrawal, and persistence. Not all of the College’s programs offer distance education courses, but if they do, they must address the success and achievement of their online students in their Program Reviews (I.B.52 [p. 2]).

The College maintains an established and comprehensive system of Program Review. Since reviews are completed annually, the institution’s programs keep current with economic trends and student needs. The reviews focus on student success and student achievement, leading to continual improvement. Reviews also take into account the mission of the institution.

Analysis and Evaluation

Honolulu CC meets the 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. Program review drives all programs and support services. The assessment and changes are aimed for the institution to meet its purpose.

I.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.

Evidence of Meeting the Standard

The College identifies significant trends among subpopulations of students disaggregated by gender, age range, and ethnicity, among other criteria. Key performance indicators have been established for the subpopulations of Native Hawaiians, PELL recipients, STEM majors, and transfers to 4-year institutions, which are included in the institutional set standards (I.B.28). (See Student Achievement Data and Institution-Set Standards). PPIR updates the data on subpopulations and provides advice on interpreting the data for use in program review and institutional planning purposes (I.B.13, I.A.2).

Additionally, when asked in a survey, a majority of respondents agreed that the campus uses disaggregated data to address performance gaps.

Illustration-Standard-I.12 Survey results – disaggregating data
Illustration-Standard-I.13 Survey results – addressing performance gaps

After identifying the needs of various sub-populations of students, the College uses the data and College resources to address achievement gaps. As discussed in the Introduction and Standard I.B.3, initiatives to improve the achievement of Native Hawaiian students have helped the College exceed targets, but gaps have been recognized from the disaggregated data, such as the enrollment and achievement of Pacific Island students. The College addresses gaps in its plan outlined in a Quality Focus Essay. (See QFE 1 – Purposeful Engagement for Student Success).

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. Disaggregation of achievement data has been a hallmark of the traditional program review process. In recent years, the College faculty and student services professionals have looked at differences in learning based on group differences such as underprepared students, which led to the changes to developmental English and math courses.

**Analysis and Evaluation**

Honolulu CC meets the 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.
I.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 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.

In addition to its own policies, the College also is governed by those policies of the Board of Regents and the policies of the University of Hawai‘i system, which include Executive Policies, Administrative Procedures, and Administrative Rules that encompass all 10 campuses in the organization. Some of the policies and procedures affect only the four-year institutions: UH Mānoa, UH West Oahu, or UH Hilo campuses.

More pertinent to 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 on the UHCC website. These policies also are reviewed regularly, the review dates noted in the policies.

In addition to the policies and procedures, Honolulu CC regularly reviews its programs. All programs provide yearly analysis of their data (ARPD) and more comprehensive analyses in their five-year reviews (I.B.4, I.B.39, I.B.45, I.B.46).

For campus governance, the Planning Council reviews each academic year the mission statement, institutional set standards, institutional learning outcomes, and the strategic plan. The council also provides the campus with the schedule for program review along with the action dates for supplementary program funding.

The supplementary program funding process, overseen by the Planning Council, takes place each spring. 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 ensure focus is on student success and achievement, to improve academic quality. The council oversees the process but does not decide on the proposals. 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, based on available funding sources (I.A.26).

APRD analysis and review may lead to changes in a program’s course offerings or program’s structure. Such change proposals are discussed by the Committee on Programs and Curricula (CPC), which, as its name suggests, oversees programs and curricula (I.B.22). Assessments of course learning outcomes also lead to course modifications, which would be processed through the CPC. On a course level, learning outcomes are gathered and consolidated by the Institutional Assessment Specialist so they can be viewed broadly as a program or discipline by department heads, division chairs, deans, or others.

The Assessment Task Force meets monthly to review the assessment process, including learning outcome data, data evaluation, and other similar issues (I.B.10). Assessment workshops provide the College with an understanding of assessment activities and stimulate discussion in the Deans and Division Chair committee (DDC), FSEC, Planning Council, CPC, and other committees (I.B.6, I.B.7, I.B.8, I.B.51).

Honolulu CC meets the 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.

Analysis and Evaluation

Honolulu CC regularly re-evaluates its policies and practices across all areas and makes changes where necessary.
I.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.

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 celebrating strengths. The visit also allows the campus to ask questions and provide feedback to the UHCC (I.B.29, I.B.30).

Program Reviews occur annually and are made available on the UHCC website. Even past reviews are archived (I.B.4 [Review Year]). The Annual Report 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 (I.B.4 [College Program Analyses]).

Illustration-Standard-I.15 Survey results – communicating results and changes
The College’s Council on Institutional Effectiveness (CCIE) appointed a subcommittee, Assessment Task Force, with the purpose of analyzing the institution’s strengths and weaknesses as reflected in 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.9, I.B.10). 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 (I.B.48, I.B.49).

Assessment of student learning outcomes (SLO) and service area outcomes (SAO) are publicly available on the institution’s main website (I.B.3).

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. The PPIR also provides information and data on the main College website (I.B.13).

**Analysis and Evaluation**

Honolulu CC meets the 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 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. (ER 19)
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 Report of Program Data (ARPD) for each of the institution’s programs, student services, and academic support are provided to the campus each year by 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 program review follows the College policy, which establishes a review process for programs (I.B.47) and bases on the UHCC policy for review of programs for “assessment of student learning, program demand and efficiency, analysis of external factors impacting a program, and assessment of planned program improvement, program modification and/or program termination” (II.A.3).

The action plans typically include discussion of resources needed to achieve the goals and the supplementary funding that would be required. Resources may include equipment, technology, personnel, and other funding. 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, programs consider student achievement, efficiency, and resources to help them improve (II.A.4).

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 (II.C.10). Academic support reviews data for the library, technology resources, testing services, and tutoring services (II.C.30).
These reviews are carried out annually and work to improve institutional effectiveness and academic quality. Although all programs go through reviews each year, based on a review schedule, programs may be required to provide more comprehensive five-year reviews to evaluate longer-term needs (I.B.45, I.B.46). In their reviews, the units 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 & Strategic Plan 2016-2021 (I.A.3) is the basis for planning for the campus and focuses on student success, enrollment, training and workforce development, campus community, infrastructure, sustainability, and technology. The strategic plan ranges over a five-year span but reviewed every year by the Planning Council (I.A.8, I.B.48). 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 meets the mission, supports the strategic plan, and is justified by the program’s ARPD review (I.A.26). 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 as to how they improve the institution and how they support the mission.

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

Programs and services have been using the results from assessments to modify program improvement. The Fire Science program’s recent change in its degree program is one example, while the establishment of the Campus Student Success Council (CSSC) to assist in the implementation of the Student Success Pathway is another. Evaluation of student success led to the redesign of developmental math and developmental English courses, reducing or eliminating the time students spend in remedial classes before moving into college-level classes. Introduction of the new STAR guided pathway system was set up to aid students in registration and minimizing course repetition. The pathway requires instructional, student and academic support programs to work more collaboratively toward increasing student success and completion. Although these
changes affect students in the short-term, they also will continue to impact student achievement in the long-term as well.

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. A new policy was developed to better monitor distance education courses to help improve the success rate (DE.11). A quality focus plan also was created to provide additional support services for DE students. (See QFE 2 – Enhanced Support for Distance Education 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 the standard. The College has a systematic evaluation and planning framework. Program reviews, strategic planning, and resource allocation are 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 decision-making, leading to improvements. (*ER 19*).
Evidence List – Standard I.B

I.B.1 Committees (programs.honolulu.hawaii.edu/intranet/node/244)
I.B.2 Communication (programs.honolulu.hawaii.edu/intranet/node/66)
I.B.3 Assessment (www.honolulu.hawaii.edu/assessment)
I.B.4 APRD Program Review (www.hawaii.edu/offices/cc/arpd/index.php)
I.B.5 HonCC Pathway Presentation Final 2.0 (1).pdf
I.B.6 Assessment Showcase Fall 2015
I.B.7 Assessment Showcase Spring 2016 Report
I.B.8 AssessmentShowcase-Spring2016-Program.pdf
I.B.9 Council on Institutional Effectiveness (programs.honolulu.hawaii.edu/intranet/node/1802).JPG
I.B.10 Assessment Task Force (programs.honolulu.hawaii.edu/intranet/node/1804)
I.B.11 Accreditation Task Force (programs.honolulu.hawaii.edu/intranet/node/1803)
I.B.12 Accreditation (www.honolulu.hawaii.edu/accreditation)
I.B.14 UHCC Workforce-Career (uhcc.hawaii.edu/workforce/index.php)
I.B.15 UHCC Graduation Initiative (uhcc.hawaii.edu/ovpcc/hawaii-graduation-initiative)
I.B.16 UH Institutional Research (www.hawaii.edu/institutionalresearch/home.action)
I.B.17 PLO-ILO_Map 20121211.pdf
I.B.18 Map Gen Ed to PLOs and ILOs.pdf
I.B.19 CPC Minutes (programs.honolulu.hawaii.edu/intranet/node/330).JPG
I.B.20 CPC-minutes 2017-01-20 (example).pdf
I.B.23 Faculty Senate Executive Committee Charter-May 2014.pdf
I.B.24 Assessment SAO ((www.honolulu.hawaii.edu/assessment)
I.B.26 DEAC-approval_procedures 2010
I.B.27 HCCP Distance Education.pdf
I.B.28 UHCCP 4.203 Institution-Set Standards.pdf
I.B.29 OVPCC Campus Visit Fall 2017 HonCC.pdf
I.B.30 VPCC visits (programs.honolulu.hawaii.edu/intranet/node/1163)
I.B.31 UHCC 2018 Performance Initiatives.pdf
I.B.32 UH System 2018 Performance funding.pdf
I.B.33 HGI_Scorecard_2017_Honolulu.pdf.pdf
I.B.35 Fall 2016 Effectiveness of New Developmental Co-Requisite Courses--Research Brief 2017-01
I.B.37 UHCC SSC Cognitive Assessment (uhcc.hawaii.edu/success/committees.php)
I.B.38 Campus Student Success Council (programs.honolulu.hawaii.edu/intranet/node/2365)
I.B.39 Five Year Program Review Schedule.pdf
I.B.40 Annual Reports of Program Data AMT (Example)
I.B.41 Annual Reports of Program Data Analysis AMT (Example)
I.B.42 Annual Reports of Program Data Cosmetology (Example)
I.B.43 Annual Reports of Program Data Analysis Cosmetology (Example)
I.B.44 ARPD Liberal Arts
I.B.45 COSM 2016 Five-Year review_1617_5yr.pdf
I.B.46 AMT 2015 five-year program review
I.B.47 HCCP 5-202 Program Review.pdf
I.B.49 Planning Council Actions 2016-17.pdf
I.B.50 Fall2016-Spring2017 LA SLO Assessment (example)
I.B.52 ARPD analysis Liberal Arts (example).pdf

Intro.12 Hoala Hou (www.honolulu.hawaii.edu/hawaiian/hoalahou)
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 Planning Council Charter V5.1-1.27.2018.pdf
I.A.20 2017 Self Study Survey for Faculty, Staff, Administration.pdf
I.A.26 Supplementary Program Funding Form Explanation.pdf
II.A.3 UHCCP_5.202_Review_of_Established_Programs.pdf
II.A.4 2016 ARPD samples
II.A.19 Assessment_Intro_Evidence_20180420.pdf
II.B.23 Hulili Ke Kukui Hawaiian Center Program.pdf
II.B.25 Po_i Na Nalu information narrative.pdf
II.C.10 ARPD 2016 Student Services Analysis
I.C.16 SLO Assessment (www.honolulu.hawaii.edu/assessment)
II.C.30 Academic Support APRD Executive Summary
III.B.38 SLO-SAO_Assessment_Report_NON-Instructional_Admin_2017_10_02
DE.11 HCCP 0.000 Distance Education.pdf
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.

College Mission

The Honolulu CC mission is the very purpose of the College, and the mission is kept current, displayed prominently, and reviewed annually by the College’s Planning Council. 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 in 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 campus-wide input on proposed revisions. The Chancellor takes 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), as 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 for 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 that are mapped to PLOs in order to be approved by the CPC.

All course syllabi at Honolulu CC include SLOs. Syllabi for currently offered courses at the College are reviewed to ensure that they include up-to-date SLOs and that instructors have them available for distribution to students. The College’s Assessment webpage displays a log of the syllabi gathered in a repository (I.C.3). The official source of SLOs is 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 (SAO). SAOs can be found on the same Assessment webpage (I.C.4).

Instructional Programs

The College catalog is the most comprehensive source of information 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. Instructional programs are detailed in the catalog, including required courses and sequences, program learning outcomes, career and transfer information, and degree 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 Programs of Study (II.A.5). These include the Liberal Arts degree programs, Career and Technical Education programs, and Special Programs and Courses. The webpage also outlines Continuing Education and Lifelong Learning programs, which include courses for Advanced Technology, Early Childhood Education, and Introduction to College English. Overviews of instructional programs also are publicly shared through brochures and other literature. Distance Education information is available through Services for Students (I.C.5), which includes a link to DE classes offered (I.C.6).

15 See Checklist on Compliance with Federal Regulations and Policies, Institutional Disclosure and Advertising
Student Support Services

The Honolulu CC catalog contains general information about Student Support services, such as financial aid, tutoring, academic counseling, health services, Native Hawaiian student assistance, and services for students with disabilities (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.B.12). The College’s accreditation webpage links to the ACCJC website, including access to third-party comment, and includes relevant accreditation reports, news, committees, contacts, and certified programs.16

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, academic regulations, acceptance, transfer of credits, grievance and complaint procedures, sexual harassment and nondiscrimination policies, academic freedom, and other information that affects students are included in the College catalog (I.A.1). The electronic version of the catalog is available through the institution’s main webpage (I.A.30). (ER 20).

The Vice Chancellor for Academic Affairs is responsible for the accuracy and the integrity of the catalog.

Analysis and Evaluation

Honolulu CC meets the 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.

16 See Checklist on Compliance with Federal Regulations and Policies, Public Notification of an Evaluation Visit and Third-Party Comment
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 information 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. The catalog also is available through a link on the College website.

The College catalog contains general information about the institution, including the addresses and maps of the main campus and off-site locations, telephone numbers, and website. Also included are the mission, accreditation status, names of Honolulu CC administrators, degrees of administrators and faculty, names of UH senior management, and names of governing board members.

The publication additionally provides requirements for admission, tuition, student fees, books, tools, supplies, other financial obligations, and financial aid. It also spells out details on course, program, degree, certificates, graduation, transfer offerings, the academic calendar, program lengths, academic freedom, learning resources, and learning outcomes for programs and degrees (I.C.8).

The catalog also notes the major policies affecting students, such as those on academic regulations, academic honesty, nondiscrimination, acceptance and transfer of credits, transcripts, grievance and complaints, sexual harassment, and circumstances for refunding fees. These regulations and procedures are detailed in the catalog (I.A.1 [pp. 65-69]) with references to online policies (I.C.9, I.C.10, I.C.11). The catalog is available in printed form as well as on the College website. The currency and accuracy provides integrity in communication with the public (I.C.8). The institution’s accreditation information is available on the website for the public and includes ACCJC notifications, campus meeting minutes, and draft versions of the accreditation report. (ER 20).

17 See Checklist on Compliance with Federal Regulations and Policies, Credits, Program Length, and Tuition
18 See Checklist on Compliance with Federal Regulations and Policies, Institutional Disclosure and Advertising
19 See Checklist on Compliance with Federal Regulations and Policies, Student Complaints
The office of the Vice Chancellor for Academic Affairs 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.12).

All curriculum changes to the catalog are kept for future review if necessary. The record of these changes can be accessed by using the 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 the 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, and making the
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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. PPIR also provides data briefs on the website that focus on enrollment, transfers, majors of incoming students, or other analyses (I.B.13).

Among the other the data that PPIR analyzes are course success rates, persistence, full-time/part-time status by major, degree and certificate completion, degree and certificate completion 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 purpose of the information.

The fact book also includes data for each program showing demand, efficiency, effectiveness, distance education course success (if offered), Perkins core indicators, and performance measures. Additional to PPIR’s data, Annual Reviews of Program Data (ARPD) are generated by institutional research of UHCC (or UH system) and provided to all the community colleges (I.A.2, I.B.4).

The ARPD are available to students and the public on the College website in the fact book issued by PPIR (I.A.2 [pp. 157-209]). The fact book also includes data on degrees and certificate of achievement that were awarded to students in each program by year.

Each program assesses its ARPD and writes an analysis of how it is meeting goals and what measures it may implement to improve student success. These reports are geared more toward internal assessment to improve academic quality. Deans and the Assessment Task Force are among those that review these reports. Student Services and Academic Support also analyze their unit operations. The reviews are posted on the UHCC website (I.B.4).

Honolulu CC also produces an Annual Report (I.C.13), which is intended for the public and includes highlights about the College’s recent activities, its strategic planning, and its finances. The reports also include information on enrollment, student achievement and other performance measures of the institution (I.C.14, I.C.15).

The institution also complies and issues a report on course SLO monitoring. Students are informed of SLOs at the beginning of each course. SLOs are included on syllabi that are distributed by instructors. SLO assessment and course improvement information is included in a “closing the loop” report. The report is available on the main website and available for the campus or public to view (I.C.16 [SLO Spreadsheet]).

The College fulfills Eligibility Requirement 19. Student achievement and success reports are comprehensive and accurate, and they are made available to the public, including outside agencies, the state and federal government, and students. Data and analyses are available through links on
the College’s website and the Intranet. The College annually reviews institution-set standards *(See section I.B.3, Student Achievement Data and Institution-Set Standards)* and assesses the College’s performance on those standards and the College’s strategic plan. The College regularly reviews and makes information available to the public on learning and achievement outcomes – annual reports *(I.C.13)*, fact book *(I.A.2)*, program review *(I.B.4)*, and course assessment *(I.C.16)*.

**Analysis and Evaluation**

Honolulu CC meets the standard. The institution assesses student learning and student achievement to improve academic quality. Data and analyses are made available on the institution’s website for current and prospective students and the public. Information about student learning is compiled and also placed on the website for faculty and others to view. 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. *(ER 19)*.

**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])*.

In addition to the degree and certificate requirements, Career and Technical Education programs also outline the course sequences students must complete each semester to finish the program. The catalog also includes the descriptions of all the courses the program offers *(I.A.1 [pp. 170-241])*.

Also listed in the catalog are the Institutional Learning Outcomes (ILOs) *(I.A.1 [p. 15])*), along with the mission of the College. 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,

21 See Checklist on Compliance with Federal Regulations and Policies, Institutional Disclosure and Advertising
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 in 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.16).

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 the 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 catalog 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 College’s has a policy to regularly review policies and procedures (I.C.17). 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 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 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 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.18).

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.12).

Past catalogs are archived on the institution’s website (I.C.18).

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. Among the publications is the Annual Report for Honolulu CC, which contains information on the College’s educational and strategic plans, performance measurement outcomes, financial information, and efforts at community relations and outreach (I.C.13).

The institution regularly reviews and evaluates its policies and procedures according to the review policy (I.C.17). Key publications such as the College catalog and annual reports are reviewed and updated on a regular basis.

Analysis and Evaluation

Honolulu CC meets the standard. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and

22 See Checklist on Compliance with Federal Regulations and Policies, Institutional Disclosure and Advertising
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 and fees, tuition waivers, tax credits, and financial aid (I.A.1 [pp. 30-40]). The College’s webpage on Services for Students (I.C.7) also 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-five 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.19). Not all courses require textbooks or materials. Many faculty are working with the Open Educational Resource (OER) initiative to help reduce costs to students. OER is an initiative to move courses to open-source materials to reduce or eliminate textbook costs for students. To encourage this, the College has encouraged faculty to attend OER conferences and participate on system-wide OER committees. The College also has been providing stipends to instructors to develop course materials.

Additional information on financial support to students is available on the Financial Aid webpage (I.C.20).

23 See Checklist on Compliance with Federal Regulations and Policies, Credits, Program Length, and Tuition
Analysis and Evaluation

Honolulu CC meets the 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.21) 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.22). (ER 13).

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 the 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. (ER 13).

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.23). “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.24), 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.25). Listed alongside the conduct code are Student Conduct Code Procedures, which explain the process when the code is violated. The UH policy (I.C.26) also covers student conduct for all the colleges in the system. The policy addresses honesty, safety, plagiarism, and 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.27). 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 the 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.24). 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.28).

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.29).

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 the 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. As an open access, public institution, Honolulu CC does not require codes of conduct for faculty, staff, students, and administration.
Analysis and Evaluation

Honolulu CC meets the 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 the 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 (1.C.30) 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.
Honolulu Community College Institutional Self Evaluation Report 2018

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.B.12). 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.B.12).

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 the 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 responsibilities. (ER 21).

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.B.12) has copies publicly available of interactions between the Commission and the College such as the

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24 See Checklist on Compliance with Federal Regulations and Policies, Public Notification of an Evaluation Visit and Third-Party Comment
25 See Checklist on Compliance with Federal Regulations and Policies, Institutional Disclosure and Advertising
Commission’s yearly Action Letters and copies of the 2015 Midterm Report, and additional Follow Up Reports.26

The College produces an Annual Report that highlights the institution’s strategic goals, recent achievements, performance measurements, finances, revenues, and expenses. The Annual Report also includes information on the College’s interactions with important community constituencies (I.C.13).

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 the NATEF National Automotive Technicians Education Foundation. NATEF certifies the program and instructors. 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.

26 See Checklist on Compliance with Federal Regulations and Policies, Institutional Disclosure and Advertising
Analysis and Evaluation

Honolulu CC meets the 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. *(ER 21).*

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 the 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.C.1 mission-statement.pdf
I.C.2 Planning Council Meeting Minutes 2017-05-05.pdf
I.C.3 Assessment Learning Outcomes (www.honolulu.hawaii.edu/assessment)
I.C.4 Assessment Learning Outcomes SLOs (www.honolulu.hawaii.edu/assessment)
I.C.5 Distance Education (www.honolulu.hawaii.edu/distance)
I.C.6 DE course offerings (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 (www.honolulu.hawaii.edu/services)
I.C.8 HonCC Catalog Description.pdf
I.C.9 Student Academic Grievance Procedures (www.honolulu.hawaii.edu/node/46)
I.C.10 EP 7.208 Student Conduct
I.C.11 student conduct policies-scc-procedures.pdf
I.C.12 CPC (programs.honolulu.hawaii.edu/intranet/node/330)
I.C.13 HonCC Annual Reports (www.honolulu.hawaii.edu/annualreport)
I.C.14 Honolulu CC annual-report-2016.pdf
I.C.16 SLO Assessment (www.honolulu.hawaii.edu/assessment)
I.C.17 HCCP 0.000 Policy on Policy Review.pdf
I.C.18 Catalog (www.honolulu.hawaii.edu/catalog)
I.C.19 Diesel mechanics (www.honolulu.hawaii.edu/disl)
I.C.20 Financial Aid (www.honolulu.hawaii.edu/finaid)
I.C.21 RP 12.203 Right to Investigate and Disseminate.pdf
I.C.22 EP 9.201 Faculty and Staff Renewal and Vitality Directive
I.C.23 Title 20, Chap 2 Statement on Rights and Responsibilities.pdf
I.C.24 UHCCP 5.211 Statement on Professional Ethics.pdf
I.C.25 Student Conduct (www.honolulu.hawaii.edu/node/163)
I.C.26 EP 7.208 Systemwide Student Conduct Code
I.C.27 EP 12.211 Policy for Responding to Allegations of Research and Scholarly Misconduct
I.C.28 2017-2021-UHPA Agreement.pdf
I.C.29 Hawaii State Ethics Guide.pdf
I.C.30 ACCJC accreditation-letter-2016-02-05.pdf

I.A.1 Honolulu CC College Catalog-2017-2018.pdf
I.A.2 Honolulu CC Fact Book 2017
I.A.17 Planning Council Minutes 2017-01-27.pdf
I.A.18 BOR Minutes 2017-04-18.pdf
I.A.19 Mission Statement (www.honolulu.hawaii.edu/mission)
I.A.30 College Catalog on website (www.honolulu.hawaii.edu/catalog)
I.B.4 APRD Program Review (www.hawaii.edu/offices/cc/arpd/index.php)
I.B.12 Accreditation (www.honolulu.hawaii.edu/accreditation)
I.A.5 Programs of Study (www.honolulu.hawaii.edu/programs)
Micah studied in the Electrical Installation & Maintenance Technology program, which begins with the fundamentals of electricity and wiring of simple circuits, then progresses to residential interior wiring, three phase alternating current power, and wiring of more complex circuits and equipment.

Micah Kaneshiro
Electrical Instalation & Maintenance Technology (EIMT)
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 [p. 15]). The catalog also outlines the quality and rigor of each program, including content and length, and the degrees to which the programs lead. The College offers 25 Career and Technical Education (CTE) programs for students seeking employment after gaining technical skills and a Liberal Arts program to provide fundamental skills to transfer to four-year colleges and broad exposure to academic knowledge. 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 Hawai‘i. (See sections I.A.1-3). (ER 9, ER 11).

27 See Checklist on Compliance with Federal Regulations and Policies, Institutional Disclosure and Advertising
The College offers a number of online courses, which provide college credit that accumulate toward achievement of degrees, certificates, or transfer. *(ER 11)*. Courses, regardless of delivery mode, follow the same curriculum process for approval or modification and meet measures of program length and objectives for degrees or certificates. For online instruction, the College uses the secure and robust Laulima learning management system, which requires students and faculty to input unique user names and passwords. Honolulu CC complies with the ACCJC policy on distance education with its only policy and procedures *(DE.11, I.B.25)*.28 Correspondence courses are not offered.

*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 AA Degree also is offered.

- **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. A Natural Science AS Degree also is offered.

- **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.

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28 See Checklist on Compliance with Federal Regulations and Policies, Distance Education
All the degrees require minimum program length of at least 60 credit hours, as specified in UHCC policy (II.A.2).²⁹

Six certificates and competencies may be granted to students ranging from course or activity participation to advanced professional achievement. 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.³⁰ Honolulu CC complies with ACCJC policies by posting public notifications of accreditation statuses and procedures for student academic grievances on the campus website (I.B.12, I.C.9).³¹

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 in English.

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 for the Applied Trades program at the restricted military facilities at Pearl Harbor Naval Shipyard (PHNSY). The program is administered through a contract between Honolulu CC and the PHNSY Intermediate Maintenance Facility. Program requirements for PHNSY are outlined in the catalog (I.A.1 [pp. 91-93]).

Honolulu CC additionally offers Early College courses at several neighboring high schools. The PHNSY and Early College courses are taught by Honolulu CC faculty with the same quality and rigor as courses conducted on the main campus. (ER 9).

²⁹ See Checklist on Compliance with Federal Regulations and Policies, Credits, Program Length, and Tuition
³⁰ See Checklist on Compliance with Federal Regulations and Policies, Credits, Program Length, and Tuition
³¹ See Checklist on Compliance with Federal Regulations and Policies, Student Complaints, and Institutional Disclosure and Advertising
The AVIT (Commercial Aviation) program at Kalaeloa Airfield (Kapolei) was discontinued. The offering of accelerated courses (primarily in liberal arts) at the Air Force facilities at Hickam was suspended.

**Integrated in the University of Hawaiʻi System**

All instructional programs are appropriate for higher education. Degrees and certificates follow the guidelines of the University of Hawaiʻi Community Colleges system (UHCC) policy on Program Credentials Degrees and Certificates ([II.A.2](#)) for the establishment and issuance of degrees and certificates. *(See section I.A.2).*

Honolulu CC is one of 10 colleges in the University of Hawaiʻi system. As stipulated by the UHCC policy ([II.A.3](#)), 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, including job placement, and provide measures for the institution-set standards ([I.B.4, II.A.4](#))."32"

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 too are designed with identified student learning outcomes (SLOs). The SLOs are included in course syllabi ([II.A.8](#)), listed on the website as course descriptions under Program of Study ([II.A.9](#)), and included on Assessment webpage ([I.C.4](#)). Regardless of location or delivery, all courses undergo assessment of SLOs, which are linked to program learning outcomes (PLOs) ([I.B.17, I.B.53](#)).

