Message from the Chancellor

Dear Faculty and Staff,

Welcome to Fall 2018 semester.

This year will be important to the college. On October 15-18, we will be hosting an Accrediting Commission for Community and Junior Colleges (ACCJC) team site visit. The 10-member team is made up of faculty and administrators from community colleges in California, Micronesia, and the Marshall Islands.

Accreditation is an important process that confirms that institutions of higher education meet the strictest educational standards. Accreditation also aims to ensure accountability of schools and degree programs for public trust and confidence.

Over the past two years, the college prepared the self-evaluation report, detailing how it meets key standards that have been set by the ACCJC. In addition to the standards, the report also addresses eligibility requirements, commission policies, and federal regulations. Meeting requirements and regulations allows the college to qualify for and distribute federal funds to our students.

If you have not already done so, I encourage you to view the report that is available on the college website: www.honolulu.hawaii.edu/accreditation