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32 See Checklist on Compliance with Federal Regulations and Policies, Student Achievement
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 (I.B.22).

Courses taught online go through the same curriculum 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, specifically for regular and substantive interaction with students. Distance education courses go through the DEAC approval process (I.B.26). (ER 11).33

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.10, II.A.11, II.A.12). Honolulu CC has 22 programs that offer AAS degrees, AS degrees, or certificates that provide job skills (II.A.13, II.A.2).34 Honolulu CC has articulation agreements with its sister community colleges and the UH four-year colleges as well as with private colleges in Hawai‘i. The College also has a degree pathway partnership agreement with UH Manōa to promote easy transition for transfer students (II.C.13, II.A.40). The College catalog details the acceptance of transfer credits (I.A.1 [pp. 53-56]).

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33 See Checklist on Compliance with Federal Regulations and Policies, Distance Education
34 See Checklist on Compliance with Federal Regulations and Policies, Transfer Policies
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.14).

**Analysis and Evaluation**

Honolulu CC meets the standard. The College ensures that course and program offerings are consistent with the institution’s mission and appropriate to higher education regardless of location or means of delivery, including online. Program requirements for degrees, certificates, or transfer are detailed in the College catalog, and culminate in student attainment of identified learning outcomes. *(ER 9, ER 11).* Through curriculum approval review, the College requires SLOs to be developed and included in all courses as well as be linked to PLOs for degrees and certificates *(I.B.22).* *(ER 11).* PLOs are also linked to ILOs, to ensure that the overall mission of the College fills every thread of the academic fabric *(I.B.17).* 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 section 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 *(I.B.22).*
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.15).

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 (I.B.22) 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.16).

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. 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.17, II.A.18).

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. The committee must approve faculty 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 (I.B.26, I.B.25). (See Distance Education Supplement). Programs are systematically evaluated each year through the Annual Report of Program Data (ARPD) process. (See sections I.B.2, I.B.3, I.B.4, I.B.5). Program review includes any courses offered through distance education or those developmental. ARPD evaluations are used for institution planning, including requests by programs for supplemental funding. (See section I.B.9). 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 (I.B.3). (See section I.B.2).

Analysis and Evaluation

Honolulu CC meets the standard. Academic and professional matters rest solely with the faculty with curriculum design and implementation led by qualified discipline instructors, whether full-time or part-time. 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. The program review is followed annually for all college programs, regardless of type or modality, and becomes the basis for institutional planning.

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
sylabi 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. The
Vice Chancellor of Academic Affairs reminds faculty of the syllabi requirement and informs of
mandatory federal regulation language that needs to be included. In fall 2017, the Institutional
Assessment Specialist gathered syllabi of all courses taught that semester to confirm 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.17). The ILOs also guide the general
education requirements for degrees. The ILOs additionally are mapped to general education for
each degree (I.B.18).

Program Review

The Committee on Programs and Curricula (CPC) monitors learning outcomes for both courses
and programs, as discussed in II.A.1. (See section II.A.1). However, program faculty also evaluate
the demand, efficiency, and effectiveness of their courses and programs in reports each year, using
quantitative indicators (ARPD) provided by the University of Hawai‘i Community Colleges

ARPD evaluations for all programs are posted on the UHCC website. Besides administrative
institutional planning, these assessments are used by programs to request supplemental funding
(I.A.26). Each year, programs can submit proposals to fund projects or improvements, using
ARPD evaluations for justification. The Planning Council, which oversees the proposals, allows
the other governance committees to rank the proposals. (See section I.B.8).

The Assessment Process

The College has demonstrated its commitment for assessment by providing assessment showcases
for the campus at least once a year (I.B.6, I.B.7, I.B.8). 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 (I.C.16, II.A.19). The report shows the commitment of faculty to improve student learning through SLO assessment. SLO assessment has stimulated course improvement across the campus (I.C.4). As one example, SLO assessment prompted the English faculty to place more emphasis on library research skills, and instructors began including specific questions related to citations and sources on final exams.

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 (I.B.3).

Review of SLOs and PLOs also stimulated improvements. 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.19). (See Changes and Plans Arising Out of Self-Evaluation).

Analysis and Evaluation

Honolulu CC meets the 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. Syllabi are provided to all students and
SLOs are included in all syllabi. 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 Student Achievement Data and Institution-Set Standards). 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.20). 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 accelerated courses, eliminating many pre-collegiate courses, and continues to discuss ways of improving student achievement. The math pre-college level courses and non-transferable courses with numbers below 100 are designed to prepare students for a college-level course or a component of an accelerated course.

*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. *(See Introduction [Campus Initiatives]).*

The co-requisite course success is aided by extended time in the classroom and embedded student tutors who assist instructors. The Writing Center also provides direct support.

In further efforts to accelerate students out of developmental education, the College also 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 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 the need for placement testing, which had been an added barrier for students coming to 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]).* All pre-collegiate courses undergo SLO assessment each term as part of the same process for college-level courses, as specified by the Committee on Curricula and Programs (CPC) *(I.B.22).* Pre-collegiate courses are not taught online.

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 demand for pre-collegiate courses, instructional leadership identifies appropriate times, days, and sections to provide a balanced schedule, considering classroom efficiency and student needs through enrollment management, trend analysis and other techniques. *(See section 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 section II.C).* The College uses grant funded projects and statewide initiatives, such as TRIO, Po‘i Nā Nalu to aid underserved student groups, especially Native Hawaiian students. *(See sections II.B, II.C).*

**Analysis and Evaluation**

Honolulu CC meets the 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, as detailed in the College catalog.

The College follows UHCC policy (II.A.2 [III.F]) that stipulates high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and that a synthesis of learning characterizes all program credentials. The expectations of this policy are embedded in the College’s curriculum process.

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.2 (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 College requires that the student's work has been evaluated and stated outcomes have been met before the issuance of the AA degree.35

35 See Checklist on Compliance with Federal Regulations and Policies, Credits, Program Length, and Tuition
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]). General education courses are designed to provide a breadth of knowledge and to promote intellectual inquiry. General education is closely linked to the College’s Institutional Learning Outcomes (ILO) (II.A.16, I.B.18).

The ILOs define six core competencies, which are 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 section II.A.11). (ER 12).

The College’s degrees and programs follow the above noted UHCC policy (II.A.2), 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.22).

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 process proposals. Division faculty must provide the DCC with proposals that meet the specifications for curriculum. Course proposals often stem from changes in industry outlooks, especially through consultations with industry advisory boards, student demand, or trends in educational needs.

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.16). (ER 12).

The General Education Board also checks 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.16, II.A.22). (See section II.A.12).

The College has inter-campus articulation within the University of Hawai‘i system as well as with other colleges. (See section II.A.10).
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 (I.B.25). Online courses follow University of Hawai‘i system policy (II.A.23).

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) (I.B.17, I.B.3, I.B.53).

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 section II.A.13).

Analysis and Evaluation

Honolulu CC meets the 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 College’s lower division courses are articulated with the sister colleges in the University of Hawai‘i system and some private institutions in Hawaii. The curriculum review process or advisory boards make sure that the degree offerings are current and relevant to present and emerging economic needs of the state. (ER 12). 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)
Evidence of Meeting the Standard

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.

Certificate and degrees programs can be completed within a period of time consistent with established expectations in higher education. The College endeavors to guide students through the programs in the most efficient manner as discussed below. *(ER 9).*36

To ensure students have clear guide to completion of programs, the College 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.

Thus, STAR Registration outlines the pathways for students and helps with timely completion. The program is versatile and can adjust if students change majors, chose courses outside of program coursework, do not pass courses, or other factors that may affect pathways. It can also help students with “what if” scenarios to inform them on the best way to keep on track to complete their programs.

STAR also provides administrative tools that alert deans of seats needed when classes fill up during registration, so the College can open new sections and meet the demand of students.

The College also offers online courses to make it easier for busy working students to take more courses, particularly general education classes.

Also to help timely completion of courses, many Career and Technical Education (CTE) programs have defined program coursework, specifying courses students must take each semester. 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 noted in the College catalog *(I.A.1 [p. 101])*.

An Enrollment Management Plan *(II.A.24)* defines and prioritizes the institution’s goals around student recruitment, retention, and graduation. The plan utilizes the “Integrated Student Support”
The ISS model to retain current students and encourage them to remain in college to attain their choice of credentials. The ISS model encourages the College to examine student movement through programs of study and provide a seamless and personalize support experience so students can identify and choose the right academic and career path. The Campus Student Success Council meets monthly to work with these issues (I.B.38). The College also has identified this area for an action plan detailed in its Quality Focus Essay. (See QFE 1 – Purposeful Engagement for Student Success).

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 needs of students as well as prevent over-scheduling of classes (III.B.43).

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.25). 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.

STAR Registration is versatile enough to adjust pathways for students if they change majors, chose courses outside of program coursework, do not pass courses, take limited course, and so on. Analysis and Evaluation

Honolulu CC meets the 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, with sufficient content, length, and rigor. (ER 9). 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. STAR Registration assists in keeping students on track.

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 supports equity in success for all students. The Educational & Strategic Plan 2016-2021 outlines 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, as shown in the performance initiatives. Degrees and certificates increased in three years to 225 from a baseline of 164 (I.B.29).

Despite this success, enrollment of Native Hawaiians has been sliding and retention rates hover around that of all students. (See Student Achievement Data and Institution-Set Standards, Illustration-Intro.27). To address enrollment and retention for all students, the institution has an enrollment management plan (II.A.24) and has an action plan as described in the Quality Focus Essay. (See section II.A.6, QFE 1 – Purposeful Engagement for Student Success).

In addition to the plans, 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.

Equity in Access and Success

But to specifically address Native Hawaiian and other underserved populations, the College has implemented other initiatives, as follows.

A collaboration between the Native Hawaiian coordinators across the UH system of Community Colleges has been tracking enrollment of Native Hawaiians students at each campus in an attempt to eliminate success gaps for Native Hawaiians. Native Hawaiian enrollment on Honolulu CC’s campus is around 24%, exceeding the percentage of 14% in the community and higher than 19% for the state. (See Student Achievement Data and Institution-Set Standards, Illustration-Intro.12). One key 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 academic, career and individual endeavors (II.B.23 [pp. 9-12]). (See sections II.B, II.C).

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 ‘Aina Days (service-learning activities with hands-on
opportunities to learn about Hawaiian culture and traditional sustainability practices), guest speakers, counselors, and scholarship application assistance (II.B.23 [pp. 7-8]).

Another initiative, the grant-funded Poʻi Nā 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 (II.B.23 [pp. 13-16]). (See sections II.B, II.C).

Among 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 yet another initiative that proposes to increase access, enrollment and successful completion of academic credentials of Native Hawaiian students. (See Introduction [Campus Initiatives]). 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. The enrollment pathway and sense of place are constructed through 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 (II.B.23 [pp. 16-19]).

The goal to create a culture and place-based training program for faculty, staff, and administrators is aimed at infusing Hawaiian culture, traditions and values in teaching, learning and service in order to support student success and completion. This goal focuses on three activities: (1) creating a culture and place-based training program based on the Hawaiian resource management system of ahupua‘a (land boundaries) and ʻIke ʻAina (knowledge from or about the land), (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.26), as on the website (II.A.27).

To preserve a sense of equity on the campus, as expressed in the mission of the institution, hiring committees as standard practice include questions about working with the campus’ diverse population. Commonly, candidates are asked what they know about the institution’s student population and how they might contribute to help students be successful.
For students with disabilities, the Student ACCESS services provide equal access to facilities, programs, activities, and other resources. The goal is to provide reasonable accommodations to qualified students, promote an informed and hospitable learning community, and advocate for campus-wide ADA/Section 504 compliance. Information on these services is on the website (II.A.28). *(See section II.C)*.

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.29)*.

*College Training*

To support equity on the campus, training and other endeavors continually take place for faculty and staff.

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 excluding another from participation in campus activities, being denied benefits of campus services, or being subjected to discrimination on the basis of sex. Employees are asked to complete further training each year.

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.30)*.

Workshops for faculty to improve delivery modes and teaching methodologies also are available on campus. 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 this event *(II.A.31)*.
Organized by UHCC, the Hawai‘i Student Success Institute (HSSI) is a major March event for faculty to improve teaching methodologies (II.A.32, II.A.33). 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 included 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, include the UHCC-wide English and math retreats when instructors from all the community colleges gather to discuss teaching strategies, including improving success for underprepared students. A CTE English and Math Colloquium is held each April (excepting 2018) to discuss strategies that help students in career field to be more successful in English and math classes (II.A.34).

The College also sends a number of faculty to Achieving the Dream conferences and the Hawai‘i National Great Teachers Seminar each year.

**Analysis and Evaluation**

Honolulu CC meets the 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 the 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 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 (I.B.22, I.B.3, I.B.53).

Student Learning Outcomes (SLO) are required for every course by the CPC (I.B.22 [pp. 16-17]). (See section II.A.5). The curriculum manual requires that syllabus descriptions given to each class include SLOs that are consistent with those in the officially approved course outline. The outlines of all courses are stored in the curriculum management tool Kuali CM. Course details, including descriptions, SLOs, related program and institutional learning outcomes, credit hours, methods of grading, and other specifics are maintained for current courses and used for the approval of new or modified courses.

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.35, II.A.2).

Graduation requirements for certificates and associate degrees are determined by Board of Regents and UH policies (II.A.35, II.A.2, II.A.36), 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.37

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.37) 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. (ER 10).

Established instructional programs are also systematically assessed to assure currency, improve teaching and learning, and enhance achievement of student learning outcomes (II.A.39, II.A.40). This is accomplished through the Annual Reports of Program Data as well as comprehensive reviews of programs every five years (II.A.39, II.A.40, I.B.4, I.B.39, I.B.45, I.B.46).

Analysis and Evaluation

Honolulu CC meets the 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. (ER 10). Faculty consider the larger exit learning in courses and programs with the objectives for student mastery. Furthermore, all student learning outcomes 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.

37 See Checklist on Compliance with Federal Regulations and Policies, Credits, Program Length, and Tuition
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.41).38

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.21).

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. Discussions on articulation on the UH system level are ongoing. The discussions include standardizing course titles, descriptions, and learning outcomes for courses that are not already the same. Kuali CM, which also is used by other community college campuses, provides information on course numbers and titles used at each college so that new course proposals to improve course articulation.

The College also endorses the Ka‘ie‘ie (Degree Pathway Partnership) (II.C.13). This program allows dual-admission, dual-enrollment for students pursuing four-year undergraduate degrees at UH Mānoa but choose to begin their first semesters at a community college. Students would choose this option because community colleges have lower tuition and many of the same required general education courses. Some students may find the commute easier.

38 See Checklist on Compliance with Federal Regulations and Policies, Credits, Program Length, and Tuition
Students also may transfer courses from Honolulu CC to colleges and universities outside the UH system, including 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. *(ER 10).*

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. *(ER 10).*

**Analysis and Evaluation**

Honolulu CC meets the 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. *(ER 10).* 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.

39 See Checklist on Compliance with Federal Regulations and Policies, Transfer Policies
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, community awareness, and social responsibility (I.A.1 [p. 15]). Critical thinking teaches analytical inquiry skills, while community awareness and social responsibility ensure students have a sense of ethical reasoning and engage in diverse perspectives.40

The College revised its ILOs in 2014 (II.A.42) in an effort to align all its learning outcomes in a strategy for student success. The design of general education coursework for associate degrees is mapped to the ILOs, providing a campus consistency for all students seeking degrees (I.B.18). The Planning Council reviews the ILOs each year as stated in its charter (I.A.8).

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 programs to the ultimate outcome goals of the College (I.B.17, I.B.18). Programs review their learning outcomes as part of the Annual Report of Program Data (ARPD). In a recent review, the Construction Management (CMGT) program collaborated with the Architectural, Engineering, and CAD Technologies (AEC) program to include a focus on its area, so courses would not be duplicated (II.A.43). As a result, the CMGT program decided to merge with AEC (II.A.44). The curriculum process governs modifications of program learning outcomes or program changes in courses or other requirements for degrees (I.B.22).

Analysis and Evaluation

Honolulu CC meets the 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

40 See Checklist on Compliance with Federal Regulations and Policies, Credits, Program Length, and Tuition
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.35), UH system, UHCC, and College policies (II.A.1, II.A.46, II.A.60) provide guidelines for general education and for 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 ILOs define the College’s philosophy for broad-based student achievement and reflected in the education requirements.

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.1 [pp. 76-80, 144]). These areas, as defined in the ILOs, ensure students have social responsibility with global and multicultural perspectives, skills for lifelong learning, and ability to apply knowledge in arts and humanities, sciences, mathematics, and social sciences. (ER 12). 41

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 (I.B.22, II.A.16). The General Education Board, a sub-group of the CPC, certifies courses to 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

41 See Checklist on Compliance with Federal Regulations and Policies, Credits, Program Length, and Tuition
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 the 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. *(ER 12).*

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, following UHCC policy *(II.A.2 [III D]).* This policy defines the requirements for issuing degrees and certificates by the community colleges.

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.46 [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.46 (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 (CPC). 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.14).

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 (I.B.22, I.B.17, I.B.53).42

Analysis and Evaluation

Honolulu CC meets the 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 includes 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

42 See Checklist on Compliance with Federal Regulations and Policies, Student Achievement
in addition to other industry professionals (II.A.47, II.A.40). 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.48). 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.49, II.A.50).

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) analyses are completed by all programs. The analyses stimulate discussions about the effectiveness of the programs and application for additional funds to maintain aspects of the programs (I.A.26, II.A.51).43

Data on external licensure exam pass rates for programs are included in annual reviews provided by the UHCC (I.B.4). The Aeronautics program data, for example, shows an external exam pass rate of 100% (II.A.52 [line 21]) and the Cosmetology program data an external exam pass rate of 92% (II.A.53 [line 21]).

Analysis and Evaluation

Honolulu CC meets the 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 informs 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.

43 See Checklist on Compliance with Federal Regulations and Policies, Student Achievement
Evidence of Meeting the Standard

The College follows the Board of Regents policy (II.A.13) 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.3) 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, students were held to prior catalog year program requirements. Students already enrolled were allowed to continue their programs, based on the College catalog when they first enrolled (II.A.54). Academic counselors keep students abreast of changes that occur in programs.

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.44). As with the AVIT program, enrolled students could continue their programs based on the catalog when first enrolled.

Analysis and Evaluation

Honolulu CC meets the standard. Program viability is a component of the review process and programs that cease to be relevant or that 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, and professional development, with student success and student achievement in mind.

Program Review and Effectiveness

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.4), with such examples as the Fashion Technology and Administrative Justice programs (II.A.44, II.A.45). Programs also undergo a five-year review according to a specified plan for the institution (I.B.39).

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 (I.B.4, I.B.39).

Data Driven Decisions

Program review data consists of three categories of information: demand, efficiency, and effectiveness. Demand analyzes the number of majors in the program and the number of classes taught, among other data, to determine if the program has sufficient interest of students pursuing that career. Efficiency analyzes the majors to faculty, the program budget, cost per semester hours, to determine if the program is managing resources appropriately. The effectiveness looks at the success of students, such as the percentage completing the course, percentage staying with the program, and those getting degrees or transferring to four-year colleges.

All the College’s career-and-technical education and liberal arts programs are evaluated this way each year. Distance education success rates and related information are included in the ARPD and evaluated by the programs, if online classes are part of the program (I.B.4).

All courses, including pre-collegiate, are assessed each semester (II.A.19). Pre-collegiate courses such as those in the English as a Second Language (ESL) sequence have defined student learning
outcomes, which are used to evaluate their courses. The English department eliminated pre-collegiate courses in Fall 2016, while math has several that lead to college-level courses.

All 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.

**Program Review from Student Learning Outcomes**

All courses – face-to-face, online, pre-collegiate, college-level – have identified student learning outcomes and are assessed by instructors each semester (II.A.19, II.A.9). The Committee on Programs and Curricula (CPC) ensures that all courses have identified SLOs appropriate to higher education. Course assessment is documented and posted on the institution’s website (I.C.4). Division chairs and department heads review the results of the SLOs to make changes in courses, course offerings, and programs.

For one specific example, evaluation and discussion of SLO achievement in English courses, specifically related to editing and proofreading, spurred the Writing Center to create practice sheets to help students better understand grammar points. Discussions also led the English 100 instructors to place more emphasis in classes on creating topics for papers and on organization (II.A.57).

The Languages department acknowledging that students in Japanese classes were weak in SLOs for speaking skills, created auxiliary courses for conversation and practical use of the language. JPN 142 (Japanese for Hospitality) and JPN 143 (Japanese for the Service Industry) have supported the Japanese language program offerings since they were introduced in 2015-16.

**Additional Methods of Review**

The UHCC Student Success Council (SSC) also is a means for instructional program review. The SSC, composed of administrators, faculty, and staff from all the community colleges, meets several times a year to discuss ways the colleges can collectively improve student achievement and student success. In fall 2014, the SSC begin work on improving developmental education, in line with success data provided by several organizations, such as the Complete College America. The data stimulated discussions on changes to developmental education for English and math.
As a result, Honolulu CC led UHCC colleges by implementing co-requisite English courses, eliminating all pre-collegiate, developmental courses in Fall 2016. The success of this program was remarkable, improving student success rates from 25-35% to 60-64%, reducing student course work from as many as four semesters to one semester to complete college-level English (I.B.35). (See Introduction [Campus Initiatives]).

The UHCC Student Success Council also helped eliminate the reliance on placement testing. Students are placed in English and math courses based on high school GPA, grades in senior discipline courses, and other means (II.C.48, II.A.59).
The College’s math course sequences were modified by creating more accelerated classes to shorten the time for students to complete college-level math (II.A.58).

The College is committed to improve all its programs and its courses, including pre-collegiate and distance education. (See Distance Education Supplement, QFE 2 –Enhanced Support for Distance Education Students). The institution has processes to gauge appropriateness and currency of its programs and courses to fulfill its mission.

**Analysis and Evaluation**

Honolulu CC meets the 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 EP 5.203 University of Hawaii Program Credentials
II.A.2 UHCCP 5 203 - Program Credentials Degrees and Certificates
II.A.3 UHCCP_5.202_Review_of_Established_Programs.pdf
II.A.4 2016 ARPD samples
II.A.5 Programs of Study (www.honolulu.hawaii.edu/programs)
II.A.6 Program Learning Outcomes (www.honolulu.hawaii.edu/amt)
II.A.7 Hierarchy of ILO-PLO-SLO.pdf
II.A.8 Course syllabi samples
II.A.9 Course SLOs (www.honolulu.hawaii.edu/db/courses/)
II.A.10 Fall 2016 UHM Majors of HonCC Transfers--Research Brief 2016-12.pdf
II.A.11 Fall 2016 UH West Oahu and UH Hilo Majors of HonCC Transfers--Research Brief 2016-13.pdf
II.A.13 RP 5.201 Instructional Programs.pdf
II.A.14 Syllabi (www.honolulu.hawaii.edu/assessment)
II.A.15 Curriculum Proposal Charts.pdf
II.A.16 General Education Charter Spring 2016.pdf
II.A.17 cpc-minutes-2016-10-21.pdf
II.A.19 Assessment_Intro_Evidence_20180420.pdf
II.A.20 UHCCP_5.300-Course_Numbering_Convention
II.A.21 RP 5.214 Student and Credit Transfer within the University
II.A.22 CPC charter.pdf
II.A.23 EP 5.204, University Distance Learning Plans, Policies
II.A.25 Meta-Majors UC DCC Meeting 2017-02-08.pdf
II.A.26 Hoala Hou Cheat Sheet
II.A.27 Ho'ala Hou (www.honolulu.hawaii.edu/hawaiian/hoalahou)
II.A.28 Disability access Screen Shot (www.honolulu.hawaii.edu/disability/)
II.A.29 TRIO flyer.pdf
II.A.30 FINAL COSE Annual Report 2015-2016
II.A.31 PCATT Apple Institute (pcatt.org/ASI)
II.A.32 2018 HSSI_StudentReadyCollege program.pdf
II.A.33 2017 HSSI Program.pdf
II.A.34 2017 CTE English & Math Conference Flyer.pdf
II.A.35 RP 5.208 Confering Academic Degrees
II.A.36 EP 5.101 Authority to Award Degrees and Certificates for Programs Authorized by the Board of Regents
II.A.37 UHCCP_5.228_Credit_Hour
II.A.38 EP 5.228 Credit Hour
II.A.39 EP 5.202 Review of Established Programs
II.A.40 Advisory Committee Meeting notes 2016-04-15 (ECE).pdf
II.A.41 EP 5.209 Transfer of Credit.pdf
II.A.43 AEC Construction Mgmt focus
(www.honolulu.hawaii.edu/sites/www2.honolulu.hawaii.edu/files/aec-gedt-cmgt.html)
II.A.44 Construction Management (www.honolulu.hawaii.edu/cmgt)
II.A.45 RP 5.213, General Education
II.A.46 UHCCP_5.200_General_Education_in_All_Degree_Programs
II.A.47 Information about ECE program Advisory Committee.pdf
II.A.48 Industry Advisory Board (MELE) .pdf
II.A.49 Hawaii Industry Jobs Screen Shot (uhcc.hawaii.edu/workforce/index.php)
II.A.50 Hawaii Industry Jobs (2) Screen Shot (uhcc.hawaii.edu/workforce/index.php)
II.A.51 Budget Request and Proposal Form.v1.0-2015-11-03.pdf
II.A.52 ARPD Aeronautics
(www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&year=2017&college=HON&program=32)
II.A.53 ARPD Cosmetology
(www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&college=HON&year=2016&program=41)
II.A.54 AVIT (www.honolulu.hawaii.edu/avit)
II.A.55 2016 ARPD Fashion Technology.pdf
II.A.56 2016 ARPD Administrative Justice.pdf
II.A.57 ENG 100 Assessment Meeting Minutes 2013-4-13.pdf
II.A.58 Corequisite data combined campuses v6.2
II.A.59 Student Success Council (uhcc.hawaii.edu/ovpcc/student-success-feature)
II.A.60 HCCP 5-213 General Education.pdf

I.A.1 Honolulu CC College Catalog-2017-2018.pdf
I.A.3 Honolulu CC Educational & Strategic Plan 2016-2021.pdf
I.A.26 Supplementary Program Funding Form Explanation.pdf
I.B.3 Assessment (www.honolulu.hawaii.edu/assessment)
I.B.4 APRD Program Review (www.hawaii.edu/offices/cc/arpd/index.php)
I.B.6 Assessment Showcase Fall 2015
I.B.7 Assessment Showcase Spring 2016 Report
I.B.8 Assessment Showcase-Spring2016-Program.pdf
I.B.12 Accreditation (www.honolulu.hawaii.edu/accreditation)
I.B.17 PLO-ILO_Map 20121211.pdf
I.B.18 Map Gen Ed to PLOs and ILOs.pdf
I.B.26 DEAC-approval_procedures 2010
I.B.29 OVPCC Campus Visit Fall 2017 HonCC.pdf
I.B.35 Fall 2016 Effectiveness of New Developmental Co-Requisite Courses--Research Brief 2017-01
I.B.38 Campus Student Success Council (programs.honolulu.hawaii.edu/intranet/node/2365)
I.B.39 Five Year Program Review Schedule.pdf
I.B.40 Annual Reports of Program Data AMT (Example)
I.B.41 Annual Reports of Program Data Analysis AMT (Example)
I.B.42 Annual Reports of Program Data Cosmetology (Example)
I.B.43 Annual Reports of Program Data Analysis Cosmetology (Example)
I.B.44 ARPD Liberal Arts
I.B.45 COSM 2016 Five-Year review_1617_5yr.pdf
I.B.53 SLO Spreadsheet.pdf
I.C.1 mission-statement.pdf
I.C.4 Assessment Learning Outcomes SLOs (www.honolulu.hawaii.edu/assessment)
I.C.9 Student Academic Grievance Procedures (www.honolulu.hawaii.edu/node/46)
I.C.16 SLO Assessment (www.honolulu.hawaii.edu/assessment)
II.B.23 Hulili Ke Kukui Hawaiian Center Program.pdf
II.C.13 Kaʻieʻie (uhcc.hawaii.edu/kaieie/)
II.C.48 Placement (2015-11-24) Memo for Placement Options
III.B.43 AdAstra_townhall-2015-12-01-presentation.pdf
DE.11 HCCP Distance Education.pdf
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 supports student learning and achievement through its Library, multiple tutoring locations, and multiple computer labs. Learning support services are physically situated on the campus with faculty or staff available to assist students, though some additional online resources also are available.

Tutoring support services include Testing and Tutoring, *Hulili Ke Kukui* Hawaiian Center, Writing Center, Math Lab, TRIO Student Support Service (TRIO-SSS), and *Po ʻi Nā Nalu*.

The Computer Lab is the main campus facilities for use of computers, both Windows and Mac platforms, where students can receive technical assistance. Other popular areas for computer use are the Library, Testing and Tutoring, and the *Hulili Ke Kukui* Hawaiian Center. All campus computers and campus services must be accessed with a unique user name and password.44

Students taking courses in disciplines requiring specialized computers or software, such as Computer Aided Drafting and Design (CADD), Communication Arts (CA), Computing, Electronics & Network Technology (CENT), Music & Entertainment Learning Experience (MELE), have access to classrooms or areas equipped for their needs.

Library

The Honolulu CC Library provides services to support the campus’ educational programs. These services are designed to be 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

44 See Checklist on Compliance with Federal Regulations and Policies, Distance Education
this way, the Library’s mission is aligned with the larger institutional mission to foster academic excellence and Information Literacy, one of the institution’s learning outcomes. *(See sections I.A.1-3).*

The Library provides instruction on information literacy, reference assistance, access to the physical and digital collections, and access to computers, printers, scanners, and other equipment. The Library also conducts presentations for the campus. The Library’s annual reports assess its services as well as its operations *(II.B.2, II.B.3, II.B.4).* Included in the assessment are gate counts, circulation statistics, library instruction sessions and participants, number of reference questions, materials added, and surveys of students and faculty. The data are analyzed to improve the effectiveness of the learning support services it provides in terms of quantity, quality, depth, and variety.

Information on assessment of Library 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 their location are equally supported by the Library and can learn about services, resources, and policies via its homepage *(II.B.5).* The webpage also is the access point to the Library’s catalog and electronic resources.

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.B.6).* Electronic resources, including periodical database e-books, and streaming videos 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 Support for Distance Education Students. Library support is planned to be included in year 2).*
Librarians provide instruction at off-site locations, including the restricted Pearl Harbor Naval Shipyard and at neighboring high schools for Early College courses. The instruction is through collaboration with faculty teaching at those locations. Students, faculty, and staff at all 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.

**Library Services: Information Literacy Instruction**

Information literacy instruction classes are provided upon request from the instructional faculty. Librarians reach out to the faculty at the beginning of each semester to schedule library sessions. Faculty librarians collaborate with instructors to determine the needs for each individual class. The collaboration may address additional support for academically at-risk students. Instructors’ assignments, course content, learning objectives, and dialog with the librarians help determine the best resources and teaching methods for the classes. In some cases, 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.

The sessions cover topics such as recognizing the needs for sources, locating the sources and materials, employing effective search strategies, and evaluating and selecting the most pertinent sources. Various disciplines request integrating library instruction in classes, so librarians are adept at providing specific resources for a number of disciplines, including Botany, Carpentry, Hawaiian Studies, Early Childhood Education, English, and Psychology. The DE librarian provides instruction to off-campus locations, including military bases and high schools at the request of instructors.

A snapshot of instruction numbers is noted in the table below. For a complete list of courses taught and number of attendees in each class, 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). Librarians also provide in-depth and personalized help for students who visit the reference desk or contact the desk via email or phone.

<table>
<thead>
<tr>
<th>Library Instruction</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</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

To aid students in finding resources for subjects and disciplines, the Library created multiple research guides using LibGuides, a popular software among libraries. Librarians developed over
75 research guides, many for specific courses or topics Hawaiian Studies, Carpentry, Fashion Technology, American History, Early Childhood Education, Muslim Journeys, Homelessness, Drawing, and so on. The guides give suggestions on finding books, articles, websites, videos, search terms, and topics of interest. These Research Guides are accessible through the Library homepage (II.B.13).

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

The Library also created LibGuides for working with MLA, APA, Chicago Style, and other citation methods. The guides are accompanied with examples and links to websites with more comprehensive information (II.B.14). LibGuides on other topics, such as plagiarism, also are provided for faculty and students to use for discussion or understanding.

Librarians continually develop and update LibGuides to support students and instruction as new topics evolve. The goal is to continually provide quality, current, depth, and variety of resources to bolster student success and achievement.

**Library Services: Campus Community**

Since spring 2015, the Library has hosted and co-hosted presentations for the campus, as noted in the Library Annual Reviews 2015-2017 (II.B.2, 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.15).

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]).

These services add to the quality, currency, depth, and variety of support to students in helping them achieve educational goals and success.

**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 maintained in Gimlet (subscribed software), which help librarians refer to answers quickly and ensure continuity of service for helping students with research questions. Librarians can review the assistance students received from other librarians and pick up interactions from where they were left off ([II.B.2 [p. 6], II.B.3 [p. 5], II.B.4 [p. 6]).

<table>
<thead>
<tr>
<th>Reference Questions Answered</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3,617</td>
<td>2,774</td>
<td>2,325</td>
<td>1,928</td>
</tr>
</tbody>
</table>

*Illustration-Standard-II.4 Reference questions asked*

The decline in reference questions can be attributed to several factors: a decrease in enrollment, availability of other student support services on campus, and lack of diligence in recording questions. Librarians recognized the need to improve loggings of queries and have become more diligent.

**Library Services: Collections**

Honolulu CC’s Library collection contained the following items for the fiscal year 2016 ([II.B.16 [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>

Previous years’ statistics are included in UHLC Statistics (II.B.17 [p. 2], II.B.18 [p. 2]).

The Library provides an ample variety of quality resources in 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 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. Those accessing the electronic library materials must be affiliated with Honolulu CC, have less than $10 in library fines, and have a device with Internet access.

The Library’s online resources cover all the College’s disciplines. The Library provides access to 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 of the databases, while others are acquired through the Hawai‘i Library Consortium and UH Libraries. Additionally, and not included in the statistics, are links to the Bishop Museum Publications, Directory of Open Access Journals, and ‘Ulu‘ulu: Henry Ku‘ualoha Giugni Moving Image Archive of Hawai‘i.

**Library Services: Equipment and Physical Space**

All computers, scanners, printers, and other 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, where the reference desk, circulation desk, two group study rooms, student computers, research terminals, reference and periodical collections, individual and collaborative study spaces, and instruction areas 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 Services and Tutoring Services**

<table>
<thead>
<tr>
<th>Learning Support Service</th>
<th>Reference Collections</th>
<th>Tutoring</th>
<th>Learning Center</th>
<th>Computers</th>
<th>Learning Technology</th>
<th>Ongoing Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Computer Lab</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Testing and Tutoring</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><em>Hulili Ke Kukui</em> Hawaiian Center</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Writing Center</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Math Lab</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>TRIO Student Support Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><em>Poʻi Nā Nalu</em> Native Hawaiian CTE Program</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>College Achievement and Retention Experience (CARE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Services</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tutoring Services: Writing Center**

The Writing Center ([II.B.19](#)) serves the whole Honolulu CC student body with tutoring in all aspects of writing for all courses offered at the College. The Writing Center is peer-coach oriented, with a faculty member present to provide guidance, administration, and leadership.
Peer coaching is available to help students with organizing essays, editing for content, correcting grammar, understanding grammatical concepts, improving reading comprehension, interpreting assignment sheets, formatting essays, formatting quotes, and inserting research into essays. Students can also print papers and use various office tools, such as staplers, hole-punches, and highlighters (II.B.20).

The Writing Center also trains and manages its coaches.

The Writing Center provides walk-in and appointment tutoring Monday through Thursday. Students can also book appointments on Friday. Although online services are available by appointment for distance education, the center plans to be more proactive in offering its services to online students. (See QFE 2 – Enhanced Support for Distance Education Students).

The Writing Center also manages an embedded coaching initiative for first-year co-requisite English composition courses. The College, realizing that students may be reluctant to visit tutoring centers on their own, began this proactive embedded tutor initiative in the fall semester of 2016. For this initiative, student tutors assist students in the English co-requisite courses, one BELOW college level (ENG 100/100S) or two BELOW college level (ENG 100/100T). 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 helped improve English completion rates dramatically (I.B.35). The embedded coach initiative is deemed to be integral to the student success of the English co-requisite courses and has been emulated to some degree at other UHCC campuses (II.B.20).

The Writing Center also 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.

Writing Center coaches and embedded tutors receive training at the beginning of each semester (II.B.20).

**Tutoring Services: Math Lab**

The Math Lab (II.B.21) 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. Math Lab has 17 computers equipped with math software such as MyMathLab, ALEKS, and WebAssign. Calculators, copies of math textbooks, and other materials also are available for students. The Math Lab has 13 student tutors, trained each semester.
The Math Lab tutoring is not intended as a replacement for attending class or instructor consultation. Tutors can assist with odd-numbered textbook problems and with ordinary computerized homework but will not assist with problems that will be turned in for grading without specific instructor approval.

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. Instructors also may conduct organized math study groups in the Math Lab (II.B.21).

Math also works with the embedded tutor initiative. The embedded tutors help with the Math 75, 24, and 25 classes. 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.

_Tutoring Services: Hulili Ke Kukui Hawaiian Center_

_Hulili Ke Kukui_ Hawaiian Center provides a computer lab, study space, lounge space, and tutoring for the campus (II.B.22). Although the center is committed to 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.

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 at the campus (II.B.23).

_Tutoring Services: Po‘i Nā Nalu_

_Po‘i Nā Nalu_ (Native Hawaiian Career and Technical Education Program) is housed in the _Hūlili Ke Kukui_ Hawaiian Center and provides Hawaiian students in Career and Technical Education (CTE) programs with support services to successfully navigate through higher education and beyond (II.B.24). 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.
Poʻi 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 the computer lab (II.B.25).

Poʻi Nā Nalu's equipment and educational 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.26). Poʻi Nā Nalu services are not available electronically. (See section II.C.1).

Learning Support Services: 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 of the SSC include Testing and Tutoring, TRIO Student Support Services (TRIO-SSS), College Achievement and Retention Experience (CARE), and Career Services.
Learning Support: Testing and Tutoring

Testing services include placement testing, distance education testing, on-campus make-up, and non-UH testing. Tutoring services (II.B.27) include placement preparation and help with subjects across all the disciplines on campus, both on a drop-in and scheduled basis. Testing and Tutoring provides access to the skills necessary for students to become responsible, self-directed learners. Assessment is included in the Academic Support ARPD (II.C.30).

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 the campus ITS for equipment and software upgrades and recommendations. The Testing and Tutoring Center computers are available for computerized tests and exams. In addition, seating is available for pencil or paper tests and exams. Through coordination with the campus’s ACCESS services (II.C.28), testing accommodations for students with disabilities are available to meet Americans with Disability Act requirements (II.B.28 [part II]).

Learning Support: TRIO-SSS

TRIO-SSS 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.29), 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.

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.30).

46 See Checklist on Compliance with Federal Regulations and Policies, Title IV
Learning 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.31) provides a variety of learning support to incoming students and those at risk through study-skills workshops and peer coaching.

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.32). Assessment is included in the Academic Support ARPD (II.C.30).

CARE intends to expand its retention efforts to be more proactive with distance education students. (See QFE 2 – Enhanced Support for Distance Education Students).

Learning Support: Career Services

Career Services provides a variety of resources to assist students 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). Assessment is included in the Academic Support ARPD (II.C.30).

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.28, II.B.33, II.B.34, II.B.35).

**Learning Support: Computer Labs**

Honolulu CC supports student learning and achievement with its main Computer Lab (Building 2, 4th Floor). The Computer Lab also supports students with technical expertise if requested. Computers in labs and for tutoring are fully maintained by Information Technology staff to provide current, updated software. Honolulu CC students also have access to free Microsoft Office licenses for their own computers (II.B.36).

The Library, Testing and Tutoring, and the *Hulili Ke Kukui* Hawaiian Center also provide computers and printing services for students.

Students taking courses in disciplines requiring specialized computers or software, such as Computer Aided Drafting and Design (CADD), Communication Arts (CA), Computing, Electronics & Network Technology (CENT), Music & Entertainment Learning Experience (MELE), have access to classrooms or areas equipped for their needs.

Distance education students are informed about physical campus resources and the variety of computers, printers and other equipment available through the distance learning webpage. The College does not offer correspondence courses.

**Library and Learning Support Services**

The Library sufficiently supports students with its physical and database collections, resource instruction, reference assistance, study areas, computers, presentations, and other services. Tutoring services are abundant, addressing a variety of student needs. Other learning services provide retention support and career guidance. The College provides services that are sufficient in quality, currency, depth, and variety to supports student learning and achievement.

All students, including distance education students, access to the Library databases and other online resources anytime. Unique user names and passwords are required for access.\(^{47}\) (*ER 17*).

The College plans to be more proactive in providing support services to online students, beginning with the Writing Center and CARE. (See QFE 2 – Enhanced Support for Distance Education Students).

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\(^{47}\) See Checklist on Compliance with Federal Regulations and Policies, Distance Education
The Pearl Harbor Naval Shipyard (PHNSY) limits the campus’ learning support services due to military security. The base provides students with two computer labs in its education faculty, with a total of about 50 computers, but these computers are unable to access the campus’ online Library, tutoring, or other resources because of the base network’s security restrictions. However, librarians regularly visit the base to provide research instruction for classes, and PHNSY students can access the campus’ online Library, tutoring, and other services from their homes.

Students in programs at the institution’s other off-campus sites, including the Automotive Technology and Diesel Mechanics Facility, the Marine Education and Training Center, and the Airport Training Center also take courses at the main campus and have access to all the learning support services.

Analysis and Evaluation

Honolulu CC meets the 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. 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. 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 development of a specific collection, 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 (inter-library) with UH Mānoa if needed materials are not available at Honolulu CC, such as print books or articles ([II.B.16 [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 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 also are encouraged to provide suggestions to librarians or on 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 38 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
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 classes are not in session. Ten computers are always available for students. Students and others can find information about the Library’s computers and computer-use policies on the Library’s webpage (II.B.40).

Students actively use the Library’s computers (II.B.3 [p. 6], II.B.4 [p. 7]).

<table>
<thead>
<tr>
<th>Computer Use</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usage</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 also helps students in their studies. 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 (II.B.37, II.B.38, II.B.39). (See section 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 maker-space 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]).

**Computer Equipment**

The College offers a variety of sites where students are able to access supplemental instruction to accommodate their various needs. Computer hardware and software are maintained and updated by Information Technology Services (ITS). Students also can obtain free licenses to use Microsoft Office suite on their own computers.

Locations where students are able to use technology are listed below:

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Computers</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Center</td>
<td>7-520</td>
<td>14</td>
<td>Writing tutoring</td>
</tr>
<tr>
<td>Math Lab</td>
<td>7-421</td>
<td>17</td>
<td>Math tutoring</td>
</tr>
<tr>
<td>Po’i Nā Nalu</td>
<td>5-203</td>
<td>20</td>
<td>CTE student tutoring</td>
</tr>
<tr>
<td>TRIO-SSS</td>
<td>7-309</td>
<td>7</td>
<td>Tutoring for TRIO students</td>
</tr>
<tr>
<td>Tutor Center</td>
<td>7-313</td>
<td>15</td>
<td>Multiple discipline tutoring</td>
</tr>
<tr>
<td>Hulili Ke Kukui Hawaiian Center</td>
<td>5-201</td>
<td>20</td>
<td>Multiple discipline tutoring</td>
</tr>
<tr>
<td>CARE</td>
<td>7-325</td>
<td>N/A</td>
<td>Retention Support</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>

ITS also maintains computers, software, overhead projectors, and other devices in classrooms to ensure faculty and staff can provide up-to-date technology in teaching. *(See section III.C).*

**Analysis and Evaluation**

Honolulu CC meets the 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.
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

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.41, II.B.42, II.B.43), 2) the Faculty Instruction Survey, 3) the Student Assessment of Instruction Session, and 4) the 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.16, II.B.17, II.B.18).

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 of Annual Reports of Program Data (II.B.41, II.B.42, II.B.43). The data for each year indicates that the Library is “healthy.” Library data along with assessment are additionally 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.

Writing Center

The Writing Center regularly evaluates its teaching methods to improve student achievement in all aspects of composition, including idea generation, organization, style, grammar, and citation. The center focuses on achieving its learning outcome (II.B.19):

• Students will have a clearer understanding of specific writing tasks as a result of supplemental learning.

Semester reports generated from the MySuccess (Starfish) support and retention application provides the center with valuable feedback on the number of tutoring sessions and reasons for tutoring appointments. Students use the Writing Center for a wide-range of reasons: grammar issues, assistance with research, writing and editing class essays, preparing résumés, and so on (II.B.20). To better track students who drop in for help, the Writing Center plans to implement a scanner system, as is the Math Lab and the Tutoring Center.

The peer tutors also provide feedback and ideas for improving the center. From discussions, tutors suggested providing students with teaching materials, specifically “infographic-based” worksheets. These worksheets will address specific writing issues such as grammar, essay structure, among other topics. The worksheets will be concise so students can keep them for reference (II.B.44).

To keep the Writing Center effective, tutors receive training at the beginning of each semester. The training encompasses methods for addressing writing issues, working with students from diverse backgrounds, assisting students with various abilities, understanding discrimination policies,
carrying out center procedures, and managing personnel forms. Training is often coordinated with other student support services such as ACCESS, CARE, and TRIO (II.B.45).

The Writing Center also manages the embedded tutor initiative, which has had dramatic impact on the success of students in the English co-requisite model (I.B.35). (See Introduction [Campus Initiatives]). In an assessment report (II.B.46), English faculty noted two main reasons for the success. One was additional class time and the other embedded tutors.

Actually, the idea of embedded tutors came from efforts to make the Writing Center more proactive. Instead of waiting for students to come to the center for help, the center began putting tutors in the classrooms to work with students on their writing assignments there. One unexpected effect of the embedded tutor program was that more students began coming to the Writing Center for additional help, in addition to the assistance they were getting in the classes.

The Writing Center plans to extend its services more proactively to online students. (See QFE 2 – Enhanced Support for Distance Education Students).

**Math Lab**

Math Lab assessment is based on the end-semester surveys that consist of six questions revolving around the lab’s efficacy to help students. The surveys are included in the eCafe course assessments of math faculty, and the results are discussed at department meetings. Assessment led to Math Lab rules, which are included on the lab’s webpage (II.B.21). Among the rules: students cannot use the Math Lab tutoring as for a replacement for attending class or instructor consultation, and tutors will not assist with math problems that will be turned in for grading.

To collect more information on students, the Math Lab intends to implement a scanner in fall 2018. The scan will be able to track students and the number of times they visit. This data may be helpful in determining how much impact the Math Lab can have on student success in classes. The Writing Center and the Tutoring Center also will be implementing the same scanner system.

Math Lab assessment is in line with the learning outcomes for the institution and liberal arts program, which focus on competency in quantitative reasoning.

The Math Lab has about 13 student tutors. The tutors are trained each semester to keep them current and effective in support the math department. Math also uses embedded tutors in its pre-collegiate classes Math 75, 24, and 25. Tutors provide additional instruction during class time and assist the math instructors.
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, which is used by the center to track access, use of services, and services highest in demand (II.C.33, II.C.34). A usability survey 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 and evaluations collected (II.C.35, II.C.36). The center’s learning outcome is embedded in its mission to perpetuate Hawaiian knowledge and traditional practices to empower students. (See section II.C for further discussion of Hulili Ke Kukui Hawaiian Center assessment.)

Poʻi Nā Nalu

Poʻi Nā Nalu (Native Hawaiian Career and Technical Education Program) 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 student learning outcome is guided by its mission to prepare Native Hawaiian students for careers in the global economy through appropriate career and technical education. (See section II.C for further discussion of Poʻi Nā Nalu assessment.)

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.28, II.B.33, II.B.34, II.B.35).

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.47). 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. These tutors are trained each semester.

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.

Analysis and Evaluation

Honolulu CC meets the standard. The Library and academic services assess programs to ensure they adequately support student needs. Evaluation of student learning outcomes drives 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 to ensure appropriateness for higher education, supporting the mission, goals, and priorities of the institution (II.B.41, II.B.42, II.B.43). (See section II.B.3).

The College’s contractual agreements follow the guidelines of Board of Regents and UH system policies (III.D.52). 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.48

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. Contracts with all vendors follow the Board of Regents and UH system policies.

Analysis and Evaluation

Honolulu CC meets the 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. (ER 17). The College is responsible for the service, maintenance, security, and reliability of each program.

48 See Checklist on Compliance with Federal Regulations and Policies, Title IV Compliance
Evidence List – Standard II.B

II.B.1 Library’s Mission Statement Goals.pdf
II.B.5 Library (www.honolulu.hawaii.edu/library).pdf
II.B.6 Distance Education Library Services (libguides.hcc.hawaii.edu/distance).pdf
II.B.7 Library Instruction Statistics Spring 2014.pdf
II.B.8 Library Instruction Statistics Fall 2014-Spring 2015.pdf
II.B.9 Library Instruction Statistics Fall 2015.pdf
II.B.10 Library Instruction Statistics Spring 2016.pdf
II.B.11 Library Instruction Statistics Fall 2016.pdf
II.B.12 Library Instruction Statistics Spring 2017.pdf
II.B.13 LibGuides (libguides.hcc.hawaii.edu/)
II.B.14 LibGuides Citing (libguides.hcc.hawaii.edu/citingsources)
II.B.15 Library Presentation FAQ.pdf
II.B.16 UHLC Stats Collective Version 2016.pdf
II.B.17 UHLC Stats Collective Version 2015.pdf
II.B.19 Writing Center (www.honolulu.hawaii.edu/writingcenter).pdf
II.B.20 Writing Center Report Fall 2016 (example)
II.B.21 Math Lab (www.honolulu.hawaii.edu/mathlab).pdf
II.B.22 Hulili Ke Kukui lab (www.honolulu.hawaii.edu/hawaiian).pdf
II.B.23 Hulili Ke Kukui Hawaiian Center Program.pdf
II.B.24 Po_i Na Nalu (www.honolulu.hawaii.edu/hawaiian/poinanalu).pdf
II.B.25 Po_i Na Nalu information narrative.pdf
II.B.26 Po_i Na Nalu Hawaiian Center Program Description.pdf
II.B.27 Tutoring Center (www.honolulu.hawaii.edu/testingandtutoring).pdf
II.B.29 TRIO (www.honolulu.hawaii.edu/node/383).pdf
II.B.30 TRIO-SSS Narrative.pdf
II.B.31 CARE (www.honolulu.hawaii.edu/care).pdf
II.B.32 Schedule Excellence in Advising through iPass.pdf
II.B.33 Academic Support Annual Report TRIO-SSS.pdf
II.B.34 Academic Support Annual Report CARE.pdf
II.B.36 Student Computer Labs (www.honolulu.hawaii.edu/computerlab)
II.B.37 Library Survey Summary 2016.pdf
II.B.38 Library Survey Summary 2015.pdf
II.B.39 Library Survey Summary 2014.pdf
II.B.41 Library ARPD 2016.pdf
II.B.42 Library ARPD 2015.pdf
II.B.43 Library ARPD 2014.pdf
II.B.44 Writing Center Activity Report ENG100 S_T Spring 2017 (example).pdf
II.B.45 New Student Employee Training for Writing Center.pdf
II.B.46 English Faculty Comments on The Co-Requisite Model Success.pdf
II.B.47 CARE Program Evaluation.pdf

I.A.1 Honolulu CC College Catalog-2017-2018.pdf
II.B.30 TRIO-SSS Narrative.pdf
I.B.35 Fall 2016 Effectiveness of New Developmental Co-Requisite Courses--Research Brief 2017-01
II.C.33 Hulili Ke Kukui Event Attendance (Fall 2014 - Spring 2016).pdf
II.C.34 Hulili Ke Kukui Check In Data (2014-2016).pdf
II.C.35 Hawaiian Survey Check-in Data (Jan 2015-Sept 2016).pdf
II.C.36 Hulili Ke Kukui Usability Survey Data (Summer 2016).pdf
III.D.52 RP 8.201 Contracts and Official Documents
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).

All student services that publicized and accessible to all students attending on campus, off-campus, or through online study. Both the website and the College catalog include descriptions and contact information for all student services (I.C.7, I.A.1 [pp. 21-28]).

Program Review for Improvement

The College evaluates all of its student services through annual program reviews and five-year program reviews (I.B.4, II.C.1), and each support service also does its 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. The College ensures that access to adequate and sufficient student services exists for all students (II.C.1, II.C.30).

Students in programs at the institution’s off-campus sites, including the Automotive Technology and Diesel Mechanics Facility, the Marine Education and Training Center, and the Airport Training Center also take courses at the main campus and have access to all the student support services.

For the Apprenticeship program at the Pearl Harbor Naval Shipyard (PHNSY), the military limits access of campus personnel and online resources due to base security, but the College has a full-time, faculty-level program liaison (Coordinator) and a full-time Educational Specialist at the education facility. The liaison and the specialist provide assistance with admissions, registration, academic counseling, and graduation. The Navy provides its own student counseling and other
services through military resources. If needed, PHNSY students can consult with the Coordinator or contact campus services from their homes or when off base.

The neighboring high schools furnish their own student services for Early College High School (ECHS) and Running Start (RS) programs, though Honolulu CC academic counselors provide scheduled direct on-site service to these students for registration, pre-graduation sessions, and other activities.

Support services are available to online students. Services for Students, on the website, provide resource and contact information (I.C.7). Among the categories, Distance Education furnishes specific information to online students (I.C.5). Besides resources for distance education students, the page also includes an introduction for online students to get starts and learn about what resources are available.\textsuperscript{49} To ensure student identities are protected, students access accounts with a unique user name and password. To ensure distance education students are getting the support they need, the College plans to be more proactive with online students, beginning with counseling and retention student services. (See QFE 2 – Enhanced Support for Distance Education Students).

The College’s student services are organized to provide ongoing assistance from pre-application to completion of coursework for in career, technology, liberal arts, 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.2, I.B.38), which are designed to create academic and career pathways for all students from pre-entry through completion and beyond.

Services supporting academic development include Admissions and Records, Academic Counseling, Financial Aid, Disability ACCESS, and Career and Employment Counseling. In addition to these are several specialized services such as Veterans counseling, Po’i Nā Nalu (Native Hawaiian Career and Technical Education Program) counseling and career guidance, TRIO-SSS transfer planning and career guidance, and Hulili Ke Kukui Hawaiian Center counseling and career guidance. The last three programs also provide tutoring for students. (See section II.B).

A number of services aim for holistic support, connection to the campus, and campus enrichment, such as the Outreach Office, Health Office, Wellness Center, Student Life and Development, and the Keiki Hau’oli Children’s Center.

\textsuperscript{49} See Checklist on Compliance with Federal Regulations and Policies, Distance Education
Admissions & Records

Admissions & Records is responsible for providing admission services (II.C.3), maintaining student records (II.C.4), and dispensing and tracking Veterans Affairs benefits (II.C.5). The office disseminates a survey to students using its services. Survey results (II.C.6, II.C.7) are used to identify ways to make procedures 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.8), and the College catalog was put online (II.C.9). 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 report executive summary and analysis for student services (II.C.1, II.C.10).

Academic 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.11). 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.12). 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.13). A UHM Transfer Specialist visits the campus every Monday but also can be contacted by email for in-person, phone, or Google Chat [Google Hangouts] appointments. The academic counselors refer students to the specialist, but many students are familiar with the pathway program from classroom presentations, posters, handouts, email blasts, and word of mouth.

Similarly, the Veterans’ counselors connect students with resources and host the Mobile Vet Center for interested students. A military and veterans counselor (II.C.5) provides counseling relevant to veterans and their families. For 2016, the College was named a Military Friendly School (II.C.14).

Counselors use assessments to improve effectiveness (II.C.1). Assessment led to the transition from traditional paper advising to online STAR, which helps students register and keep track of progress (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. (See Introduction [Campus Initiatives]). The colleges created an online video tutorial (II.C.11, II.C.16) 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.17). This new system informs students how to develop and follow the best pathway to complete their degrees.
In addition to STAR GPS, counselors also employ MySuccess (II.C.18, II.C.19) 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.12) 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.1, II.C.10).

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.20). Financial Aid assesses outcomes primarily from data collected on aid disbursement and results from ARPD reports. Assessment is included in the Student Services ARPD (II.C.1, 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 UH 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. (See section III.D.15 for information on Title IV).
Outreach

Outreach provides counseling and registration support to Early College High School and Dual Credit programs. Information about student services is delivered to all students, whether they attend classes on the main campus, off-campus, or via 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.

Outreach implements campus enrollment strategies and provides activities to support student’s successful transition to college (II.C.21). 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.1, II.C.10). From assessment, Outreach switched in spring 2014 to web-based orientation (II.C.22), which is continually being updated and improved.

Student Health

Student Health promotes a healthy and safe college community (II.C.23). 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 Hawai‘i and the Blood Bank of Hawai‘i. 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.1, II.C.10).

**Wellness Center**

Mental Health & Wellness offers students confidential personal and crisis counseling (II.C.24). 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 (Health Insurance Portability and Accountability Act) compliant (II.C.25). 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 services available to them and registered students.

The 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. The displays include information about community resources for seeking help. Additionally, events are hosted about topics relating to emotional health, stress, and overall student well-being (II.C.26).

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.1, 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.27). 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.
SLD 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.

Illustration-Standard-II.12 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 [p. 26]). SLD also obtains feedback from students during monthly meetings of student government.

Illustration-Standard-II.13 Student survey on campus activities
Assessment of Student Life and Development is included in annual reports for Student Services (II.C.1, II.C.10).

*Disability ACCESS*

Disability ACCESS offers coordinated services for students with documented disabilities (II.C.28). Information and forms on disability services 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.29) and is included in the annual reports for Academic Support (II.C.30).

*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.31). To provide guidance through on-campus and off-campus job search process, Career Services works to connect students with employers or vice versa. 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.29). 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.30).

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.32).

Quantitative data are 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. Assessment is provided to the federal government included in the annual reports for Academic Support (II.C.30).

**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.B.22, II.C.33) and tracks data for assessment (II.C.34, II.C.35, II.C.36). The center operates from grant funding and provides comprehensive assessment of program outcomes (II.B.23).

*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.B.24). The goal of the program is for Native Hawaiian students to obtain degrees and certificates for areas of employment in Hawai‘i 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.37) 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.38).

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.

TRIO-Student Support Services, a federally funded program, provides 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 achieve three goals – 1) increase the retention and graduation rates of eligible students; 2) increase the transfer rates of eligible students from two-year to four-year institutions; and 3) foster an institutional climate supportive of the success of individuals who are first generation college students and have a financial need, and individuals with a disability (II.B.30). As a grant-funded program, TRIO-SSS provides assessment to the federal government, but also for pertinent information in the annual reviews of Academic Support, particularly regarding its summer bridge program (II.B.30).

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.39). 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 (I.B.4, II.C.40).

Honolulu CC offers a wide-range of quality services to support students in achieving success at the institution. These services coincide with the institution’s mission to provide assessable educational opportunities in a student-centered and student-focused environment. (ER 15). Each service has processes in place to measure the quality of its assistance to students. These services are available to students, regardless of location of delivery. To further improve support for distance education students, the College has a plan to be more proactive in offering services, starting with Academic Counseling. (See QFE 2 – Enhanced Support for Distance Education Students).

Analysis and Evaluation

Honolulu CC meets the 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. *(ER 15).* 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 institution’s 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.

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**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. 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. *(See section II.C.1).*

For purposes of assessment, all student services complete Annual Report of Program Data (ARPD) assessments *(I.B.4, II.C.1, II.C.30).* These evaluations are done yearly and included in the student services report. 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.

All service units also contribute to a larger 5-year program review *(II.C.1, 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.

Each unit provides detailed information in the ARPD report about its efforts in meeting effectiveness. 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.41)* 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 *(II.C.42).*
Assessment of Student Life and Development from the ARPD are used to evaluate student services and to drive meaningful change for program improvement and resource allocations. Service areas also complete additional assessments by using student learning outcomes (SLOs) or service area outcomes (SAOs), surveys, and focus groups (II.C.1, II.C.10, II.C.43, II.C.44, II.C.30).

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, the Student Success Pathways guide these efforts and overseen by the College Student Success Council (I.B.38). Within this framework are the iPASS and STAR initiatives, which create opportunities to engage and support students in a more comprehensive manner (Intro.11, II.C.15). (See Introduction [Campus Initiatives]).

**Student Success Pathways**

![Image of Student Success Pathways]

Illustration-Standard-II.14 Student success pathways

By focusing on each phase of the pathway (II.C.45), 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. As noted in its 2016 ARPD executive summary: “Development of standard operating procedures for Reverse Transfer and Auto Conferral have allowed the campus to meet conferral goals, and most importantly, the work of academic counselors in supporting STAR GPS Registration has been phenomenal. Honolulu Community College led the University of Hawaii system by providing the first registration pilot and has continually supported the growth and development of STAR related initiatives” (II.C.1). Reverse Transfer and auto-conferral of Certificates 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 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 TAACCCT 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.

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 (Intro.11, II.C.15). (See Introduction [Campus Initiatives]). 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.

The College identified the importance of student services for improving retention and success. Although services may be available, students tend to be reluctant to take advantage of the supports
out of shyness or vague understanding. The College therefore plans to be more active in engaging students through an initiative detailed in a Quality Focus Essay. *(See QFE 1 – Purposeful Engagement for Student Success).*

**Analysis and Evaluation**

Honolulu CC meets the standard. The College has identified appropriate student services to support learning outcomes for its student population and assesses its services to achieve those outcomes. The basis for understanding a comprehensive picture of services provided is the Student Success Pathways model, which has led to a number of changes in the student services. 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**

Honolulu CC is an open-door community college and provides equitable access of its services to all students. As noted in section II.B.1, admissions, orientation, registration, counseling, financial aid, disability, records, transfer, and other information is available online and the College catalog *(I.C.7, I.A.1 [pp. 21-28]).* Services are offered in person, by phone, by email, via Skype, or Google Chat to all students. Appointments also can be arranged for academic advising and mental health counseling. These services are assessed with the aim to ensure support to students is appropriate, comprehensive, and reliable.

The website provides information on all available support services, for all students, including distance education students. When students access support services online, unique user names and passwords are required to protect student identities. The support services are compiled together on a directory of Services for Students *(I.C.7). (See Distance Education Supplement).*

To enhance ensure distance education students are getting the support they need, the College plans to be more proactive with online students, beginning with counseling and retention student services. *(See QFE 2 – Enhanced Support for Distance Education Students).*
Support services are available to online students. Services for Students, on the website, provide resource and contact information (I.C.7). Among the categories, Distance Education furnishes specific information to online students (I.C.5). Besides resources for distance education students, the page also includes an introduction for online students to get starts and learn about what resources are available.\(^\text{50}\) (See Distance Education Supplement). To ensure student identities are protected, students access accounts with a unique user name and password. To ensure distance education students are getting the support they need, the College plans to be more proactive with online students, beginning with counseling and retention student services. (See QFE 2 – Enhanced Support for Distance Education Students).

The College also plans to be more active in engaging students, whether on campus or online, through an initiative detailed in a Quality Focus Essay. (See QFE 1 – Purposeful Engagement for Student Success).

As noted in section II.B.1, students in programs at the institution’s off-campus sites, including the Automotive Technology and Diesel Mechanics Facility, the Marine Education and Training Center, and the Airport Training Center also take courses at the main campus and have access to all the student support services. Although the military restricts access to the Pearl Harbor Naval Shipyard education facilities, the College staffs the site with a full-time Coordinator and Educational Specialist, and students are able to access campus services from their homes of when off base.

**Analysis and Evaluation**

Honolulu CC meets the standard. Student services are accessible to all of its students, including students in distance education and off-campus programs. (ER 15). 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.**

\(^{50}\) See Checklist on Compliance with Federal Regulations and Policies, Distance Education
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 help students develop personal growth. 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.

The Director of Student Life and Development oversees the student activities, including the finances.

Also, in line with the mission, SLD seeks to engage students of diverse backgrounds and identities in activities to expand 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.46).

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 prints a monthly campus newspaper and an annual art magazine, which allow students to get involved in communicating their voice or art skills to the campus. The newspaper, the *Ka Lā*, has won awards of excellence. Such activities create a sense of belonging and community for students attending Honolulu CC. Assessment is included in the Student Services ARPD (II.C.1).

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 UH’s *Hawai‘i Papa O Ke Ao* initiative (II.C.47). The *Hawai‘i Papa O Ke Ao* initiative 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 ʻĀina* 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 the 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 was STAR Graduation Pathways (II.C.15), which is an online program that tracks coursework, warning students about superfluous credits, to help them keep on a direct path toward graduation. Each semester, the program displays the courses students need to register for to work to a degree, certificate, or transfer. STAR was implemented for all students in fall 2016. (See Introduction [Campus Initiatives]).

Students receive orientations from advising staff on how to use STAR, so they understand program requirements to achieve their academic goals. Useful and accurate information about academic requirements, including graduation and transfer policies, are disseminated to students.

Additionally, web-based STARFISH/MySuccess (II.C.18) 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, 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.16, II.C.17).

STAR keeps students informed of progress toward attaining their degrees. Students see their graduation requirements, such as grade point average, focus requirements, and when courses are non-applicable or may not transfer. They can also see advisor notes, actions, or events about issues that might impact pathways, and may be encouraged to meet with an academic counselor.

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 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. Students can view these unofficial transcripts by semester or other layouts. Transcripts provide students with important information, such as placement test results, that may be 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 on 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 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 webpage (II.C.15).

Academic counselors provide 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 with them 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.18) is available on the main campus once a week but can be contacted by email for an in-person, phone, or Google Chat [Google Hangouts] appointment.

As already noted, the College also plans to be more active in engaging students, whether on campus or online, through an initiative detailed in a Quality Focus Essay. (See QFE 1 – Purposeful Engagement for Student Success). This initiative includes professional development for faculty to better understand student support tools and be more informed about academic requirements and transfer policies when providing information to students.

Analysis and Evaluation

Honolulu CC meets the 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 admissions policy allows all students to educational opportunities if they satisfy one of the following admissions requirements:

- high school diploma
- high school diploma equivalent, such as the General Education Diploma
- 18 or more years of age by the start of the semester the student is applying for admission

This open-door policy provides opportunity for any adult to pursue higher education. (ER 16).

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 or other requirements.

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 (II.C.15, II.C.16, II.C.17). (See section II.C.6 for a detailed discussion of STAR).

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 a multitude of 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 the standard. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. *(ER 16).* 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.

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**Evidence of Meeting the Standard**

The College, as an open-door institution, regularly evaluates its admissions and placement practices to validate their effectiveness and to minimize biases. The institution aims to provide accessible educational opportunities to all students.

From a review of placement practices, the College along with its sister community colleges, revamped its English and math placement procedures in fall 2016. The campus phased out the COMPASS test 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. Placement testing is used only when students are unable to provide GPA or other measures.
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 in Fall 2016 (II.C.48) and they are evaluated each year for effectiveness.

Along with these changes, the College eliminated its English developmental education sequence and implemented co-requisite classes. Any student not placing into college-level English 100 could enroll first semester in an ENG 100 co-requisite class, which allowed him or her to complete the college-level English requirement in one semester. In the past, students may have spent as many as four semesters in a developmental sequence before completing college-level English. (See Introduction [Campus Initiatives]).

Despite placing all students in a college-level English course, the success rates were dramatic, a huge improvement over that of the developmental sequence (I.B.35, II.A.58). Honolulu CC’s Language Arts division has been a leader for this co-requisite model for the entire UHCC system. The Math department also implemented accelerated math models to improve student success, eliminating many of its developmental, pre-collegiate classes. Math also saw success from this change.

Using success data at all the seven community colleges, placement criteria are evaluated each year by a UHCC subcommittee of the Student Success Council, in an effort to refine the placement tools.

In addition to the multiple placement measures, the UHCC colleges also because allowing students to self-report placement information to speed up the in-take process of students. This change eliminated a barrier that required students to provide official copies of high school transcripts and other documents. Despite concerns, the UH system Institutional & Research Office found overwhelming evidence that students reported fairly and accurately.

**Analysis and Evaluation**

Honolulu CC meets the standard. The institution regularly evaluates admissions and placement practices to validate their effectiveness while minimizing biases. Evaluation of placement procedures led to eliminating placement testing and replacing it with high school grade point average and other measures.
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.24, III.A.68).

The Registrar manages the security and access of all student records for the campus, including electronic and physical files. Internal Standard Operating Procedures (II.C.49) also govern the access. 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.50).

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.51).

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.3).

The Student Employment Office requires all student employees to complete a FERPA agreement prior to being hired (II.C.52). FERPA policies are re-enforced during the mandatory student employee training conducted by the Student Employment office.

Analysis and Evaluation

Honolulu CC meets the 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 2016 ARPD Executive Summary Student Services.pdf
II.C.2 HONCC Student Success Pathway.pdf
II.C.3 Admissions (www.honolulu.hawaii.edu/admissions).pdf
II.C.4 Records (www.honolulu.hawaii.edu/records).pdf
II.C.5 Veterans (www.honolulu.hawaii.edu/veterans)
II.C.7 AY Fall 2016-Spring 2017 Annual Assessment Admissions and Records- Completed.pdf
II.C.8 Online Application (www.sis.hawaii.edu/uhdad/bwskalog.P_DispLoginNon).pdf
II.C.9 HonCC college catalog (www.honolulu.hawaii.edu/catalog)
II.C.10 ARPD 2016 Student Services Analysis
II.C.11 Advising Academic Counseling (www.honolulu.hawaii.edu/counseling)
II.C.12 Counseling _ Advising Syllabus.pdf
II.C.13 Kaʻieʻieʻie (uhcc.hawaii.edu/kaieie/)
II.C.14 Victory HonCC Military Friendly (www.honolulu.hawaii.edu/node/1289)
II.C.15 STAR Help.pdf
II.C.16 STAR GPS Tutorial (www.youtube.com/watch?v=rIXhpL_nbsQ).pdf
II.C.17 STAR GPS Login (www.star.hawaii.edu/studentinterface/).pdf
II.C.18 MySuccess tutorial (mysuccess.honolulu.hawaii.edu/?q=node/32)
II.C.19 MySuccess Tutorial.pdf
II.C.20 Financial Aid (www.honolulu.hawaii.edu/finaid)
II.C.21 Outreach (www.honolulu.hawaii.edu/outreach)
II.C.22 Online Orientation.pdf
II.C.23 Health Office (www.honolulu.hawaii.edu/health)
II.C.24 Wellness Center (www.honolulu.hawaii.edu/wellnesscenter)
II.C.25 Wellness confidential counseling (www.honolulu.hawaii.edu/node/1020)
II.C.26 Wellness events (www.honolulu.hawaii.edu/node/1028)
II.C.27 Student Life (programs.honolulu.hawaii.edu/studentlife/)
II.C.28 Disability ACCESS (www.honolulu.hawaii.edu/disability/).pdf
II.C.29 assessment-slo-sao-academic-support.pdf
II.C.30 Academic Support APRD Executive Summary
II.C.31 Career Services (www.honolulu.hawaii.edu/career)
II.C.32 Gainful Employment Disclosure (www2.ed.gov/about/offices/list/ope/ge-template.html)
II.C.33 Hulili Ke Kukui Event Attendance (Fall 2014 - Spring 2016).pdf
II.C.34 Hulili Ke Kukui Check In Data (2014-2016).pdf
II.C.35 Hawaiian Survey Check-in Data (Jan 2015-Sept 2016).pdf
II.C.36 Hulili Ke Kukui Usability Survey Data (Summer 2016).pdf
II.C.37 PNN RMR template.pdf
II.C.38 Po‘i Nā Nalu Outcomes 2013-18.pdf
II.C.39 Keiki Hauʻoli Children’s Center  (www.honolulu.hawaii.edu/keiki)
II.C.40 2016 ARPD ECE.pdf
II.C.41 CCSSE (www.ccsse.org/)
II.C.42 ARPD Student Services
II.C.43 SAOs for Student Support Services.pdf
II.C.44 Writing Center SLOs (www.honolulu.hawaii.edu/node/710)
II.C.45 Student Success Cheatsheet Prepare.pdf
II.C.46 Student Lifeactivities (www.honolulu.hawaii.edu/studentlife)
II.C.47 Hawaii Papa O Ke Ao.pdf
II.C.48 Placement (2015-11-24) Memo for Placement Options
II.C.49 FERPA Policy from HonCC Catalog 2016-17 copy.pdf
II.C.50 AP 7.022 Procedures Relating to Protection of the Educational Rights and Privacy of Students
II.C.51 Consent to Release Confidential Information form
II.C.52 FERPA form.pdf

Intro.11 iPASS Overview.pdf
I.A.1 Honolulu CC College Catalog-2017-2018.pdf
I.A.21 2017 Self Study Survey for HCC Continuing Students.pdf
I.B.4 APRD Program Review (www.hawaii.edu/offices/cc/arpd/index.php)
I.B.5 HonCC Pathway Presentation Final 2.0 (1).pdf
I.B.35 Fall 2016 Effectiveness of New Developmental Co-Requisite Courses--Research Brief 2017-01
I.B.38 Campus Student Success Council (programs.honolulu.hawaii.edu/intranet/node/2365)
I.C.5 Distance Education (www.honolulu.hawaii.edu/distance)
I.C.7 Services for Students (www.honolulu.hawaii.edu/services)
II.A.58 Corequisite data combined campuses v6.2
II.B.22 Hulili Ke Kukui lab (www.honolulu.hawaii.edu/hawaiian).pdf
II.B.23 Hulili Ke Kukui Hawaiian Center Program.pdf
II.B.24 Po_i Na Nalu (www.honolulu.hawaii.edu/hawaiian/poinanalu).pdf
II.B.30 TRIO-SSS Narrative.pdf
III.A.68 EP 2.214 Security and Protection of Sensitive Information.pdf
Ka’ano’i acquired her expertise in the Fashion Technology program. The program has earned the spotlight in recent years with successful graduates on TV’s Project Runway, including standout designers Kini Zamora and Ari Southiphong (who designs under the Andy South label).

Ka’ano’i Akaka
Fashion Technology (FT)
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 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 advertisements. 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 be 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 the 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.** (ER 14)

**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). Department faculty develop these advertisements.

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 the 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. Position requirements for faculty include development and review of curriculum as well as assessment of student learning. Included in faculty reappointment, promotion, and tenure applications are the requirements for curriculum development, curriculum review, and student learning outcomes assessment.

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 U.S. 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 the 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 the 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, are 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
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 the 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.28 [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 the 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. (ER 14)

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 Report 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.4). 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 monitors 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 pools 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.4).

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 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 the 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. The review also is a process for the College to ensure faculty staffing is sufficient to support its educational programs.

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.23 [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, and other 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 the 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. (ER 8)

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.4, 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 the 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. (ER 8).
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. (ER 8)

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 the 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. (ER 8).
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 result 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 the standard. The College adheres to established fair and equitable policies and procedures that are written and published. These policies and procedures are consistently administered.
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 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 (III.A.88), 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 the 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 the 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 Kapālama, the location of the campus (III.A.78). Assessments of 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 the 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 provides 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 the 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.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 Guideline.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 Hawaiiian 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
III.A.88 Faculty Development
(www.honolulu.hawaii.edu/facdev/facdev-beta/index.php/teaching-techniques/)

I.A.19 Mission Statement (www.honolulu.hawaii.edu/mission)
I.B.4 APRD Program Review (www.hawaii.edu/offices/cc/arpd/index.php)
I.B.23 Faculty Senate Executive Committee Charter-May 2014.pdf
I.C.28 2017-2021-UHPA Agreement.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.

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 & 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 CC, a short distance from the heart of downtown Honolulu, occupies over twenty acres on Dillingham Boulevard in the Kalihi-Pālama 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. Board of Regent and UH system-wide policies (III.B.3, III.B.4, III.B.5) sets priorities and procedures for use of university-owned facilities and grounds. In line with those policies is the College’s own policy (III.B.6) and procedures (III.B.7). Facilities requests are reviewed and approved with the submission of appropriate forms through campus Administrative Services (III.B.8).

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.9).

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.10).
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.11). 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.12).

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.13, III.B.14). 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.15). 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.16).

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.17), are available online (III.B.18) in the College catalog, to address the needs of the campus community and the Crime Awareness and Campus Security Act of 1990 (III.B.17).
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.19). The Emergency Action Plan provides policy and procedures for addressing natural and man-made emergencies for all Honolulu CC locations (III.B.20). 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.21). 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.22).

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.23 [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.24).

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.25).

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.26). 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.27, III.B.28). 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.29).

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.30).

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 the 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 and Facilities Manager are drafting a comprehensive Facilities Plan that will guide the physical campus through
future planning and decision-making. The initial draft of the plan is expected in fall 2018. *(See Plans and Changes Arising Out of the Self-Evaluation).*

**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.

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**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.31)*. 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 & 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.31).

Planning at the College level entails utilizing information from its Annual Report of Program Data (ARPD) reports (I.B.4). 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.D.56). 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.32).

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 Council, 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.23). 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 Hawaiʻi 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.33 [p. 12]).

The College’s Long Range Development Plan (LRDP) guides physical development based on academic needs and objectives (III.D.56). 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 program 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.34).

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.35).

**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.36). 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 the 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). Administrative Services assesses its operations in comprehensive review, including physical resources (III.B.1).

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.23 [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.37). 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.38). 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.39, III.B.40).

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.36). 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 Report 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, which includes Administrative Services (III.B.41). 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 are utilized on a regular basis to ensure that physical resources, including equipment, is maintained and upgraded (III.B.1).
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.42, 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.43).

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 the 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.44).

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.31).

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.31). 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 the 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

III.B.1 FY17 Admin Svcs Program Review (FINAL).pdf
III.B.2 Campus map (www.honolulu.hawaii.edu/map)
III.B.3 RP 10.205 Use of University-Owned facilities
III.B.4 EP 10.101 Authority to Develop Procedures for facilities
III.B.5 EP 10.201 Use of university-owned facilities
III.B.6 HCCP 10.101 Delegation of Authority Use of University-Owned Facilities.pdf
III.B.7 Facilities Use Application Procedures.pdf
III.B.8 Facilities Use Applications.pdf
III.B.9 CODA (programs.honolulu.hawaii.edu/intranet/node/329)
III.B.10 Honolulu CC Letter of Findings CTE Civil Rights Compliance.pdf
III.B.11 Health and Safety Committee (programs.honolulu.hawaii.edu/intranet/node/342)
III.B.12 Health & Safety Bulletin (programs.honolulu.hawaii.edu/intranet/node/2011)
III.B.16 Administrative Services Group (programs.honolulu.hawaii.edu/intranet/node/1322)
III.B.18 Campus Security (www.honolulu.hawaii.edu/security)
III.B.19 HonCC Safety and Security Information.pdf
III.B.20 EmergencyActionPlan_April2008_draft.pdf
III.B.21 Emergency Alert (www.hawaii.edu/alert/)
III.B.22 Timely Warning and Campus Safety Announcement.pdf
III.B.23 UH Facility Renewal Reinvestment Study 2016 Update 2016-08-12.pdf
III.B.24 Capital improvement Program (uhcc.hawaii.edu/ovpcc/administrative/budget/capital-improv)
III.B.25 AIM (programs.honolulu.hawaii.edu/intranet/node/386#facilities)
III.B.26 Facilities Management (www.honolulu.hawaii.edu/facilities)
III.B.27 UH Sustainability (www.hawaii.edu/sustainability/)
III.B.28 UHCC Sustainability (uhcc.hawaii.edu/ovpcc/sustainability)
III.B.29 HonCC sustainability-implementation-plan.pdf
III.B.30 Health & Wellness Committee Info (programs.honolulu.hawaii.edu/intranet/node/1172)
III.B.31 UH 6-Year CIP Plan.pdf
III.B.33 IAFP_BOR_Approved_April202017.pdf
III.B.34 HonoluluCC Title III Project Narrative 2015 final.pdf
III.B.36 UHCC Yr 4 MV Report.20161107.pdf
III.B.37 Facilities Annual Program Review FY 17.pdf
III.B.38 SLO-SAO_Assessment_Report_NON-Instructional_Admin_2017_10_02.pdf
III.B.39 Standard III Results - 2018 Self Study.pdf
III.B.40 FacilitiesSurvey_Students_2017.pdf
III.B.41 5 Year Program Review Schedule.pdf
III.B.42 Tech I Equipment Inspection 2014.pdf
III.B.43 AdAstra_townhall-2015-12-01-presentation.pdf

I.A.3 Honolulu CC Educational & Strategic Plan 2016-2021.pdf
I.A.19 Mission Statement (www.honolulu.hawaii.edu/mission)
I.A.26 Supplementary Program Funding Form Explanation.pdf
I.B.4 APRD Program Review (www.hawaii.edu/offices/cc/arpd/index.php)
III.D.56 Honolulu CC LRDP.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).

Technology needs are identified and supported through technology plans of both the institution’s ITS and the University of Hawai‘i’s ITS (III.C.1, III.C.2). For teaching, Laulima is the primary tool used by faculty and students for both face-to-face and distance education courses. Laulima, supported by UH ITS, requires a unique user name and password for faculty and students sign on. 51

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.

51 See Checklist on Compliance with Federal Regulations and Policies, Distance Education
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.3). 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.4), online registration (II.C.17), and MyUH for student and faculty services (III.C.5). 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.6), and follows its technology guidelines outline in the HON ITS Strategic Plan (III.C.1). 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 (I.A.20 [p. 42]).

**Q42 Classroom media facilities are adequate for the college.**

![Bar chart showing classroom media facilities adequacy](image)

Over 75% of current classrooms are now standardized for connectivity and media. Students and faculty benefit from the standard media classrooms, which depend on class 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 its five-year plan to enable all course content to be accessible online regardless of teaching modality (III.C.1). The availability of course content online, including lectures, allows repetition and review of materials that hopefully leads to better student success and retention rates.
Illustration-Standard-III.3 Technology support services

HON ITS surveys faculty and staff to evaluate support (I.A.20 [p. 43]). The latest survey showed 68% of the campus agreed that support services were adequate. To build upon this number, ITS created reports (III.C.7, III.C.8, III.C.9). Technology for all faculty and staff is supported by requests via this online GLPI ticketing system.

ITS also implemented call support to respond to urgent issues, particularly related to instruction. The responses and ticketing system led to greatly improved campus support as shown by the GLPI statistics (III.C.10).

Through its online GLPI ticketing system, HON ITS tracks support issues 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.11).

All HON ITS also identifies technology needs of the campus through discussions with divisions and program directors to determine both current technology needs and potential opportunities requiring technology. Examples of projects were to equip all classrooms with overhead projectors, rewire the English co-requisite classrooms in Building 7 to accommodate a redesign, improvement of network access in key classroom buildings, and update the technology in the main auditorium of Building 2, among many other projects, some noted in the ITS log (III.C.12).

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. IT 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.10, III.C.8, III.C.9).

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.

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.13). University of Hawai‘i Informational Technology Services provides technical updates (alerts) for all 10 campuses (III.C.14). These provisions ensure security, privacy, and reliability in addition to emergency recovery.

**Analysis and Evaluation**

Honolulu CC meets the 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.1).

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.2). 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.15, III.C.16).

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.17). 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 as shown in examples of its reports (III.C.18, III.C.19).

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.20).

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 can be replaced as an option 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 the 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.

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.

In a survey, a large majority of students agreed that learning centers and computer labs were adequate for the campus (I.A.21 [p. 17]).

**Q17 Learning centers, computer classrooms and labs are adequate for the college.**

<table>
<thead>
<tr>
<th>Response Distribution</th>
<th>RAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.08%</td>
<td>125</td>
</tr>
</tbody>
</table>

The campus has five locations where students are able to use technology. *(See section II.B.2 for a detailed discussion.)*

Students also indicated that wireless access was adequate for the campus *(I.A.21 [p. 18]).*
The UH Help Desk provides round-the-clock support for students and for faculty. 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 are 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.

Among projects ITS sees important for the campus in 2018-19 are normal replacement and upgrades for classroom equipment, system upgrade due to power monitoring and management, data security projects, technology for 3D animation courses, and implementation of chatbox services (III.C.28).

Analysis and Evaluation

Honolulu CC meets the 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.21). 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.22).

Various technology training is available to students, faculty, and staff. Many training materials and services are available through UH ITS, including the TALENT resources that provide manuals, tutorials, and video presentations on technology and services (III.C.23).

Coordinating with the Faculty Development Committee, Academic Support also provides training workshops on technology in addition to managing the main campus computer lab (III.C.29).
The College’s Pacific Center for Advanced Technology Training (PCATT) hosts a yearly Apple Institute on the campus for those interested in learning advanced skills using that technology platform (II.A.31).

**Analysis and Evaluation**

Honolulu CC meets the 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.**

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**Evidence of Meeting the Standard**

The College follows UH system policy on the appropriate use and management of information technology resources (III.C.24), 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.25).

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.26) in accordance with the Digital Millennium Copyright Act. These infringements also violate the policy on use and management of information technology resources (III.C.24).

The College also follows copyright and file sharing policies (III.C.27). These policies are published on the UH website.
Analysis and Evaluation

Honolulu CC meets the 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.1 HON ITS Strategic Plan 2016-2021 FINAL.pdf
III.C.2 UH ITS-Strategic-Plan-2015-v15-1..pdf
III.C.3 UH ITS Help (www.hawaii.edu/its/help-desk)
III.C.4 Laulima (laulima.hawaii.edu/portal)
III.C.5 MyUH (myuh.hawaii.edu)
III.C.6 SAO ITS Networking 2017
III.C.7 HON ITS Support (its.honolulu.hawaii.edu)
III.C.8 GLPI - Tickets (2016-08-01_2017-07-31)
III.C.9 GLPI - Tickets (2015-08-01_2016-07-31)
III.C.10 GLPI Five Year Summary.pdf
III.C.11 HON ITS Services Catalog
III.C.13 IT Control and Protection.pdf
III.C.14 UH ITS Alerts (www.hawaii.edu/its/alerts/)
III.C.15 UH ITS Workshop (www.hawaii.edu/its/agenda-it-all-campus-workshop-2017/)
III.C.16 UH ITS About and Workshops (www.hawaii.edu/its/about/)
III.C.17 Device inventory.pdf
III.C.18 Report on system monitoring.pdf
III.C.19 Report on networking.pdf
III.C.20 HON ITS IT Purchasing Policies and Procedures.pdf
III.C.21 Laulima help for students (www.hawaii.edu/talent/laulima_students.htm)
III.C.22 Laulima faculty tutorials (www.hawaii.edu/talent/laulima_students.htm)
III.C.23 UH ITS training resources (www.hawaii.edu/talent/index.html)
III.C.25 EP 2.215 Institutional Data Governance
III.C.26 Digital Millennium copyright Act
III.C.27 File Sharing Policy (www.hawaii.edu/its/filesharing/)

I.A.20 2017 Self Study Survey for Faculty, Staff, Administration.pdf
I.A.21 2017 Self Study Survey for HCC Continuing Students.pdf
II.A.31 PCATT Apple Institute (pcatt.org/ASI)
II.C.17 STAR GPS Login (www.star.hawaii.edu/studentinterface/).pdf
I.C.24 UHCCP 5.211 Statement on Professional Ethics.pdf
I.C.25 Student Conduct (https://www.honolulu.hawaii.edu/node/163)
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 sections III.D.3; 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.31, I.B.32).

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 the 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. *(ER 18).*

**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 (LB.29 [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.28). 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 the 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.4, I.B.40, I.B.42). 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 (III.D.31).

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 the 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 is 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).
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 section 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 the 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 technical 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 the 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 the 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 the 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. The UH central offices, such as General Accounting (GAL) or Financial Management Office (FMO), conduct reviews. 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 the 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 the 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 (III.D.72, III.D.73, III.D.74). A further discussion of this compliance is in section 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 the 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 the 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 the 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 section 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 the 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 (CCWS) 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 CCWS 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 the 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

52 See Checklist on Compliance with Federal Regulations and Policies, Title IV Compliance
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 the 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).53

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

53 See Checklist on Compliance with Federal Regulations and Policies, Title IV Compliance
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 the 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

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
III.D.29 UHCC budget preparation (uhcc.hawaii.edu/ovpcc/administrative/budget)
III.D.30 UHCC Budget Execution (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 (www.hawaii.edu/budget/)
III.D.34 Campus Funding (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

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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 Honolulu CC LRDP.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 Univerity 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 0.pdf
III.D.80 EP 6.204 Student Financial Assistance Program

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.pdf
I.A.10 Crosswalk of UH-UHCC-Campus Strategic Plans.pdf
I.A.13 Supplementary Program Funding Form.pdf
I.A.19 Mission Statement (www.honolulu.hawaii.edu/mission)
I.A.26 Supplementary Program Funding Form Explanation.pdf
I.B.4 APRD Program Review (www.hawaii.edu/offices/cc/arpd/index.php)
I.B.28 UHCCP_4.203_Institution-Set_Standards.pdf
I.B.29 OVPCC Campus Visit Fall 2017 HonCC.pdf
I.B.31 UHCC 2018 Performance Initiatives.pdf
I.B.32 UH System 2018 Performance funding.pdf
I.B.40 Annual Reports of Program Data AMT (Example)
I.B.42 Annual Reports of Program Data Cosmetology (Example)
Administration of Justice academically prepares students for careers with law enforcement, courts, corrections, or private security. Joshua, like many students in this program, has been actively involved in social issues, such as promoting community awareness about suicide prevention.

Joshua Patricio
Administration of Justice (AJ)
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 (I.C.1).

The College’s Educational & Strategic Plan 2016-2021 emphasizes maintaining excellence through ongoing institutional improvement and ensuring currency in campus programs (I.A.3). Hawai‘i Papa O Ke Ao is a UH 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 (II.C.47).
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 innovations that improve 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. This participating approach has led to innovation in distance education and improvement in Native Hawaiian efforts, to name two.

Through collaborative campus efforts, the College exceeds all UHCC performance initiatives for achieving student success (I.B.31). 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.

The institution’s Educational & Strategic Plan 2016-2021 (I.A.3) 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. Meeting these goals requires the College to innovate across the board.

The development of the plan initially began with a town hall meeting for inclusive campus participation, convened by the Chancellor (IV.A.1). For each of these goals campus members provided suggestions as to how the College might accomplish them (IV.A.2, IV.A.3). The plan highlights the participation and leadership of the campus in promoting innovation leading to institutional excellence (IV.A.4).

The revision of the mission also exemplifies the institution’s collaborative approach to decision-making that resulted in a much-improved mission. 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, I.A.17).

The mission and the strategic plan provide 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, administrators, division chairs, department heads, student government, and other campus representatives.

The College implements 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.5, I.B.4).

Campus achievements result from participatory decision-making structures that promote individual and departmental innovations such as campus-wide sustainability efforts and developmental education reform. In addition to governance bodies, other committees provide venues for faculty, staff, and administrators to propose and pursue innovative changes (IV.A.6). The onboarding committee is currently working to improve the process of registration for new students, for example.

The College participates in UH system initiatives implementing technological and structural responses to improve student retention and success, including Star GPS system and iPASS Mobile-optimized MyUH Services for students/faculty/staff (I.C.14 [p. 10]). Honolulu CC faculty, staff, and administrators participate in UHCC initiatives as representatives reporting to appropriate campus committees (IV.A.7 [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.8). Other examples of campus participation in system discussions include development and implementation of open educational resources (OER), reevaluation of teaching equivalencies (IV.A.9), an innovative new course evaluation system (IV.A.10).

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 establishes an ad hoc group to brainstorm ideas on how to support students in the STEM fields (IV.A.11). 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.12). The Staff Development Council funds development and improvement activities for staff members (IV.A.13). 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.14).

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 Registered Independent Student Organizations (RISO) on topics directly impacting students (IV.A.15). Student leaders have a voice in directing funds for projects that benefit student life, such as digital signage 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 (I.C.14).
- 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.16).
- 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.17).
- 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 for faculty and staff (IV.A.18).
- 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 iPASS and the Native Hawaiian Serving Institutions (Title IV) grants. Other examples have been campus-wide discussion
on campus reorganization, sustainability, and planning for accreditation documentation and report writing (IV.A.19).

For a sample list of campus achievements, see (IV.A.20).

Analysis and Evaluation

Honolulu CC meets the standard. The institution has formal and informal practices and procedures that encourage input from all campus personnel to improve the College, leading to effective innovation and institutional improvement in both planning and implementation. 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 committee 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 administration, faculty, and staff participation in decision-making processes. Honolulu CC 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.21). The College promotes campus involvement of administrators, faculty, staff, and students based on its policy [HCCP 4.101] on integrated planning, resource allocation, and assessment of the institution (I.A.5). These policies are based on policies of the Board of Regents, UH system, and UHCC that have been established for integrated strategic planning and review of
established programs that establish the faculty, staff, and students in decision-making for academic planning and to academic policies and curricular matters development (IV.A.22, IV.A.23, IV.A.24, I.A.4).

Faculty Senate Executive Committee

For faculty specifically, the College follows Board of Regents policy [RP 1.210] (IV.A.23 [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 governance. The faculty also play a role in policy development and decisions related to curriculum and instructional matters.

UHCC policy [UHCCP 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 All Campus Council of Faculty Senate Chairs to advise the Vice President for Community Colleges (IV.A.24).

Honolulu CC policies [HCCP 1.101 Participation in College Decision-Making Processes] (IV.A.21) and [HCCP 4.101-1 Integrated Planning, Resource Allocation, and Assessment] (I.A.5) explicitly identify the role of faculty in advising administration and participating in governance. The FSEC Constitution and Charter identify responsibilities of this committee and establish 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 take place (I.B.23).

Staff Senate Executive Committee

College policy [HCCP 1.101 Policy Participation in College Decision-Making Processes] (IV.A.21) 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.25 [I]). 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 on the SSEC (IV.A.26).
The Planning Council

The Planning Council coordinates planning and budgeting decisions on campus. It is made up of faculty, staff, administrator, and student representatives from across the campus. The policy [HCCP 4.101 Integrated Planning, Resource Allocation, and Assessment] (I.A.5 [4]) establishes the authority of the council as the campus strategic planning body. The Planning Council Charter makes explicit the council’s role in formulating recommendations in conjunction with other governing committees. The council is tasked with overseeing and coordinating communication between key governance committees and submitting recommendations to the Chancellor for approval and implementation (I.A.8).

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 a Hawaiian place of learning. UHCC policy [UHCCP 1.104 Community College Council of Native Hawaiian Chairs] sets forth the institutional role of this body (IV.A.27). The KKW Charter explicitly states the committee’s unique responsibility to provide a regular input into campus decision-making and priorities from the perspective of Native Hawaiian constituencies (IV.A.28 [Article 5.1], IV.A.29). 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 goals and outcomes.

Students

Policy [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 (I.B.23, IV.A.25, I.A.8, IV.A.28). The Planning Council includes one student representative from Student Government as a voting member, participating in the council’s 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 interviews rather than elections; the resulting leadership body is structured as a collective leadership (IV.A.30). Student leaders created a set of videos to explain these changes to Honolulu CC students, and they formally adopted a new Constitution in April 2017 (IV.A.31).

The Chancellor and the Dean of Students Services meet for discussions with student leaders to give them a voice in campus directions (IV.A.32). 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 (I.B.23, IV.A.25, I.A.8, IV.A.28).

**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, such as the Committee on Student Affairs (IV.A.33).

**Analysis and Evaluation**

Honolulu CC meets the standard. Existing system and campus policies 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.

**Evidence of Meeting the Standard**

Policy [HCCP 1.101] identifies five campus governance bodies with clear and substantive roles in policy making, planning, and budgeting –Faculty Senate Executive Committee (FSEC), Staff Senate Executive Committee (SSEC), Kupu Ka Wai Council (KKW), Student Government, and Planning Council (IV.A.21). The institution’s policy on participation is founded on Board of Regents policy [RP 1.210] on faculty involvement in academic decision-making and policy development (IV.A.23 [III.B.1., III.B.3.b]) and UHCC policy [UHCCP 4.101] on strategic
academic planning (I.A.4 [III.A]). Additional Honolulu CC and UH system policies also make explicit the faculty role in institutional governance (IV.A.34, I.A.5, I.B.47).

Each body contributes to the institution’s decision-making process. This structure ensures wide-ranging and comprehensive campus input and includes 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 (I.B.23, IV.A.25 [Statement of Purpose], I.A.8 [Scope of Work], IV.A.28 [Articles 5-9], IV.A.31).

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, faculty, staff, and student representatives. Member composition provides a voice from all areas of the campus.

The council leads in developing strategic planning for communication with the other four committees in reviewing important decisions for the institution. For example, the council disseminated the revisions of the mission statement, institutional learning outcomes, and the strategic plan to the other governance bodies for review and approval (IV.A.35).

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 (I.A.5), 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 webpage contains the 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.36, III.D.31, III.D.25, IV.A.37, I.A.13).
The final rankings are submitted to the Chancellor for funding decisions, who informs the campus through the Planning Council, an email, and posting on the Intranet (III.D.32, IV.A.38).

Campus-wide involvement in developing the campus strategic plan is accomplished through campus governance bodies. The Planning Council has the primary responsibility for coordination and review of the strategic plan with the other governance bodies and provides forums for review by the campus community. Governance bodies discussed the plan, and campus participants joined in a town hall planning session (IV.A.2).

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 webpages (IV.A.39, III.D.32).
In a campus employee survey conducted in spring 2017, 75% of the campus agreed that faculty have a substantive role in governance and staff at 54% agreed that staff have a substantive role (I.A.20 [pp. 88-89]).

The Planning Council continues to discuss ways to improve campus communication and campus participation (I.B.47).
Analysis and Evaluation

Honolulu CC meets the 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 (II.A.22). 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 - curricular reviews. According to guidelines on Roles and Duties, division chairs also play a critical role in curricular processes through assisting faculty in planning and updating curriculum, courses, and programs (IV.A.40).

In addition, the General Education Boards consist of faculty who oversee certification of courses to meet the general education core for the Liberal Arts and Career and Technical Education programs (II.A.16, IV.A.41). General Education Boards and sub-boards review specific foundation and diversification certifications as part of the curricular process (IV.A.42). The General Education Boards coordinate their certifications with the CPC. The campus policy on general education (II.A.60) 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 that consists of faculty representatives and academic leaders. This committee certifies curriculum already approved by the CPC for offering courses through distance education modalities (I.B.25).

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 (I.B.22). 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.43).

In 2016, the CPC began migrating the curriculum process from paper to the web-based Kuali CM. Although CPC and subcommittee meetings continue to take place, the electronic process makes it easier for faculty and administrators to keep informed about curriculum actions (IV.A.44).

Illustration-Standard-IV.4 – 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.45, IV.A.46).

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.47).

Faculty involvement in academic policy is specified in Board of Regent, UH system, and College policies [RP 1.210, EP 1.201, HCCP 5.213] (IV.A.23, IV.A.48, II.A.60). Policies governing curriculum are periodically evaluated such as the recent review of policy RP 1.210 in August 2017. Honolulu CC has established a policy that requires review of College policies at least once every five years (I.C.17). The CPC reviews its procedures and practices regularly.

Analysis and Evaluation

Honolulu CC meets the standard. Policies clearly state the primary role of faculty and academic administrators in curriculum actions. Established committees and processes carry out curriculum review 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.23, IV.A.24, IV.A.27, IV.A.40). College policy [HCCP 1.101 on Participation in College Decision-Making Processes] (IV.A.21) provides a framework for this collaboration. For decisions on curriculum or other academic issues, BOR policy [RP 1.210] outlines the role of faculty (IV.A.23).

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.24), UHCC Strategic Planning Council (IV.A.50), Student Success Council (II.A.59) and Council of Native Hawaiian Chairs (IV.A.27) keep the community colleges involved in UHCC decisions.

Elected members of the FSEC act as the representative body of the faculty senate. As the overview of the committee states, 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.51).

The FSEC consists of voting faculty members from each academic division and one each from Academic Support and Student Services. The charter also includes an elected lecturer representative, non-voting SSEC liaison, non-voting student government representative, and non-voting administrative representative. FSEC members are responsible for informing constituents of issues and for soliciting and representing feedback. Minutes of all meetings are kept on the Intranet (I.B.23).

According to its charter, 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.25). The SSEC consists 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.

As its charter notes, 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 ʻĀina o Hawaiʻi and Native Hawaiians” (IV.A.28). Membership consists of faculty, staff, administrators, and students committed to promoting inclusion of Native Hawaiian perspectives and Native Hawaiian concerns in College decision-making.
As stated in its charter, the Planning Council supports the campus mission and “is to serve as Honolulu CC’s major mid-to-long-term planning committee. The council also serves as a primary communication point that links the planning functions of existing College governance bodies” (I.A.8). Representatives from governance committees, Deans and Division Chairs, Accreditation Liaison Officer, and Assessment Specialist 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 council to their respective constituents and share their respective committees’ perspectives with the council.

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.31). In addition, charters of all major decision making committees expressly include a student representative who takes back important documents for review.

Honolulu CC’s Student Life and Development office recruits, trains, and supports student representatives for Student Government. Student representatives serve on several committees including the FSEC, KKW, and Planning Council (I.A.8, I.B.23, IV.A.28).

The governance structure provides campus member input into discussions related to institutional improvements including strategic planning. Planning documents, annual reports, program funding prioritization processes, and other forms of communication are available on the Intranet to ensure the campus is informed (I.B.1).

In addition to governance bodies, FSEC and 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 (I.B.22).

To further broaden opportunities for inclusive discussion of issues impacting all College constituents, administration creates a number of campus-wide committees (I.B.1). 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.52) 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.53).

Examples of student-centered improvements from this inclusive process include improvements to developmental education programs (ENG 100/100S, ENG 100/100T and Math accelerated
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courses) and the recent Hoʻāla Hou grant– Renewing a Pathway to Student Success Through Culture-Based Learning 2015 – 2020 (L.C.14 [pp. 9]).

Administration

Regularly scheduled meetings of administrators and faculty leaders ensure inclusive discussion of campus issues and initiatives.

- Chancellor Retreats - The Chancellor holds single and multi-day retreats twice a year, which allow administrative staff the opportunity to organize and plan activities for upcoming semesters and allow executives to be assigned particular duties. The entire administrative team establishes agendas, and topics are documented, with follow-up during weekly Chancellor staff meetings. When retreat items call for outside assistance, guests are invited to present and collaborate in discussions.

- Chancellor’s group – Executive-level meetings of the deans and PCATT Director with the Chancellor and Vice Chancellors occur on a regular basis. Guests routinely join the meeting to provide updates and take part in discussion. Weekly meeting agendas include system updates, department updates, community updates and legislative updates.

- The Deans and Division Chairs group meets bi-monthly to discuss topics related to enrollment, class scheduling, College operations, academic planning, and campus initiatives (IV.A.54).

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.55). Established timelines facilitate campus community participation in decision-making in a timely manner.

Among the timetables the campus follows are the curriculum process timeline (IV.A.43), supplemental program funding timeline (IV.A.56), and annual reviews of the mission statement, institutional learning outcomes, strategic plan, and institutional set standards (I.A.8).
In a Spring 2017 survey of College employees, 83% of those surveyed agreed they have the opportunity to work collaboratively on campus wide issues (I.A.20 [p. 90]).

Analysis and Evaluation

Honolulu CC meets the standard. Policy based systemic governance structures and processes ensure involvement in decision-making by all stakeholders on campus (faculty, staff, students, administrators, and Native Hawaiian programs). The College’s 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 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 administrative 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 (I.C.17). Two policies outline the expectations of committees to be involved in the decisions of the institution, one addresses the role of participation (IV.A.21) and the other the role for integrated planning (I.A.5). All policies are posted on the website (IV.A.57) 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. These minutes document the actions and decisions made (IV.A.47). Committees additionally share end-of-the-year reports summarizing major actions taken through the academic year (IV.A.58, I.B.48). 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.59). Prior to some discussions, FSEC Campus Chairs send messages to inform the campus community and facilitate constituent communication.

The FSEC System Chair keeps the campus informed of ongoing discussions at the UHCC system level, solicits input on discussions of the campus, and sends updates of decisions through email announcements (IV.A.60). The System Chair reports to the FSEC as part of publicized committee minutes (IV.A.61), which are summarized in the FSEC end of year report (IV.A.58).

The Committee on Programs and Curriculum (CPC) 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.62). CPC minutes are posted on the campus Intranet site (IV.A.47).

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 review and revision. Campus members are kept informed of committee processes through emails, committee minutes, and materials posted on the College Intranet (IV.A.63). Campus constituents are engaged in the process through representatives. The Chancellor’s final decisions, based on
budget availability, are sent to the Planning Council Chair, archived on the Intranet, and sent out to the campus through email (III.D.32).

Additional methods of informing the campus of 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.64).
- Chancellor Announcements – Communications for the campus are sent via email (IV.A.65).
- Chancellor “Talk Story” hour – Monthly coffee hours are open meetings where anyone can drop in to discuss matters with the Chancellor (IV.A.18).
- Town Hall/Campus Meetings – Periodic campus meetings are held to inform campus members of projects and/or decisions, solicit feedback, clarify questions, and enable discussion on campus changes. There are a number held prior to each semester to inform the campus of institutional status and goals (IV.A.66).
- Periodic meetings between the Chancellor (or administrative representative) and student representatives (IV.A.67).
- Data reports – Data sheets with analysis are produced by the PPIR office and posted to the college community on the Intranet. New publications are announced via email (I.A.2, I.B.13, IV.A.68).
- College wide emails – Administrators as well as committee chairs periodically send announcements on information, decisions, and justifications.

Analysis and Evaluation

Honolulu CC meets the 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. The College endeavors to ensure committee members adhere to their responsibilities as representatives. Additionally, the College has adopted a new system of ensuring personnel records and email listserv software are synchronized so all campus members receive accurate and current information. The College is currently revising the Intranet page to facilitate 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.

The Policy on Policies (I.C.17) 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 Intranet.

Planning Council

The Planning Council carries out periodic surveys of its effectiveness (IV.A.70, I.A.20 [pp. 8-11, 15-16, 69-71]). In addition, the College assesses campus success in meeting established strategic goals and campus performance outcomes as required under the College’s policy [HCCP 4.101 Integrated Planning, Resource Allocation, and Assessment] (I.A.5 [2.d.]). These outcomes measure campus success in meeting goals established through council processes. Reporting on College achievement of the strategic plan performance goals are publicized by:

- VPCC visits – The Vice President for Community Colleges (VPCC) visits the campus semi-annually to provide updates on Honolulu CC’s performance in meeting UHCC strategic goals. His presentation is open to all. PowerPoints of the presentations are shared with the campus via email and posted on the Intranet (I.B.29).
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 summary reports with the campus (IV.A.71, IV.A.72).

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.73, IV.A.74).

Kupu Ka Wai Council

Kupu Ka Wai Council carries out data analysis of the effectiveness of Native Hawaiian programs and initiatives (IV.A.75, IV.A.76). In spring 2017, the council surveyed the Honolulu CC community regarding the effectiveness of the council and integration of Native Hawaiian culture as part of the function of the institution (IV.A.77). Surveys and analyses of council initiatives are summarized in the end-of-year report (IV.A.78).

Student Leadership

Student leaders surveyed active student leaders and the general student body in fall 2015 and fall 2016. Survey results guided the decision to restructure student government and helped guide other student initiatives. Periodic updates are shared with students on activities with opportunities to give feedback (IV.A.79). At the recent campus Ho’olaule’a event, valuable feedback was gathered 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.80).

Administration

Annual assessments of administrators include 360 performance reviews and evaluations of outcomes addressed during the course of the year. These plans are then combined into an annual list of accomplishments completed by the entire administrative team.

The Chancellor meets with all governance leaders each month during the academic year.

Meetings between the Chancellor and governance body chairs address 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 enrollment, transfers, and retention. These are published and shared with the campus through quick facts (I.B.13) and annual reports (I.C.13).

**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 conducted focus groups and surveyed 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 function (IV.A.81). Results from a campus survey led to an effort to restructure the campus Intranet as well as orientation for new committee chairs (I.A.20). Student leaders also identified areas for improvement based on survey results (IV.A.79).

**Communication of Results**

In addition to General College Meetings and email announcements, the 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 webpage 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 (I.C.13).

The College recognizes the need to better ensure continuity of assessment efforts when committees undergo turnover in membership and leadership. Honolulu CC administration is creating an orientation to ensure chairs of governance bodies carry out assessment in a timely manner.

**Analysis and Evaluation**

Honolulu CC meets the standard. The College compiles and shares data from surveys and results are the bases for identifying strengths and needed improvements. Governance bodies, administrative outcomes, policy effectiveness, and institution performance outcomes are assessed, and the results are shared with the campus via email and the Intranet. The College reports assessment results to the broader community through documents and annual reports posted for the public on the website.
Evidence List – Standard IV.A

IV.A.1 Chancellor email on Strategic Planning Town Hall meeting.pdf
IV.A.2 Chancellor email sharing draft strategic outcomes.pdf
IV.A.3 Strategic Outcomes 03.15.15.pdf
IV.A.4 Strategic Plan Recap 2-27-15.pdf
IV.A.5 Program Review Reports
(programs.honolulu.hawaii.edu/intranet/node/2335#accordion-3).pdf
IV.A.6 HonCC Committees (programs.honolulu.hawaii.edu/intranet/node/244).pdf
IV.A.7 FSEC system chair report January 2017 page 2.pdf
IV.A.8 SSC Ad Hoc Committees Membership List.pdf
IV.A.10 FSEC meeting notes 12-9-2016.pdf
IV.A.11 Stem Working Group Description.pdf
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IV.A.16 General College Meetings PowerPoint Example.pdf
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IV.A.22 RP 4.201 Mission and Purpose of the University.pdf
IV.A.23 RP 1.210 Faculty Involvement in Academic Decision-Making and Academic Policy Development [III.B.1]
IV.A.24 UHCCP 1.102 Community College Council of Faculty Senate Chairs.pdf
IV.A.25 SSEC Charter.pdf
IV.A.26 Chancellor Memo regarding staff participation.pdf
IV.A.27 UHCCP 1.104 Community College Council of Native Hawaiian Chairs.pdf
IV.A.28 KKW Charter [5.1]
IV.A.29 KKW minutes 9 11 2017.pdf
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IV.A.31 Student Government Constitution.pdf
IV.A.32 Mtg notes Students and Chancellor Fall 2017.pdf
IV.A.33 Committee on Student Affairs Charter.pdf
IV.A.34 RP 4.203 Unit Academic Plans (III.D)
IV.A.35 FSEC minutes 2017-01-13 review of mission statement.pdf
IV.A.36 Planning Council Chair announcement of Budget process.pdf
IV.A.37 Supplemental Budget Process (programs.honolulu.hawaii.edu/intranet/node/2343).pdf
IV.A.38 Chancellors letter on funding 2016.pdf
IV.A.39 Strategic Planning (programs.honolulu.hawaii.edu/intranet/node/617).pdf
IV.A.40 Roles and duties of division chairs.pdf
IV.A.41 CTE General Education Committee Charter.pdf
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IV.A.43 2017-18 CPC calendar.pdf
IV.A.44 KSCM Training Videos _ Tips .pdf
IV.A.45 COSA Charter.pdf
IV.A.46 CDC Charter.pdf
IV.A.47 Committee minutes (programs.honolulu.hawaii.edu/intranet/node/1801).pdf
IV.A.48 EP 1.201 Faculty Involvement in Academic Policy [III.7]
IV.A.50 UHCC Strategic Planning Council (uhcc.hawaii.edu/ovpcc/strategic/strategic-planning-council)
IV.A.51 FSEC (programs.honolulu.hawaii.edu/intranet/node/339)
IV.A.52 CCIE and subcommittee charters.pdf
IV.A.53 ASG membership list.pdf
IV.A.54 DDC Agenda 2017-10-11.pdf
IV.A.55 Campus meeting schedule.pdf
IV.A.56 Supplemental Budget Request timeline.pdf
IV.A.57 Policies and Procedures (programs.honolulu.hawaii.edu/intranet/node/554)
IV.A.59 FSEC agenda announcement.pdf
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IV.A.67 Student Government (programs.honolulu.hawaii.edu/studentlife/student-government)
IV.A.68 Quick Facts PPIR report (example).pdf
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IV.A.75 Malama Aina days survey.pdf
IV.A.76 KKW data.pdf
IV.A.77 KKW Sp 17 survey results.pdf
IV.A.78 KKW end of year report 17.pdf
IV.A.79 Student leaders responses to survey.pdf
IV.A.80 Draft of Hoopili Hou 2018 questions .pdf
IV.A.81 focus group themes - input from meetings (2) (1).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.13 Supplementary Program Funding Form.pdf
I.A.17 Planning Council Minutes 2017-01-27.pdf
I.A.20 2017 Self Study Survey for Faculty, Staff, Administration.pdf
I.B.1 Committees (programs.honolulu.hawaii.edu/intranet/node/244)
I.B.4 APRD Program Review (www.hawaii.edu/offices/cc/arpd/index.php)
I.B.23 Faculty Senate Executive Committee Charter-May 2014.pdf
I.B.29 OVPCC Campus Visit Fall 2017 HonCC.pdf
I.B.31 UHCC 2018 Performance Initiatives.pdf
I.B.47 HCCP 5-202 Program Review.pdf
I.C.1 mission-statement.pdf
I.C.13 HonCC Annual Reports (www.honolulu.hawaii.edu/annualreport)
I.C.14 Honolulu CC annual-report-2016.pdf
I.C.17 HCCP 0.000 Policy on Policy Review.pdf
II.A.16 General Education Charter Spring 2016.pdf
II.A.22 CPC charter.pdf
II.A.59 Student Success Council (uhcc.hawaii.edu/ovpcc/student-success-feature)
II.A.60 HCCP 5-213 General Education.pdf
II.C.47 Hawaii Papa O Ke Ao.pdf
III.D.25 2016-17 RANKED Budget Proposals V5-4.22.16.pdf
III.D.31 Program budget timeline (FY 2018).graphic copy.pdf
III.D.32 AY16- 17-chancellor-funding-decision.pdf
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 Board of Regents, UH President, and 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 UH policy [EP 1.102] (IV.B.3). The UHCC system functional map outlines delegation of duties of the Chancellor (See University of Hawai‘i Community Colleges and Honolulu CC Functional Map [IV. Leadership and Governance]).

Campus policies [HCCP 1.101, HCCP 4.101] outline the Chancellor’s primary role to develop, maintain, and evaluate a policy framework that integrates planning, implementation, resource allocation, and assessment processes into an integrated well-functioning system (IV.A.21 [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 (I.A.5 [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 responsible for guiding the planning and budgeting processes. This committee also guides the campus in strategic planning discussions, supplemental budgeting prioritization activities, and mission review (I.A.8). The Chancellor is a non-voting member of the Planning Council. However, the committee charter and the process flow chart makes explicit that the Chancellor is the final acting authority on recommendations regarding planning and resource allocation decisions.
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 (I.B.23, IV.A.25). The Chancellor attends the monthly Kupu Ka Wai Council (KKW) meetings (IV.A.28) and has monthly meetings with Student Government and student leaders (IV.A.67). The Chancellor regularly communicates institutional values, goals, institutional-set standards, and other information at the General College Meeting at the beginning of each semester as well as through email announcements (IV.A.64).

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 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 monetary grants to support faculty attendance at conferences and other activities (IV.B.4). The Chancellor also supports the Staff Development Council (SDC) by funds for activities and compensation, and time off for those who participate in leadership roles (IV.B.5). In spring 2018, the Chancellor encouraged staff to participate in the UHCC Staff Development Day (IV.B.6). The
Chancellor ensures ongoing professional development and improvement for administrators through retreats and support for administrative leadership to participate in national organizations.

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, thus 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 for coordination of activities related to assessment and accreditation (IV.A.52).

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 (I.A.2, I.B.13, I.C.13, IV.B.7). The Chancellor’s office, through email updates, shares all UHCC system reports on institution performance measures (I.B.29).

The Chancellor periodically meets with community organizations, industry and business organizations, and state representatives, to share College initiatives and activities, including accreditation, and receives suggestions and other feedback.54

Q84 The Chancellor effectively facilitates collegial campus communications to set institutional values, goals and directions.

Answered: 162   Skipped: 24

Illustration-Standard-IV.7 – Chancellor communications

54 See Checklist on Compliance with Federal Regulations and Policies, Public Notification of an Evaluation Visit and Third-Party Comment
The Chancellor utilizes multiple means of communication to report campus decisions and initiatives. In a spring 2017 campus survey, 69% felt the Chancellor effectively facilitated collegial campus communications in establishing institutional values and goals ([I.A.20 [p. 93]]).

**Analysis and Evaluation**

Honolulu CC meets the 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 for academic and institutional functions to the Vice Chancellor of Academic Affairs (VCAA) and 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, Facilities, and Security. (*See Organization Charts*).

In addition to the vice chancellors, the Director of the Pacific Center for Advanced Technology Training (PCATT) who 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 (See Organization Charts) (IV.B.8). There are also established policies and procedures for academic deans and division chairs (IV.B.9).

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. 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, faculty, and staff leaders. The Chancellor or delegated administrative representative sits on several campus committees as voting or nonvoting members to ensure consistent two-way flow discussion on initiatives and goals. Committees on which the Chancellor or an administrative delegate sit include the Planning Council, 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 the 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.10, IV.B.11, IV.B.12)
- Creation of the Deans and Division Chairs (DDC) committee, under the leadership of the VCAA, meeting twice monthly to discuss academic matters (IV.B.13)
Evaluation of Administrators

The Chancellor uses 360 performance reviews for an annual evaluation of administrators. The survey is anonymous and polls are of 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 for Community Colleges (VPCC) for her performance review on an annual basis.

The institution regularly evaluates its administrative structure to assess organizational effectiveness and determine that staff are 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.

Q78 My Dean or Supervisor supports staff and faculty in taking initiative and helping to improve practices and/or programs on campus.

Furthermore, 87% of the campus thought their deans and supervisors were providing effective leadership (I.A.20 [pp. 87, 92]).
To further improve, the College is clarifying administrative roles and responsibilities to all campus constituents with a “Go To” chart and mapping out roles and responsibilities and lines of authority.

Analysis and Evaluation

Honolulu CC meets the 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 institution-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, HCCP 4.101] on involvement in decision processes (IV.A.21) and on integrated planning (I.A.5) 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, UH system, and UHCC policies stipulating faculty involvement in academic decisions and policy development (I.A.4, IV.A.23, IV.A.48).

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 Planning Council 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.A.1). The Chancellor has periodic meetings with Student Government representatives to discuss campus goals and hear student input. The College recently revised its Mission Statement based on a participatory process (I.A.17). These processes allow interested parties to remain informed and participate in revisions prior to final approval by governance bodies and the Chancellor.

Prior to the 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.A.56). A town
hall session is part of the process, allowing proposers to provide reasons for their requests (IV.B.14).

The program funding process is a means for the Chancellor to ensure that educational planning is integrated with resource and ensures that allocations support learning and achievement (III.D.34).

The Chancellor directs the College toward meeting institution-set performance standards for student achievement and other measures based on UH system and UHCC targets (I.A.25, I.A.7). 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 its UH system performance measures. The Chancellor and Planning Council review the performance goals established in its strategic plan (I.B.48). (See Student Achievement Data and Institution-Set Standards).

To improve student learning and achievement, the Chancellor has instituted assessment town hall events to assist the campus in utilizing assessment methods to evaluate course, program, and institution outcomes (IV.B.16). These showcase events include opportunities for programs to share ideas learned from departmental and program assessment (I.B.7, IV.B.17). A new Assessment Specialist was hired to facilitate efforts in understanding and analyzing assessment results for continuous institutional improvement. This Specialist recently led multiple campus town hall meetings in order to keep the campus current assessment activities (IV.B.18).

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.13). PPIR reports analyze the efficacy of College initiatives and are regularly shared through campus meetings (IV.B.7) 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 (I.C.13).

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.

Annual Program Review 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 the basis for Program Review reports (I.B.4, IV.B.19). These Program Review reports inform the College of 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 mission and justifications based on program review findings and priorities (I.A.13, I.A.26). The Chancellor decides funding priorities based on prioritization of reviewing governing bodies and institutional fiscal conditions (III.D.25).

Administrative initiatives are based on data and meeting strategic goals. For example, to better meet performance goals for student success, the UHCC system and the College established a Student Success Pathway. This initiative provided guidelines that have been evaluated through various committees including the Campus Student Success Council. A plan to improve student success grew out of these discussions. (See QFE 1 – Purposeful Engagement for Student Success.) The College was the recipient of an iPASS grant, which has helped implement an Integrated Student Support initiative (Intro.11). (See Introduction [Campus Initiatives]). 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 (I.C.14 [p. 12]).

The Chancellor and CTE Deans aid technical programs by applying for Perkins Grants using program review data and justifications (IV.B.20). Proposals are ranked based on how they support meeting the institution’s 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 grants, as well as UHCC system performance based funding and targeted monetary awards (IV.B.21).

The Chancellor establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. The College has a process to regularly review the mission. For revisions, the Planning Council, which includes the Chancellor as a member, coordinates participation with other governance bodies. Periodic reviews also result in revisions in the Educational & Strategic Plan 2016-2021 as well as committee processes. The College adopted a policy review cycle to ensure the currency of policies (I.C.17).

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 (I.A.20 [p. 94]).
In response to focus group concerns about the visibility and distribution of fiscal resources, the College set up a funding webpage on the Intranet to explain sources for funding and the awards given (III.D.34).

**Analysis and Evaluation**

Honolulu CC meets the 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 to promote campus awareness about accreditation requirements and compliance (IV.B.44).

The Chancellor sits on the Accreditation Steering Committee, receives weekly status reports on the accreditation process from the ALO, and provides information on accreditation questions. The Chancellor promotes the involvement of faculty, staff, and administrators in preparing the self-study report. Over 70 have directly participated in the evaluation process. The Chancellor also participates as co-chair of the Standard IV team, while other administrators serve as co-chairs or members of standard teams. Faculty and staff are also directly involved as members of the self-study committees. (See Organization of Self-Evaluation Process).

The Chancellor and ALO keep the campus apprised of the accreditation process through website updates and town hall meetings (I.B.12, IV.B.22, IV.B.23). The Accreditation webpage also is viewable by the public. To engage the campus, weekly accreditation quizzes were initiated in February 2018 (IV.B.24).

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 included in the 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 disbanded the Accreditation Oversight Committee in order to create the Campus Council on Institutional Effectiveness. This body oversees and coordinates two sub committees – the Accreditation Task Force (IV.B.25) and the Assessment Task Force (IV.B.26). The Chancellor, or administration designee, sits on the CCIE along with faculty and staff (IV.A.52). 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.55

To prepare the campus for the current self-study, the individual Standard team members, the ALO, and the Chancellor conducted focused town hall sessions (IV.B.27, IV.B.23). The Chancellor and ALO also organized for team members to attend a system-wide “Kick-Off” workshop led by an independent consultant. The consultant was then invited to Honolulu CC for further sessions that were open to the campus at large (IV.B.28).

Analysis and Evaluation

Honolulu CC meets the 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 demonstrated 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

55 See Checklist on Compliance with Federal Regulations and Policies, Public Notification of an Evaluation Visit and Third-Party Comment
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.29) and ensure compliance with all relevant laws related to Hazardous Materials Management [RP 11.207] (IV.B.30).

UH 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.31). 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.A.57). 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 (I.A.28).

Human Resources has taken several actions to ensure the campus community is in compliance with obligations related to Title IX, including mandatory online training and posting of resources (IV.B.32, IV.B.33). 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.34). The UH Nondiscrimination Policy (translated into several languages) is posted on the Internet site (IV.B.35). The Human Resources Office, under oversight of the VCAS and Chancellor, guarantees the institution 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 website (III.B.18). The College’s Safety and Security Manager ensures institution compliance with the Clery Act through periodic publishing of campus safety policies and incident statistics (III.B.17). The campus is informed through email alerts when these reports are issued and posted online (IV.B.36). The College carries out required drills to test the effectiveness of the campus Emergency Response and Evacuation Plan.
Analysis and Evaluation

Honolulu CC meets the standard. The Chancellor maintains an institutional presence on key committees, participates in UH system meetings, and complies with all BOR and University of Hawai‘i System policies to ensure the institution meets statutory obligations. Under the Chancellor’s leadership, policies, practices, and proactive information campaigns ensure College members are aware of and comply with legal mandates. Fiscal decisions are 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 actively engages with the community by serving on a number of local boards and committees. Participation in these committees creates 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 important in establishing relations and communication. The Chancellor interacts at various levels – campus, university, local community, and national boards.

At the community level, the Chancellor serves on these boards and committees in effort to more effectively serve the local population:

- EPIC Ohana Foster Youth, Advisory Board Member
- Women Leaders in Higher Education, Hawaii Chapter, Board Chair
- Hawaii (Oahu) Chamber of Commerce - Workforce Development Commissioner
- State of Hawaii - Transit Oriented Development Council
- City and County of Honolulu – Kapālama Redevelopment Advisory Committee

At the national level, the Chancellor serves on these boards, committees and commissions so that the College remains current with developments in education:

- Northwest Accrediting Commission on College and Universities, Commissioner
- ACCJC, Visiting Member and Team Chair
The Chancellor also works with the community in order to outreach to potential students, alumni, potential donors, community supporters, and the broader community. The outreach campaigns focus on raising the visibility of the institution (IV.B.37, IV.B.38, IV.B.39). News reports of College events and achievements are shared with the UH news office (IV.B.40), tweeted, and blogged (IV.B.41). Ongoing communication includes an Alumni webpage with announcements of events, alumni achievements, and celebrations (IV.B.42).

Community Partnerships

The Chancellor works closely with leaders in the community Honolulu CC serves and solicits feedback through meetings and ad hoc groups.

Pearl Harbor Naval Shipyard Apprenticeship program – The College is contracted by the U.S. Navy to educate apprentices who repair and maintain naval ships, including 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. (See Student Achievement Data and Institution-Set Standards [Enrollment Trends]).

Apprenticeship Program – The College meets a critical workforce development need of the state through its Apprenticeship Program. The Chancellor works with Apprenticeship Coordinators to ensure the College fulfills its obligations in supporting ongoing professional training for apprentices in CTE fields (IV.B.43). (See Student Achievement Data and Institution-Set Standards Introduction [Enrollment Trends]).

Honolulu Rail Transit – The campus is coordinating with planners regarding the new rail system that is under construction, especially as it relates to development plans on and around the campus. Broader Community – The website shares information with students and the broader community. It contains news updates and blog publicizing events on campus. The College publishes Annual Reports, which summarize achievements, initiatives, honors, awards, and institutional performance outcomes. Annual Reports showcase the important role the College plays in the community (I.C.13).
Analysis and Evaluation

Honolulu CC meets the standard. The Chancellor provides meaningful communication to the community. The Chancellor ensures information about the institution is available on the website and participates in local community, university, state, and national organizations. Under the Chancellor’s leadership, the College has been an active partner in a number of important workforce and infrastructure state and city initiatives, including the Apprenticeship Program, Pearl Harbor Naval Shipyards, and Honolulu Rail Transit.
### Evidence List – Standard IV.B

| IV.B.1 | RP 2.202 Duties of the President.pdf |
| IV.B.2 | UHCCP 1.102 Council of Community College Chancellors.pdf |
| IV.B.3 | EP 1.102 Authority to Manage and Control the Operations of the Campus.pdf |
| IV.B.4 | Faculty Development Committee (FDC) charter.pdf |
| IV.B.5 | Staff Development Council (SDC) charter.pdf |
| IV.B.6 | Staff Development Day announcement.pdf |
| IV.B.7 | General College Meeting PowerPoint.pdf |
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| IV.B.9 | Division Chair duties.pdf |
| IV.B.10 | Chancellors msg regarding reorg of CLT.pdf |
| IV.B.11 | PowerPoint information on CSSC (slides 17-22).pdf |
| IV.B.12 | ASG minutes (example).pdf |
| IV.B.13 | Deans and Division Chairs Mtg Agenda.pdf |
| IV.B.14 | Supplementary Program Funding, Town Hall Meeting.pdf |
| IV.B.15 | Strategic Outcomes 03.15.15.pdf |
| IV.B.16 | Assessment Town Hall 2014.pdf |
| IV.B.17 | Assessment showcase 2015.pdf |
| IV.B.18 | Assessment Coordinator email.pdf |
| IV.B.19 | ARPD Report Template.pdf |
| IV.B.20 | Perkins Awards.pdf |
| IV.B.21 | HonCC Grant Awards.pdf |
| IV.B.22 | Accreditation Steering Committee Notes 4.18.2018.pdf |
| IV.B.23 | Accreditation Town Hall Fall 2017.pdf |
| IV.B.24 | Accreditation quiz (example).pdf |
| IV.B.25 | Accreditation Task Force Charter_.pdf |
| IV.B.26 | Assessment Task Force Charter_.pdf |
| IV.B.27 | Accred Town Hall January 2018.pdf |
| IV.B.28 | Kick Off Workshop Materials.pdf |
| IV.B.29 | RP 11.205 Public Health and Safety.pdf |
| IV.B.32 | Title IX Training and Resource email.pdf |
| IV.B.33 | Title IX Website.pdf |
| IV.B.34 | Standard Syllabus Template Information.pdf |
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| IV.B.36 | Security email.pdf |
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| IV.B.39 | Alumni Engagement Strategic Plan.pdf |
| IV.B.40 | UH News article.pdf |
| IV.B.41 | Image of blog page.png |
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| IV.B.43 | Apprenticeship (www.honolulu.hawaii.edu/apprenticeship).pdf |
| IV.B.44 | Appointment of ALO |

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Intro.11 iPASS Overview.pdf
I.A.2 Honolulu CC Fact Book 2017
I.A.4 UHCCP 4.101 Strategic Academic Planning.pdf
I.A.13 Supplementary Program Funding Form.pdf
I.A.17 Planning Council Minutes 2017-01-27.pdf
I.A.20 2017 Self Study Survey for Faculty, Staff, Administration.pdf
I.A.26 Supplementary Program Funding Form Explanation.pdf
I.B.4 APRD Program Review (www.hawaii.edu/offices/cc/arpd/index.php)
I.B.7 Assessment Showcase Spring 2016 Report
I.B.12 Accreditation (www.honolulu.hawaii.edu/accreditation)
III.B.18 Campus Security (www.honolulu.hawaii.edu/security)
I.B.23 Faculty Senate Executive Committee Charter-May 2014.pdf
I.B.29 OVPCC Campus Visit Fall 2017 HonCC.pdf
I.C.13 HonCC Annual Reports (www.honolulu.hawaii.edu/annualreport)
I.C.17 HCCP 0.000 Policy on Policy Review.pdf
III.D.25 2016-17 RANKED Budget Proposals V5-4.22.16.pdf
III.D.34 Campus Funding (programs.honolulu.hawaii.edu/intranet/node/2343)
IV.A.1 Chancellor email on Strategic Planning Town Hall meeting.pdf
IV.A.23 RP 1.210 Faculty Involvement in Academic Decision-Making and Academic Policy Development [III.B.1]
IV.A.25 SSEC Charter.pdf
IV.A.28 KKW Charter [5.1]
IV.A.48 EP 1.201 Faculty Involvement in Academic Policy [III.7]
IV.A.52 CCIE and subcommittee charters.pdf
IV.A.56 Supplemental Budget Request timeline.pdf
IV.A.57 Policies and Procedures (programs.honolulu.hawaii.edu/intranet/node/554)
IV.A.64 General College Meetings _ Intranet.pdf
IV.A.67 Student Government (programs.honolulu.hawaii.edu/studentlife/student-government)
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. (ER 7)

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 the academic quality, institutional integrity, student success, and fiscal stability 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. (ER 7).

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, IV.C.13).

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.14).

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.15).
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.16). 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.17, IV.C.18, IV.C.19).

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.20, IV.C.21).

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.22).

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.23). 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.24).

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.
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. (ER 7)

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.25).

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. The board is an independent policy-making body reflecting constituent and public interest in activities and decisions. (ER 7).

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.26, IV.C.27, IV.C.28, IV.C.29, IV.C.30).

By taking the initiative to address the issues raised by the Legislature in a comprehensive and 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 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.31).

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.32). 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.**

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**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.33).

**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 system-wide 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.34).

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.35)

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 5-8, and August 2019 for Chapters 9-12 (IV.C.36).

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.37, IV.C.38). A further update was given to the Committee on Academic Affairs and Board Governance on April 5, 2018 (IV.C.39).
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, and should the need arise, a new policy may 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 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.40, IV.C.41, IV.C.42, IV.C.43).

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 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 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 (I.A.3, I.B.31, I.B.32, I.B.29). *(See Student Achievement Data and Institution-Set Standards.)*

**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 more experienced Board members, who serve as mentors to the incoming members (IV.C.5, IV.C.44, IV.C.10).
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 uncoordinated 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. (ER 7)
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 RP 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. (ER 7).

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, 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. 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, IV.C.68).

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.69). 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.70).

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, 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 (www.hawaii.edu/offices/bor/)
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 Oct 31, 2017
IV.C.12 Board Self-Evaluation Results, 2017
IV.C.13 Board of Regents Minutes Nov 16, 2017
IV.C.14 RP 2.203 Policy on Evaluation of the President
IV.C.15 RP 9.212 Executive and Managerial Personnel Policies
IV.C.16 UHCC 9.210 Recruitment Selection of CC Chancellors
IV.C.17 Board of Regents Minutes of July 16, 2015
IV.C.18 Board of Regents Minutes of Aug 18, 2016
IV.C.19 Board of Regents Minutes of Aug 24, 2017
IV.C.20 EP 9.203 Evaluation of Faculty and Administrative
IV.C.21 EP 9.212 Executive Managerial Classification
IV.C.22 UHCCP 9.202 Executive Employees Performance
IV.C.23 360 Questionnaire for Executive Managerial Evaluation
IV.C.24 Presidents Memo of March 29, 2017
IV.C.25 State Constitution, Article X, Section 6
IV.C.26 Advisory Task Group (ATG) report Nov 12, 2012
IV.C.27 ATG report Regent interviews of May 12, 2013
IV.C.28 ATG report UH System Operations of May 12, 2013
IV.C.29 ATG report Regent policies of July 15, 2013
IV.C.30 ATG report UH Operational Assessment of Aug 14, 2013
IV.C.31 RP 4.207 Community College System
IV.C.32 RP 4.208 Sustainability Policy
IV.C.33 Board of Regents Bylaws Oct 2017
IV.C.34 UH Systemwide Policies and Procedures Information System (PPIS)
IV.C.35 Sample notifications from PPIS
IV.C.36 BOR Policy Review Schedule
IV.C.37 Committee on Academic Affairs and Board Governance Nov 1, 2017
IV.C.38 Board of Regents Minutes of Nov 16, 2017
IV.C.39 Committee on Academic Affairs and Board Governance April 5, 2018
IV.C.40 Board of Regents Minutes of Jan 22, 2015
IV.C.41 Strategic Directions 2015-2021 and Strategic Directions Metrics
IV.C.42 UH Metrics 2015-2016
IV.C.43 Midterm Report, Jan 2018
IV.C.44 Board Orientation Agenda for 2017-2018
IV.C.45 Regents attendance at AGB/ACCT conferences
IV.C.46 Board of Regents Minutes of Oct 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 Nov 7, 2014
IV.C.51 Committee on Personnel Affairs and Board Governance Sep 76, 2017
IV.C.52 Board of Regents Minutes of Oct 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 Jan 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 Sep 22, 2016
IV.C.65 Board of Regents Minutes of Sep 17, 2015 (p. 9 and IAFP)
IV.C.66 Integrated Academic and Facilities Plan (IAFP)
IV.C.67 Board of Regents Minutes of April 20, 2017
IV.C.68 Board of Regents Minutes of special meeting, Oct 31, 2017
IV.C.69 Board of Regents Minutes of Feb 23, 2017 (p. 10)
IV.C.70 Committee on Academic and Student Affairs Minutes of March 8, 2017 (p. 3)

I.A.3 Honolulu CC Educational & Strategic Plan 2016-2021.pdf
III.D.25 2016-17 RANKED Budget Proposals V5-4.22.16.pdf
I.B.29 OVPCC Campus Visit Fall 2017 HonCC.pdf
I.B.31 UHCC 2018 Performance Initiatives.pdf
I.B.32 UH System 2018 Performance funding.pdf
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 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 Colleges (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 UHCC is 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 oversees management and provides support in several areas including academic support, planning, personnel, facilities, and fiscal resources. The UHCC office 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 community college 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, Honolulu CC meets the 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 community colleges 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 community colleges 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 community colleges and UH system to develop and justify minor and major CIP (IV.D.12, III.D.56).

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.13); Community College Council of Faculty Senate Chairs (IV.D.14); and Community Council of Native Hawaiian Chairs (IV.D.15).

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 (VCAA), Vice-Chancellors for Administrative Services (VCAS), 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 (II.A.59, IV.D.16, IV.D.17, IV.D.38).

In addition to these councils based on administrative positions, the community college 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.16). 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 community college system level, which will require proactive commitment from the community college system office and the individual campuses (IV.D.18, IV.C.32, IV.D.19).

Analysis and Evaluation

As part of the University of Hawai‘i system, Honolulu CC meets the Standard.

The UHCC system is well structured as a system to delineate the roles and responsibilities for the system as a whole on 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 further distribution of resources are governed by State law, primarily Chapter 37 of the Hawaii Revised Statutes (HRS) (IV.D.20). 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, UHCC system, and the individual college strategic plans (I.A.10). 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, Student Government Chair from each college, and the Vice President and the Associate Vice Presidents for the community colleges (IV.D.21). 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 (I.A.4).

Each college develops its own budget request (as described in more detail in Standard III.D). At the UHCC system level, the seven community college Chancellors, with support from the Associate Vice Presidents and their staff, collectively review, categorize, and prioritize individual college budget requests. A key criterion in approving campus budget requests is the extent to which 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 (III.D.9, III.D.49, IV.D.22).

Campuses also have 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.23). 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.24).

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.25). 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.26, IV.D.27, IV.D.28). 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 (III.D.14).

Analysis and Evaluation

As part of the University of Hawai‘i system, the College meets the 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 college 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 [RP 4.207] established the Community College System in 2002, although the colleges have been functioning since 1965 as part of the UH system (IV.C.31).

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.29). 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.30). 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 EP 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.B.3). 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” (III.D.9). Responsibility for a broad range of personnel actions has also been delegated to the Chancellors in Executive Policy 9.112 (Attachment B) (IV.D.31).

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] (III.A.27, IV.D.32).

Analysis and Evaluation

As part of the University of Hawai‘i system, Honolulu CC meets the Standard.

As documented in several policies and procedural documents, 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 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 – University of Hawai‘i (UH) system as a whole (including seven community colleges, two baccalaureate institutions, and the flagship research university); University of Hawai‘i Community College (UHCC) 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.33). These centers require effective planning across several campuses for continuous improvement of conditions contributing to student learning and success and equitable allocation of resources.

As noted, there are multiple structures in place at the UH system and the community college 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 UH Strategic Directions 2015-2021, UHCC Strategic Directions 2015-2021 (intentionally developed to be aligned with the overall UH plan), and individual campus strategic plans, also developed in alignment with the UHCC plan (I.A.25, I.A.7, I.A.3).

A crosswalk of these three levels of planning further corroborates the high degree of congruity and integration (I.A.10). In some cases, goals and objectives of strategic planning have been 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 system and the
UHCC system level, as seen in the Crosswalk of UH system and UHCC System Performance
Funding cited in IV.D.3 (IV.D.23).

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 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.34 [p. 2]).
The IAFP provides an overview of current conditions and emerging needs for the four major units
in the system (the three universities and the community college 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.34 [p. 18]).

Analysis and Evaluation

As part of the University of Hawai‘i system, Honolulu CC meets the 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 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.35). 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.36).

The VPCC also meets regularly with three Councils representing different aspects of college governance – Council of Community College Chancellors, Community College Council of Faculty Senate Chairs, and Community College Council of Native Hawaiian Chairs. Meetings of these Councils are documented, and each Council completes an annual self-assessment (IV.D.13, IV.D.14, IV.D.15).

The VPCC makes semi-annual visits to each community college campus, with information pertinent to both UHCC system and individual campus performance. Typically, fall semester visits focus on major initiatives and budget for the current academic year as well as campus scorecards 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 (I.B.30).

As noted, the community colleges function within a three-tiered system – UH system, 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 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 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-focused 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, Honolulu CC meets the Standard. Just as the VPCC serves as an important point of connection between the UH system and the UHCC 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 therefore 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.

Evidence of Meeting the Standard

The process of evaluating role delineations, governance, and decision-making processes is organic and ongoing. There are multiple established policies and procedures in place at the UH, the UHCC, and campus levels 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.37), 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 achieving educational goals (IV.C.16).

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 (I.A.4).

Analysis and Evaluation

As part of the University of Hawai‘i system, Honolulu CC meets the 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 UH
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 and Detailed Map
IV.D.10 OVPCC - AVPCCAA (uhcc.hawaii.edu/ovpcc/academic-affairs)
IV.D.11 OVPCC - AVPCCAS (uhcc.hawaii.edu/ovpcc/administrative)
IV.D.12 UH Office of Capital Improvements (OCI)
IV.D.13 UHCCP 1.101 Council of CC Chancellors
IV.D.14 UHCCP 1.102 CC Council of Faculty Senate Chairs
IV.D.15 UHCCP 1.104 CC Council of Native Hawaiian Chairs
IV.D.16 SSC collaborative campus discussions
(www.uhcc.hawaii.edu/ovpcc/academic/student-success-council)
IV.D.17 SSC Inter-campus committees (www.uhcc.hawaii.edu/ovpcc/academic/ssc/workspaces)
IV.D.19 OVPCC Sustainability (www.uhcc.hawaii.edu/ovpcc/sustainability)
IV.D.20 Hawaii Revised Statues 37-62
IV.D.21 OVPCC Strategic Planning Council
(uhcc.hawaii.edu/ovpcc/strategic/strategic_directions.php)
IV.D.23 Crosswalk of performance measures
IV.D.24 UHCCP 9.495 Long-Term Vacancy Policy
IV.D.25 Kapiolani and Leeward Culinary Arts Programs Action
IV.D.26 BOR Committee Minutes on Independent Audit May 12
IV.D.27 BOR Committee Minutes on Independent Audit Dec 15
IV.D.28 UH System Annual Report to Legislature 2017
IV.D.29 BOR Minutes June 21-22 2005 VPCC position
IV.D.30 AVPCCAS Unebasami Memo July 8 2005
IV.D.31 EP 9.112 Delegation of Authority for Personnel
IV.D.32 BOR Committee on Personnel Affairs Nov 1 2017
IV.D.33 System Map with CC and Learning Center Locations
IV.D.34 UH Integrated Academic and Facilities Plan
IV.D.35 Sample BOR memos to VPCC
IV.D.36 Sample PPIS Memos to VPCC
IV.D.37 BOR Committee on Personal Affairs Nov 1 2017

I.A.3 Honolulu CC Educational & Strategic Plan 2016-2021.pdf
I.A.4 UHCCP 4.101 Strategic Academic Planning.pdf
I.A.10 Crosswalk of UH-UHCC-Campus Strategic Plans.pdf
I.B.30 VPCC visits (programs.honolulu.hawaii.edu/intranet/node/1163)
II.A.59 Student Success Council (uhcc.hawaii.edu/ovpcc/student-success-feature)
III.D.9 UHCCP 8.000 - General Fund and Tuition and Fees Special Fund Allocation - Revised 5-17-17.pdf
III.D.14 UHCCP 8.200 Financial and Operational Oversight of Revenue Generating Programs.pdf
III.D.49 UHCCP_8.201_Unrestricted_Fund_Reserve.pdf
III.D.56 Honolulu CC LRDP.pdf
IV.B.3 EP 1.102 Authority to Manage and Control the Operations of the Campus.pdf
IV.C.16 UHCC 9.210 Recruitment Selection of CC Chancellors
IV.C.31 RP 4.207 Community College System
IV.C.32 RP 4.208 Sustainability Policy
IV.D.38 Sample Minutes from all-campus Councils.pdf
Jackson gained his skills in the Music and Entertainment Learning Experience (MELE) program, which gives students hands-on experience in a state-of-the-art recording studio. MELE provides pathways in careers as artist managers, as booking agents, and as marketing and promotion experts in record and music publishing companies. “Affordable education and very supportive teachers and staff members of HCC helped me follow my passion. It is never too early nor too late to try,” Jackson said about the program.

Jackson Waldhoff
Music & Entertainment Learning Experience (MELE)
Distance Education Supplement

Introduction

The Distance Education Supplement is designed to highlight efforts at Honolulu CC to meet standards and the eligibility requirements of the online mode of instruction. Although distance education is discussed in the main institutional self-evaluation report, the supplement provides further discussion for relevant sections. The supplement also includes references to compliance with the ACCJC Policy on Distance Education and the Checklist for Compliance with Commission Policies and Federal Regulations that are related to distance education.

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, acquiring innovative technology for effective learning, increasing educational support, and providing accountability for quality and equitable services to meet the needs of faculty, staff, and DE students. Four core values guide Honolulu CC’s distance education:

- Learning – all students can achieve student learning outcomes.
- Innovation – search continues for inventive ways to use technology for effective learning and efficient course delivery.
- Support – faculty, staff, and students will receive ongoing training and technical assistance.
- 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.

Honolulu CC’s Distance Education Policy

Through its own policy, the College establishes a philosophy and rationale for distance education based on policies of the Board of Regents and the University of Hawai‘i. It also establishes a framework for a process of certification, recertification, and assessment of courses and as well as ensures that regular and substantive interaction takes place between students and instructors of all courses designated as distance education. The policy further establishes that success rates be monitored for courses so that distance education students succeed in comparable rates to students in face-to-face courses. The College does not offer correspondence courses.
DE Student Demographics

Fall 2017 Data

<table>
<thead>
<tr>
<th>Fall 2017 DE Gender</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>F</td>
<td>448</td>
<td>50.68</td>
</tr>
<tr>
<td>M</td>
<td>427</td>
<td>48.30</td>
</tr>
<tr>
<td>N</td>
<td>9</td>
<td>1.02</td>
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<tr>
<td>Total</td>
<td>884</td>
<td>100.00</td>
</tr>
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</table>

Illustration-DE.1 DE students gender distribution (Fall 2017)

<table>
<thead>
<tr>
<th>Fall 2017 DE Age</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Under 18</td>
<td>16</td>
<td>1.81</td>
</tr>
<tr>
<td>18-19</td>
<td>150</td>
<td>16.97</td>
</tr>
<tr>
<td>20-21</td>
<td>165</td>
<td>18.67</td>
</tr>
<tr>
<td>22-24</td>
<td>179</td>
<td>20.25</td>
</tr>
<tr>
<td>25-29</td>
<td>149</td>
<td>16.86</td>
</tr>
<tr>
<td>30-34</td>
<td>83</td>
<td>9.39</td>
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<tr>
<td>60 and Over</td>
<td>4</td>
<td>0.45</td>
</tr>
<tr>
<td>Grand Total</td>
<td>884</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Illustration-DE.2 DE students age distribution (Fall 2017)

<table>
<thead>
<tr>
<th>Fall 2017 DE Ethnicity</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Asian</td>
<td>317</td>
<td>35.86</td>
</tr>
<tr>
<td>Black or African American</td>
<td>21</td>
<td>2.38</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>15</td>
<td>1.70</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>283</td>
<td>32.01</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>Two or more races</td>
<td>129</td>
<td>14.59</td>
</tr>
<tr>
<td>White</td>
<td>118</td>
<td>13.35</td>
</tr>
<tr>
<td>Grand Total</td>
<td>884</td>
<td>100.00</td>
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</tbody>
</table>

Illustration-DE.3 DE students ethnicity distribution (Fall 2017)
## Spring 2018 Data

### Spring 2018 DE Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>444</td>
<td>55.09</td>
</tr>
<tr>
<td>M</td>
<td>354</td>
<td>43.92</td>
</tr>
<tr>
<td>N</td>
<td>8</td>
<td>0.99</td>
</tr>
<tr>
<td>Total</td>
<td>806</td>
<td>100.00</td>
</tr>
</tbody>
</table>

*Illustration-DE.4 DE students gender distribution (Spring 2018)*

### Spring 2018 DE Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>3</td>
<td>0.37</td>
</tr>
<tr>
<td>18-19</td>
<td>133</td>
<td>16.50</td>
</tr>
<tr>
<td>20-21</td>
<td>166</td>
<td>20.60</td>
</tr>
<tr>
<td>22-24</td>
<td>151</td>
<td>18.73</td>
</tr>
<tr>
<td>25-29</td>
<td>146</td>
<td>18.11</td>
</tr>
<tr>
<td>30-34</td>
<td>87</td>
<td>10.79</td>
</tr>
<tr>
<td>35-39</td>
<td>53</td>
<td>6.58</td>
</tr>
<tr>
<td>40-49</td>
<td>48</td>
<td>5.96</td>
</tr>
<tr>
<td>50-59</td>
<td>15</td>
<td>1.86</td>
</tr>
<tr>
<td>60 and Over</td>
<td>4</td>
<td>0.50</td>
</tr>
<tr>
<td>Grand Total</td>
<td>806</td>
<td>100.00</td>
</tr>
</tbody>
</table>

*Illustration-DE.5 DE students age distribution (Spring 2018)*

### Spring 2018 DE Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>4</td>
<td>0.50</td>
</tr>
<tr>
<td>Asian</td>
<td>293</td>
<td>36.35</td>
</tr>
<tr>
<td>Black or African American</td>
<td>22</td>
<td>2.73</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>20</td>
<td>2.48</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>253</td>
<td>31.39</td>
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<tr>
<td>Race and ethnicity unknown</td>
<td>1</td>
<td>0.12</td>
</tr>
<tr>
<td>Two or more races</td>
<td>115</td>
<td>14.27</td>
</tr>
<tr>
<td>White</td>
<td>98</td>
<td>12.16</td>
</tr>
<tr>
<td>Grand Total</td>
<td>806</td>
<td>100.00</td>
</tr>
</tbody>
</table>

*Illustration-DE.6 DE students ethnicity distribution (Spring 2018)
Standard I.A: Mission

Evidence of Meeting the Standard

Honolulu CC’s mission statement 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 the mission, the College furthermore adopted the core value of being “Student-Centered and Student Focused – offering a supportive, high quality learning environment” (I.A.19).

Distance education meets these aspects of the institution’s mission of “accessible educational opportunities” as well as an “engaging learning environment that values academic excellence.” Through online offerings, the College offers courses to students who may be unable to enroll in classes taught on campus. By ensuring online classes have the same curriculum as face-to-face classes, go through assessment and review for improvements, and maintain regular and substantive interaction between faculty and students, the College endeavors for its distance education classes to achieve academic excellence. These efforts reflect the College’s commitment to be student focused, addressing student needs.

The College adheres to the University of Hawai’i 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 [III.B.1]).

The UH policy highlights the importance of providing distance education to students who are unable to attend classes on campus.

Honolulu CC’s mission also indicates a strong commitment to student learning and student achievement, through “career, liberal arts, technology, transfer, and professional training programs” (I.A.19). (I.A.1).

The institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services using analysis of quantitative and qualitative data. The use of data for both face-to-face as well as distance education classes connects institutional priorities to the mission.
The Office of Policy, Planning, and Institutional Research (PPIR) collects basic data regularly. In its Honolulu CC Fact Book 2017 (I.A.2), PPIR provides information on many aspects of the College, but important for distance education teaching faculty is data regarding student demographics and performance.

Data are shared with the DE teaching faculty at the start of each semester as part of the required DE orientation. DE faculty orientation documents and other DE information are placed on the Intranet for campus reference (DE.2, DE 9, DE 10). (I.A.2).

Currently distance education courses do not culminate into separate programs on their own but included within established programs offered on campus. All courses and all programs require approval of 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 (I.B.22). The CPC ensures programs and courses are in line with the mission. In addition to approval by the CPC, DE courses must be certified by the Distance Education Advisory Committee (DEAC) to ensure online versions equal or surpass traditional classroom delivery in terms of student learning (I.B.25). (I.A.3).

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. (I.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 are 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 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 included. (I.A.4)

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

Evidence of Meeting the Standard

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. It also determined personnel support needs and established processes for assessing DE courses by comparing instructional effectiveness with courses delivered via the classroom. DEAC has refined its duties in order to respond best to the needs of both students and faculty.

The current DEAC membership includes diverse representation from educational programs and services across campus. Besides the DE Coordinator, the committee include three faculty teaching distance education courses, deans who oversee instruction, the assessment specialist, the disability specialist, and representatives from student services, academic support, and ITS (DE.12).

The current charter for DEAC (DE.12) stipulates the following operating procedures:

- 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 charter and minutes for all DEAC meetings, the DEAC has produced annual reports summarizing activities involving distance education at the College (DE.4).

The DEAC helps maintain a dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. (I.B.1).

All courses, regardless of mode of delivery, go through the Committee on Programs and Curricular (CPC) approval process to demonstrate appropriateness for students and consistent with the College mission. Each course, regardless of location or means of delivery, must incorporate identified student learning outcomes. Currently, distance education courses enhance the offerings of the campus programs and do not culminate into separate programs on their own.
The institution assesses student learning outcomes (SLO) of all courses each semester, regardless of mode of delivery. Each department or division reviews the SLO assessment for course improvement. The Assessment Specialist compiles and reports data on assessment on the website (I.B.3, I.B.53). (I.B.2).

All courses, regardless of mode, are included in the data for institution-set standards. Because online courses on their own do not culminate in degrees, the most meaningful set-standard related to distance education for assessment is course completion (DE.18).

<table>
<thead>
<tr>
<th>FALL 2012-Spring 2017</th>
<th>SUMMARY - Comparing only courses with comparable F2F and DE formats</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE vs. F2F Passing % = (# with A to D grades)/(# with A to F grades)</td>
<td>DE</td>
</tr>
<tr>
<td>2/1/2016 (1816)</td>
<td>78%</td>
</tr>
<tr>
<td>max:</td>
<td>100%</td>
</tr>
<tr>
<td>min:</td>
<td>23%</td>
</tr>
<tr>
<td>standard dev of sample:</td>
<td>0.16</td>
</tr>
<tr>
<td>total # comparisons:</td>
<td>225</td>
</tr>
</tbody>
</table>

Illustration-DE.7 DE course success rates

Course success for distance education courses (78% average over five years) are below those for face-to-face classes (87%), an issue for the institution. To address this gap, the College has developed a plan to provide more proactive support services. (See QFE 2 – Enhanced Support for Distance Education Students). The College also will ensure proactive instructor interaction with students through an action plan. (See Changes and Plans Arising Out of the Self-Evaluation). (I.B.3).

DE courses are assessed in three key ways: 1) by the College’s process of Program Review, 2) by regular assessment of student learning outcomes (SLO) for all courses, and 3) through DEAC oversight.
All the College’s programs go through a review process each year, using Annual Review of Program Data (ARPD) (I.B.4). Included in the evaluation are data on distance education: classes taught, enrollment, fill rates, successful completion, withdrawals, and persistence. Not all programs offer distance education classes. Many, though for example, are offered by the Liberal Arts program and are included in its program analysis (I.B.44 [Distance Education]). The programs provide analyses of this information along with other assessment (I.B.52).

Distance course descriptions, student learning objectives, and Diversification and Foundation designations (the University of Hawai‘i System Core Curriculum) (I.A.1 [73-83]) are subject to the same policies and institutional processes that guide the development and evaluation of traditional courses, as specified by the CPC (I.B.22).

However, distance courses are also subject to an application and evaluation process specific to the mode of delivery. The DEAC and DE Coordinator oversee the development of courses offered for online mode (DE.12). 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. The process also ensures courses offered via distance education 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.

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). (I.B.4).

The College uses assessment data and organizes its institutional processes to support student learning and student achievement. The institution accomplishes this through program review, assessment of all course SLOs, and DEAC oversight. (I.B.5).

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. 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%.
Included in past data were cable courses, but they were declining in popularity, expensive to produce, and generally not worth the effort in terms of student success. Cable courses are no longer offered. (I.B.6).

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.”

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 (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.

The College in its policy defines regular and substantive interaction when the instructor proactively contacts students at least on a weekly basis and allows students frequent opportunities to ask questions and receive answers (DE.11). The policy requires this engagement to ensure courses will be equivalent in substance and rigor to face-to-face delivered instruction. In addition, the policy requires instructors to submit specific methods of ensuring regular and substantive contact with student to receive approval to teach DE courses. The policy further requires the frequency and type of contact to be specified in the syllabi provided to students. (See Changes and Plans Arising Out of the Self-Evaluation). (I.B.7).

Results of data assessment are posted on the Distance Education Intranet page (DE.4) and provided to faculty at mandatory DE orientations (DE.9, DE.10). 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).

In addition to regular assessment and program review for all courses and programs, the College demonstrates its commitment to evaluation and improvement of distance education through the DE Coordinator and the DEAC. Working together, the DEAC and the DE Coordinator mandate rigorous certification and assessment for all distance education courses (I.B.26).

To inform faculty, the DEAC, provides approval procedures for new DE courses (DE.5) and guidelines for DE course development (DE.6). Faculty 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).
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.

The DE Coordinator prepared the College’s five-year Distance Education Strategic Plan 2013-18, which 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). A new plan will be developed for the coming five years. (I.B.8, I.B.9).

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).

Student learning outcomes are defined for all courses, regardless of mode of instruction. (I.B.2). Data for distance education students is reviewed and compared to institution-set standards, particularly success rates. (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 as disaggregated data to help implement strategies. (I.B.6). Regular institutional processes, reports, and actions provide the College with significant opportunities to discuss all aspects of these topics. The College applies an accurate and consistent application of the policies and procedures for determining that DE courses include regular and substantive interaction initiated by the instructor. (I.B.7, I.B.8, I.B.9).

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.*

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 requires 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).* The College demonstrates the willingness to take action to improve success and learning for online students. *(I.C.14).*

**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. All courses, regardless of mode of delivery, go through the Committee on Programs and Curricular (CPC) approval process to demonstrate appropriateness for students and consistent with the
College mission. Each course, regardless of location or means of delivery, must incorporate identified student learning outcomes, which are assessed, and lead to achievement of degrees, certificates, employment, or transfer to four-year institutions. No matter the mode of instruction, courses are based on recognized higher education fields of study, of sufficient content and length, and conducted at levels of quality and rigor (I.B.22).56 (ER 9, ER 11).

The College does not offer correspondence education.

For the instruction of distance education courses to be on par with those taught on campus, the College considers them to be “virtual equivalent” to face-to-face courses, with the duration and frequency of instructor contact the same. Distance education courses must have regular and substantive interaction, as defined in College policy (DE.11). The policy stipulates that DE instructors provide contact and interaction that would be the same hours per week as in face-to-face instruction. Regular and substantive interaction stresses the responsibility of the DE instructor to initiate the regular contact with enrolled students to verify participation and performance status. Students should have frequent opportunities to ask questions and receive answers from the instructor of record.57 (ER 9).

The learning management system (Laulima) provides a robust platform for online instruction and it requires unique user name and password.58 Laulima provides many tools for managing instruction such as class lists, grade books, communication functions, resource folders, scheduler, and so on. Laulima is managed by University of Hawai‘i ITS, though HON ITS also provides campus support for students and faculty.59

All DE courses must receive a separate certification from the Distance Education Advisory Committee (DEAC), a process requiring instructors to outline and commit to appropriate student interaction and assessment that would be equivalent to face-to-face courses. Furthermore, the DEAC requires instructors to recertify DE courses every five years (DE.8). (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. 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. The topics

56 See Checklist on Compliance with Federal Regulations and Policies, Distance Education
57 See Checklist on Compliance with Federal Regulations and Policies, Distance Education
58 See Checklist on Compliance with Federal Regulations and Policies, Distance Education
59 See Checklist on Compliance with Federal Regulations and Policies, Distance Education
include the Laulima basics, Laulima gradebook and other techniques, and introductions to Vizia, Google Forms, and so on (DE.19).

Faculty also have access to a distance education faculty handbook that can be used for reference (DE.15).

Each semester, the DE Coordinator provides a mandatory faculty orientation for those teaching DE courses (DE.9, DE.10).

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.88). (II.A.2).

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.

All instructors are required to include SLOs on syllabi and provide students with the syllabi. Division chairs or department heads regularly review syllabi to ensure the most current SLOs are included. With the efforts of the Assessment Specialist, the CPC Chair, and others, the campus went through a process in 2017-18 to ensure all SLOs were up-to-date in Kuali CM. Online instructors distribute syllabi through the College’s learning management system Laulima. (II.A.3).

The College does not offer pre-collegiate classes online. (II.A.4).

The College’s response to Standards II.A.5 and II.A.6 is the same for distance education as noted for face-to-face instruction and not discussed here.

The College has an ongoing commitment to ensure that the quality of instructional programs is continuously evaluated and improved, particularly reduce the success gap between students in distance education and face-to-face courses. The quality focus plan provides steps to address this. (See QFE 2 – Enhanced Support for Distance Education Students).

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 the DEAC concluded that the three most necessary 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. (II.A.7).

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.

Honolulu CC’s policy on distance education (DE.11) requires formal action whenever a twelve-point difference exists between the success rates for distance education and face-to-face courses for consecutive semesters.

The DE Coordinator conducts DE student survey each semester to examine particular factors that may impact DE offerings as well as student learning outcomes and achievement. Some factors that have been examined include student self-assessment of technology skills, student perceptions of proctored exams, and student perception of instructor communication. Results of these surveys are disseminated on the DE page of the College Intranet as well as in the DE Faculty Orientation presentations.

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. Although online courses have not been coordinated for students to obtain degrees totally through distance education, UHCC began an initiative to develop such a program. The College sees the involvement of the DE Coordinator and DEAC in helping to construct offerings of DE classes strategically aimed at degree completion. This involvement is be included in the next five-year DE Strategic Plan currently being prepared by the DE Coordinator to supersede the 2013-18 plan (DE.3). (II.A.16).

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. Courses have identified SLOs, which are assessed and lead to improve student learning, achievement, educational quality, and institutional effectiveness. The SLOs are included in syllabi that are distributed to DE students through Laulima. DE courses follow policy for regular and substantive interaction of instructors with students, similar to that of face-to-face classes. (II.A.1, II.A.2, II.A.3). The institution supports DE instructors in teaching methodologies to support the quality of its distance education. (II.A.7). Surveys of DE students help the College continually improve the quality and currency of its distance education offerings to enhance learning outcomes and achievement for students. (II.A.16).
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 the 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, in DE or face-to-face courses, can find the contact information for the library on the library homepage. (ER 17). (II.B.1).

To support online students as well as those on campus, the library provides access to an ample variety of quality resources in the physical and electronic collections used by Liberal Arts and Career and Technical Education (CTE) programs. Electronic library materials include 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. The library also uses LibGuides, 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). Access to Library as well as student support services are through MyUH accounts, which require unique user names and passwords.60

For tutoring support, online students have access to Brainfuse, a free online tutorial service available through the College’s DE website. Brainfuse offers online tutoring 24 hours a day for a number of subjects, including math, writing, reading, nursing, biology, chemistry, physics, economics, statistics, history, among others.

60 See Checklist on Compliance with Federal Regulations and Policies, Distance Education
The Writing Center on campus also offers support to distance education students. In an effort to enhance the support for online students, the College in its quality focus plan identified the Writing Center as one of the support services that could be more proactive in encouraging students to use its tutoring services. *(See QFE 2 – Enhanced Support for Distance Education Students).*

CARE was also identified as a support service that could be more proactive in the plan to enhance support for online students. CARE works with at-risk students through the early alert program and provides study-skills workshops and peer coaching. *(See QFE 2 – Enhanced Support for Distance Education Students).*

The support services are available to online students as well as those in face-to-face classes. *(II.B.2).*

Evaluation of learning support services for the College includes all students, whether taking face-to-face or distance education classes. *The College’s response to Standards II.B.3 and II.B.4 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 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).* 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 an exclusively online environment. *(See QFE 2 – Enhanced Support for Distance Education Students).*

**Standard II.C: Student Support Services**

**Evidence of Meeting the Standard**

The College regularly evaluates the quality of its student support services, including those for distance education students, to enhance student learning and the mission of the institution. As discussed in Standard II.C of the main report, evaluation led many of the student services to be offered online to make them more convenient and accessible to all students.

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61 See Checklist on Compliance with Federal Regulations and Policies, Distance Education
For example, students now are able to apply and register fully online. STAR registration allows students to plan and track progress to graduation online. Other services also improved through online access. See Standard II.C in the main report for a full discussion of each of the services offered. Services for Students on the College’s webpage provides information and links about all services (I.C.7). Access to student support services of secure nature, such as STAR Registration, are through MyUH accounts and require unique user names and passwords.62

Given the role that distance education plays in meeting the unique institutional mission at Honolulu CC, the college has identified a quality focus action plan to bolster student services and support for online students. The goal of the plan is to increase course completion for distance education students. (See QFE 2 – Enhanced Support for Distance Education Students). (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.

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. Counseling was one of the areas identified as a support service that could be more active with online students. (See QFE 2 – Enhanced Support for Distance Education Students). (II.C.5).

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 regularly evaluates the quality of its student support services, including those for distance education students, to enhance student learning and the mission of the institution. 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.1). Although counseling services are available for DE students, these students may be less aware of the services and a quality focus plan was developed to enhance support. Counseling was one area identified to be an initial part of the plan. (See QFE 2 – Enhanced Support for Distance Education Students). (II.C.5).

Standard III.A: Human Resources

Evidence of Meeting the Standard

62 See Checklist on Compliance with Federal Regulations and Policies, Distance Education
All faculty at the College, including those teaching distance education, must meet the minimum discipline mastery as stipulated by Human Resources for the University of Hawai‘i (III.A.6).

In addition, to teach distance education courses, faculty also undergo orientation provided by the DE Coordinator. As part of receiving DEAC certification, instructors are required to demonstrate the specific means to assess student learning outcomes and specify how regular and substantive interaction will be achieved in the courses.

All DE faculty participate in a mandatory orientation every fall and spring semester (DE.9, DE.10). (The orientation covers various topics from discussing DE-related metrics on enrollment, withdrawal, and success rates to talking about student survey results on DE course offerings).

The DE Coordinator also 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). (III.A.1, III.A.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 Hawai‘i: 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 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 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 (III.A.88) and especially access the resources on the Faculty Development DE webpage (DE.2).

This webpage includes a plethora of resources developed by the College and the University of Hawai‘i system and links to national DE resources.

While there is information concerning professional development specifically related to developing DE courses on the Faculty Development DE webpage, 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. (III.A.88). Also, DEAC meetings may address such topics in meetings, and the DE Coordinator may address such topics in training sessions. (III.A.14).

*The College’s response to Standard III.A.15 is the same as noted for face-to-face instruction and not discussed here.*

**Analysis and Evaluation**

Honolulu CC meets the distance education component of the standard. All faculty at the College, including those teaching distance education, must meet the minimum discipline mastery as stipulated by Human Resources for the University of Hawai‘i (III.A.1, III.A.2). Faculty teaching online are evaluated as part of the regular process for evaluation. (III.A.5). 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**

Technology services, including facilities, hardware, software, and professional support are appropriate and adequate for supporting the College’s distance education instruction and support
services. Online course content is provided by the course management system Laulima, which is managed by University of Hawai‘i ITS. Support includes a UH ITS helpdesk. Specific problems related to Honolulu CC courses are forwarded to HON ITS. (III.C.1).

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. The goal is outlined in the HON ITS Strategic Plan 2016-2021 (III.C.6). (III.C.2).

The College also assures the integrity of distance education instruction through authentication with unique user names and passwords. The authentication process maps to the College’s LDAP directory requiring students to input unique user names and passwords.63 Honolulu CC provides cloud applications, collaboration, and storage, communication for all students. These cloud services 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. These services provide reliability to support campus operations. The College provides an appropriate system for reliability and emergency backup. (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 for the university learning management system. Video lecture studio production uses virtual studio sets and is almost completely automated for faculty use. 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). It has been actively used by DE faculty.

63 See Checklist on Compliance with Federal Regulations and Policies, Distance Education
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. \((III.4)\).

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.” \((III.C.5)\).

**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. \((III.C.3, III.C.4)\). College follows a policy on Distance Education and Online Learning. \((III.C.5)\).

**Standard III.D: Financial Resources**

**Evidence of Meeting the Standard**

With respect to planning and resource allocation, Distance Education (DE) participates in the College’s Budget processes to ensure that the needs of the DE 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 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, and class by analyzing assessment results and observing educational technology in use. \(III.D.1\).

*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. \(III.D.1\).

**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.”

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. Student input on distance education is gathered directly from evidence such as surveys. The identification of these needs is processed using evidence and representative dialog before implementation. \(IV.A.1\).

*The College’s response to Standards IV.A.2 through IV.A.7 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. Leadership is provided by the Distance Education Coordinator. (*IV.A.1*).

**Standard IV.B, IV.C, IV.D**

The College’s response to Standards IV.B, IV.C, and IV.D is the same for distance education as noted for face-to-face instruction and not discussed here.
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 courseproposal.pdf
DE.8 DE course recertification form.pdf
DE.9 DE Faculy Orientation SPR17.pdf
DE.10 DE-Facultu Orientation-FALL16.pdf
DE.11 HCCP 0.000 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
DE.16 de-course-assessment-results-fall-2015-courses.pdf
DE.17 de-course-assessment-results-spring-2015-courses.pdf
DE.18 HCC Pass Rates F12-S17 DCO vs. F2F (1).pdf
DE.19 DE Workshops 2014-18.pdf

I.A.1 Honolulu CC College Catalog-2017-2018.pdf
I.A.2 Honolulu CC Fact Book 2017
I.A.19 Mission Statement (www.honolulu.hawaii.edu/mission)
I.B.3 Assessment (www.honolulu.hawaii.edu/assessment)
I.B.26 DEAC-approval_procedures 2010
I.B.44 ARPD Liberal Arts
I.B.52 ARPD analysis Liberal Arts (example).pdf
I.B.53 SLO Spreadsheet.pdf
I.C.7 Services for Students (www.honolulu.hawaii.edu/services)
II.B.5 Library (www.honolulu.hawaii.edu/library).pdf
II.B.6 Distance Education Library Services (libguides.hcc.hawaii.edu/distance).pdf
III.A.6 Faculty MQ Guidelines.pdf
III.A.88 Faculty Development (www.honolulu.hawaii.edu/facdev/facdev-beta/index.php/teaching-techniques/)
III.C.6 SAO ITS Networking 2017
Keahi tutored other students while pursuing coursework in music (MELE) and Hawaiian Studies. Hawaiian Studies gives students an opportunity to gain an understanding and knowledge of Hawai‘i – the language, culture, and values. It also supports development and training in use of Hawaiian-based knowledge and methods in science, humanities, arts, and other professional endeavors.

Richard Keahi Kahler
Music & Entertainment Learning Experience (MELE) and Hawaiian Studies (HWST)
### Changes and Plans Arising Out of the Self-Evaluation Process

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<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>Improve monitoring and documentation of DE interaction with students and five-year course</td>
<td>II.A.1</td>
<td>VCCA, deans, division chairs, DEAC, DE Coordinator</td>
<td>Fall 2018 (ongoing)</td>
<td>Ensure DE instructor interaction to improve success of students in online classes</td>
</tr>
<tr>
<td>Description</td>
<td>Section</td>
<td>Team</td>
<td>Date</td>
<td>Notes</td>
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<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>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 (ongoing)</td>
<td>Recruitment not working satisfactory 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>Develop a comprehensive facilities master plan</td>
<td>III.B.1</td>
<td>Facilities Manager, VCAS</td>
<td>Fall 2018 for initial draft (ongoing)</td>
<td>Facilities involves a wide-range of coordination and planning, so a facilities plan would pull all aspects together to use as a guideline</td>
</tr>
<tr>
<td>Policy on policy review established</td>
<td>IV.B.5</td>
<td>Chancellor</td>
<td>Fall 2018</td>
<td>More systematic review of policies and procedures</td>
</tr>
</tbody>
</table>
The Cosmetology program provides skills training and theoretical knowledge to enter careers in hair and beauty. Training is conducted first through lecture and demonstration but is then followed by actual work in a salon atmosphere. Karen’s skills come from her education in this program.

Karen Ho
Cosmetology
(COSM)
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, the Accreditation Steering Committee as well as other campus leaders examined the institution’s programs and services to identify areas where there could be possibilities 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 campus 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 assessing progress on the projects were tailored to be observable and measurable.

To the maximum extent possible, the college connected the action projects to goals and outcomes that are part of the institution’s 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 QFEs 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 the more students become engaged in the college experience, inside and outside the classroom, the more likely they will reach their educational objectives. In addition, the greater employees are connected in a learning organization, the higher the self-efficacy and participation in the institutional mission and purpose.

This connection of engagement with a goal of improved retention and persistence serves as the foundation for the institution’s first action project. Honolulu CC already has participated in several national initiatives designed to increase success of students in obtaining post-secondary education credentials, aimed 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 its 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 disaggregated populations such as in Native Hawaiian students, STEM students, and transfer students, the College also saw declining enrollment – both in new students entering the college as well as continuing students seeking to persist in their studies.

Honolulu CC’s enrollment, due in large part to the nature of the types of degrees and curriculum offered, has fluctuated over the past ten years, 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 averaging 40%, with a range from 14% to 93%. For some students, low persistence reflects the opportunity to take living-wage jobs after just one or two semesters in a career or technical field, such as in the sheet metal industry. For other students, leaving college without an industry-recognized credential or degree can be very detrimental, saddling them with tuition debt without the opportunity for economic mobility. Retention for Career and Technical Education (CTE) students is particularly evident from this economic environment. Thus, the College has a key interest in clear goal identification and measuring progress to help students complete their pathways in the face of barriers.

**The Role of Student Achievement Data**

The first action project is derived from the progress and completion rates reported in the student achievement data as well as the discussion of institution-set standards. (See Student Achievement Data and Institution-Set Standards, 1.B.3). It also stems from the student success pathway initiative, which the State of Hawai‘i has adopted as ways to accelerate students toward attainment of educational objectives (Intro.10).

Many students who attend Honolulu CC are first generation and may not be college-ready. Purposeful engagement, not just engagement, can impact accumulation of units, completion of gateway courses, and progress on general education requirements, all key momentum points for achieving success. It is very important to support students in the education pathway, particularly in view of the large immigrant population and other demographics of the Farrington community.
community has a large population of first generation students, many who speak languages other than English at home.

The College also is challenged to bolster course completion rates as well as awards of degrees and certificates among female, Pacific Islander, and Pell students. The institution also intends to improve transfers to four-year institutions of Native Hawaiian and Pacific Islander students.

The focus this action project will address the importance of the retention of students with a subsequent attention on degree and certificate attainment and program completion. Additionally, the project could help improve enrollment of high school graduates, working age adults, and international students.

Therefore, the desired objective 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 to improve 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 ready to provide wide-scale collective and purposeful engagement from all parts of the college to improve student success.

The Honolulu CC Purposeful Engagement for Student Success action project 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, II.A.24).

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 Honolulu CC’s core value of “student centered, student focused” 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 as
  - Culture-based education, Native Hawaiian principles, and Ho’ala Hou Title III grant delivered campus enhancements (II.A.26)
  - Sustainability (I.A.12, III.B.27)
  - Science research (I.A.22 [pp. 11-2 STEM Community Partnerships])

- 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.

- 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.

- Provide training opportunities for lecturers to become engaged in the numerous campus initiatives that promote student success, including the ISS model and the StarFish/MySuccess technology tool.

- Share output and outcome data regularly with the focus on examining the impact of interventions and campus changes on various student populations. Encourage a whole campus dialog about the impacts and critically examine any disparate impacts.

**Goal #2:** Increase strategic and integrated communication among and beyond student affairs and academic support professionals to provide comprehensive services to students.

**Steps to be Taken**

- Expand usage of all student services in the Starfish/MySuccess technology tool 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).
• Explore opportunities for better and regular face-to-face and electronic communication among instructional and non-instructional faculty that work with the needs of specific students for improvement.

• Align assignments and teams by student group or program area to facilitate cross-area relationships, sharing information, and unifying the approach to servicing students. This alignment will assist the management of in-class servicing, service referrals, and the overall student understanding 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 a whole campus dialog and critically examine any disparate impact.

Goal #3: Engage students early and continuously in academic, extra-curricular, socio-emotional, and work-based learning in and around the campus. Remove student barriers to entry and retention to promote learning and engagement.

Steps to be Taken

• Continue the 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 the following:
  o online application and application process
  o medical vaccination policy
  o orientation content and delivery
  o new student registration content, timing, and delivery
  o communication of math and English placement policies

• Review and analyze disaggregated populations of students (returning adult students, Pacific Islanders, gender discrepancies in course completion, those requiring supplementary tutoring, etc.) who may need extra support services. 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, 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 to the campus and mentor current 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 proven to engage students based on research and best practice, such as mandating entry-level English and mathematics in the first year and mandating 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 of not persisting.
• Regularly review current communication and onboarding processes and develop practices to streamline communication in order to strategically engage students on only relevant and timely information.
• Engage students early and continuously by linking their long-term career goals to their educational pathway, working with student services professionals.
• Develop a student intake survey to strategically match incoming students early with engagers and other support offices.
• Drive system-wide policies that enable students to transfer to baccalaureate programs seamlessly and that articulate courses from Honolulu CC.

Assessment

Measures of Performance

• Collect annual numbers of students engaged in service learning, internships, 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.
• Track the number of professional development workshops related to teaching and content strategies.
• Monitor the number of faculty attending the workshops.
• Track the number of courses improved to include various teaching pedagogies and relevant, engaging content.

Measures of Effectiveness

• Collect and analyze course completion rates, disaggregated by those taught by trained faculty or by those 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 the Purposeful Engagement for Student Success 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 for Student Success model. 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</td>
<td>Aug 2018</td>
<td>Dec 2018</td>
<td>Campus Student Success Council (CSSC), Dean of Student Services, Vice Chancellor of</td>
<td>Allocations of resources may be necessary for professional development for</td>
</tr>
<tr>
<td></td>
<td>I.B.4</td>
<td></td>
<td></td>
<td>Academic Affairs, Planning Council</td>
<td>discovery of new methods and pedagogies</td>
</tr>
<tr>
<td></td>
<td>II.A.6</td>
<td></td>
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<td></td>
<td>Time for assessment specialist and coaches</td>
</tr>
<tr>
<td></td>
<td>II.B</td>
<td></td>
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<tr>
<td></td>
<td>II.C</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Inventory and document current student engagement strategies by faculty</td>
<td>II.B</td>
<td>Aug 2018</td>
<td>Dec 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.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 2018</td>
<td>Dec 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</td>
<td>Aug 2018</td>
<td>Dec 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></td>
<td>II.B, II.C</td>
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<tr>
<td></td>
<td>III.A.6, III.A.7, III.A.14</td>
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<tr>
<td>Convene Onboarding Committee to continue review and improvement of onboarding practices</td>
<td>II.C</td>
<td>Aug 2018</td>
<td>Dec 2018</td>
<td>Onboarding Committee</td>
<td>The College anticipates no additional resources needed to complete this task</td>
</tr>
<tr>
<td>Tasks</td>
<td>Accreditation standard</td>
<td>Start date</td>
<td>Completion</td>
<td>Responsible parties</td>
<td>Resources</td>
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<tr>
<td>Plan support services strategies (review of barriers to success, increase of student participation, increase of student employment)</td>
<td>II.A.6</td>
<td>Aug 2018</td>
<td>Dec 2018</td>
<td>CSSSC, Onboarding Committee, Student Affairs and Academic Support Faculty</td>
<td>Dedicated space and time for the discussion of out of class engagement strategies</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>II.A.6</td>
<td>Aug 2018</td>
<td>Dec 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>
</tr>
<tr>
<td>Recruit faculty to begin initial phase of engagement strategies</td>
<td>III.A.6, III.A.7, III.A.14</td>
<td>Aug 2018</td>
<td>Dec 2018</td>
<td>Faculty Senate, Deans/Division Chairs</td>
<td>Resources might include time for faculty to conduct the discussion and determine faculty participants</td>
</tr>
<tr>
<td>Orientation for new faculty and lecturers, focused on best practices in student engagement</td>
<td>II.A.7, II.B, II.C III.A.6, III.A.7, III.A.14</td>
<td>Aug 2018</td>
<td>Apr 2019</td>
<td>Chancellor, Vice Chancellor of Academic Affairs, Dean of Student Services, FSEC, CSSCC</td>
<td>Resources for stipends, food, and other supports.</td>
</tr>
<tr>
<td>Implement engagement strategies and guidance</td>
<td>I.C.1</td>
<td>Sep 2018</td>
<td>May 2019</td>
<td>CSSSC, Onboarding Committee, Student Affairs and Academic Support Faculty, Instructional Faculty</td>
<td>Resources may include assigned time for faculty, possible funding for tools, supplies, other supports</td>
</tr>
<tr>
<td>Offer instructional faculty professional development (ongoing)</td>
<td>II.A.7, II.B, II.C III.A.6, III.A.7, III.A.14</td>
<td>Aug 2018</td>
<td>Ongoing</td>
<td>Faculty Development Coordinator, ISS Coordinator, FSEC, Dean of Academic Support</td>
<td>Resources for possible stipends, food, and other supports</td>
</tr>
<tr>
<td>Tasks</td>
<td>Accreditation standard</td>
<td>Start date</td>
<td>Completion</td>
<td>Responsible parties</td>
<td>Resources</td>
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<tr>
<td>Expand usage of the StarFish tool to all student services/academic</td>
<td>II.A.6</td>
<td>Oct 2018</td>
<td>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>
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<tr>
<td>support offices</td>
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<tr>
<td>Begin training in ISS model and use of the StarFish tech tool</td>
<td>II.A.6</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>
</tr>
<tr>
<td>Align student assignments to student support services by teams</td>
<td>II.C.2, II.C.3</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>
</tr>
<tr>
<td>Explore use of non-credit and summer outreach as intentional</td>
<td>II.B. 3, II.B. 6</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>
</tr>
<tr>
<td>recruitment and retention opportunities</td>
<td></td>
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</tr>
<tr>
<td>Gather assessment and feedback, and then document, with improvement</td>
<td>I.B.1, I.B.4, I.B.8,</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>
</tr>
<tr>
<td>planned</td>
<td>I.B.9</td>
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</tr>
<tr>
<td>Prepare a report on the success of the program</td>
<td>I.B.4, I.B.5, I.B.7,</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>
</tr>
<tr>
<td></td>
<td>I.B.8</td>
<td></td>
<td>Aug 2019</td>
<td></td>
<td>The College anticipates no additional resources needed to complete this task</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.A.6 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 II.A.6 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 improvement 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 improvement 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 strategies</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 determining additional faculty participants</td>
</tr>
<tr>
<td>Continue expansion usage of the StarFish tool to all student services/academic support offices</td>
<td>II.A.6</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>
</tr>
<tr>
<td>Tasks</td>
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<td>Start date</td>
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<tr>
<td>Cultivate community partners to foster service learning, internships, job placement opportunities</td>
<td>II.C.6</td>
<td>Aug 2019</td>
<td>May 2020</td>
<td>Career Services Coordinator, Dean of Academic Support, Faculty Members</td>
<td>Resources might include funding for transportation, meetings, food</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, II.A.6</td>
<td>Nov 2019</td>
<td>May 2020</td>
<td>Chancellor, Vice Chancellor of Academic Affairs, Vice Chancellor of Administrative Services</td>
<td>Time to plan, coordinate, consult, and implement policies</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</td>
<td>Sep 2019</td>
<td>Academic Deans, CSSC, Onboarding Committee</td>
<td>Possible resources to compensate students</td>
</tr>
<tr>
<td>Drive system-wide policies that enable students to transfer to baccalaureate programs</td>
<td>II.A.10</td>
<td>Aug 2019</td>
<td>May 2020</td>
<td>VC Academic Affairs, Academic Deans, ISS Coordinator</td>
<td>The College anticipates no additional resources needed to complete this task</td>
</tr>
<tr>
<td>Gather feedback, and document, with improvement made</td>
<td>I.B.1, I.B.4, I.B.8, I.B.9</td>
<td>Sep 2019</td>
<td>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>
</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, II.A.6</td>
<td>Apr 2020</td>
<td>May 2020</td>
<td>Academic Deans, CSSC, Onboarding Committee</td>
<td>Allocated time for administrators</td>
</tr>
<tr>
<td>Provide a town hall discussion on the program</td>
<td>I.B.8, II.A.6</td>
<td>May 2020</td>
<td>May 2020</td>
<td>Academic Deans, CSSC, Onboarding Committee</td>
<td>The College anticipates no additional resources needed to complete this task</td>
</tr>
</tbody>
</table>
### Year 3 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 from Years 1 and 2</td>
<td>I.B.4 II.A.6 II.B II.C</td>
<td>May 2020</td>
<td>May 2021</td>
<td>Chancellor, VC Academic Affairs, CSSC, Onboarding Committee, Faculty</td>
<td>Time allotted for review and analysis of interventions</td>
</tr>
<tr>
<td>Determine if adequate resources are available</td>
<td>III.A, III.B, III.D III.C</td>
<td>May 2020</td>
<td>May 2021</td>
<td>Chancellor, VC Academic Affairs, CSSC, Onboarding Committee, Faculty</td>
<td>Time allotted for review and analysis of interventions</td>
</tr>
<tr>
<td>Further involvement by more faculty across the campus in engagement strategies</td>
<td>II.A.6 II.A.7 II.B, II.C III.A.6, III.A.7, III.A.14</td>
<td>August 2020</td>
<td>May 2021</td>
<td>Faculty Senate, VC Academic Affairs, Academic Deans, CSSC, Onboarding Committee</td>
<td>Time for faculty to develop pedagogical and methods improvement</td>
</tr>
<tr>
<td>Continued review of emerging best practices and improvement of current student and faculty strategies to improve success</td>
<td>II.A.6 II.B, II.C</td>
<td>May 2020</td>
<td>May 2021</td>
<td>Chancellor, VC Academic Affairs, CSSC, Onboarding Committee, Faculty</td>
<td>Time allotted for review and analysis of interventions</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. Thus, the College finds itself at a critical balance point: offer online and distance education to meet increased student need but implement support services in order to ensure students are successful in distance education courses.

The College Mission

In line with the institution’s mission and core value to offer students an accessible and a supportive, high-quality learning environment, Honolulu CC will be creating processes to improve support services for distance education students. Therefore, the second goal for the Quality Focus Essay is to enhance support for students in distance education (DE) courses, especially those students who do not come to campus. (Some students take both online and face-to-face classes.) This initiative will ensure that DE students receive necessary support to be successful. Although these efforts are primarily aimed at students enrolled in distance education courses, they also can benefit students who come to campus in the evening.

Supporting Student Services

In the DE Supplement, the College notes a desire to improve the success rates for students in distance education courses. Using different measures, the student success rate for DE courses is either tracked at 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 to be an average of 10%. The College will enhance the support services to improve the success. Although the College has all its support services available for DE students, this initiative focuses on a more proactive approach—to facilitate communication as well as improved access for these students.

The Role of Student Achievement Data

The current action project derives from the student achievement data reported in the ISER. (See Student Achievement Data and Institution-Set Standards, Distance Education Supplement). Of particular note are the successful course completion rate differences between traditional and online/hybrid settings.
Illustration-QFE-2.1 Success comparison

Of additional note is the uneven persistence from term to term between students who take online courses and those of traditional modes of delivery. Finally, the College has selected to focus on the extent to which outside supports for online courses could impact (a) within-term success and (b) across-semester progress. Increased dedication to these tipping point measures should lead to increased completion of degrees and certificates. Moreover, the focus on the distance education will assist the College in improving its aspiration goals in the institution-set standards.

Therefore, the desired objective of QFE #2 is to increase distance education course completion and achievement through proactive support services.

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:** 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), its utilization is not standardized across all areas of the College that support students. The College will explore instituting a card-swipe or other tracking 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.

**Steps to be Taken – Counseling**

Outcomes – improve retention and student success of DE students, and increase the number of counseling sessions with DE students.

- Identify an online communication tool to support DE advising such as “Google Hangouts.”
- Determine technology hardware needs.
- Conduct department training on the DE advising tool.
- Provide professional development for academic counselors specific to strategies relating to student engagement and retention for DE advising.
- Investigate the merits of revamping the Academic Counseling webpage to enable students to connect to appropriate student support resources in addition to counseling.
- Investigate updating online New Student Registration to reflect best practices in DE advising trends to meet student needs. Include online modules to reflect pertinent content and material impacting student success that is covered in face-to-face New Student Registration sessions.

**Steps to be Taken – College Achievement and Retention Experience (CARE)**

Outcomes – improve retention and student success of DE students, and increase the number of CARE interventions with DE students as well as coaching for DE students.

- 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, discuss campus resources, prepare students for success in DE courses, and provide opportunities for peer coaching.
• Survey DE faculty regarding how to best support DE faculty and students. Based on survey results, CARE will provide additional support.

**Steps to be Taken** College Writing Center

Outcomes – improve retention and student success of DE students, and identify and increase the number of Writing Center appointments with DE students.

• Create a portal on Laulima, which DE students needing additional writing support will be able to access materials and services that currently are offered to face-to-face in the Writing Center.
• Explore 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.

**Assessment**

The target for the initiative is to serve at least 25 distance education students in the Fall 2018 semester and an additional 25 in the Spring 2019 semester.

**Measures of Performance**

• Gather MySuccess Speed Note Data on student support referrals.
• Collect web counts on student support pages.
• Conduct surveys from services provided by CARE.
• Conduct surveys from services provided by the Writing Center.

**Measures of Effectiveness**

• Analyze results of the standard department surveys emailed to DE students after a 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>Aug 2018</td>
<td>Dec 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>Aug 2018</td>
<td>Dec 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 human, financial, physical, and technology resources</td>
</tr>
<tr>
<td>Plan specific proactive strategies</td>
<td>II.B, II.C</td>
<td>Aug 2018</td>
<td>Dec 2018</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CARE</td>
<td>Needs assessment of human, financial, physical, and technology resources</td>
</tr>
<tr>
<td>Prepare strategies</td>
<td>II.B, II.C</td>
<td>Aug 2018</td>
<td>Dec 2018</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CARE</td>
<td>Time for faculty and academic supports to develop course and program strategies</td>
</tr>
<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, CARE</td>
<td>Needs assessment of human, financial, physical, and technology resources</td>
</tr>
<tr>
<td>Tasks</td>
<td>Accreditation standard</td>
<td>Start date</td>
<td>Completion</td>
<td>Responsible parties</td>
<td>Resources</td>
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<tr>
<td>Gather feedback, and document, with improvements made</td>
<td>I.B.1, I.B.4, I.B.8,</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>
<tr>
<td></td>
<td>I.B.9</td>
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<tr>
<td>Prepare a report on the success of the program</td>
<td>I.B.4, I.B.5, I.B.7,</td>
<td>Apr 2019</td>
<td>May 2019</td>
<td>DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE</td>
<td>Time to prepare the report</td>
</tr>
<tr>
<td></td>
<td>I.B.8</td>
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**YEAR 2**

<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</td>
<td>Aug 2019</td>
<td>Oct 2019</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</td>
</tr>
<tr>
<td></td>
<td>I.B.1, I.B.2, I.B.4,</td>
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<tr>
<td></td>
<td>I.B.8, I.B.9</td>
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<tr>
<td></td>
<td>II.A.1, II.A.7</td>
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<td></td>
</tr>
<tr>
<td>Review resources needed</td>
<td>I.B.5, I.B.7, I.B.5,</td>
<td>Aug 2019</td>
<td>Oct 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></td>
<td>I.B.9</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>II.A.16, II.B.1,</td>
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<tr>
<td></td>
<td>II.B.3, II.C</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Revise specific proactive strategies</td>
<td>II.B, II.C</td>
<td>Aug 2019</td>
<td>Oct 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>
</tbody>
</table>

Implement revised strategies                                           | II.B, II.C             | Aug 2019   | May 2020   | DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE              | Needs assessment of the human, financial, physical, and technology resources                           |
## 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>
</tr>
</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>
</tbody>
</table>
| Provide a means for continued improvement for student and faculty strategies | II.B, II.C             | May 2020   | May 2021   | DEAC, Counseling, Writing Center, Deans, and Division Chairs, CSSC, CARE               | Allocations of resources may be necessary for professional development for discovery of new methods and pedagogies  
Time for assessment coordinator and coaches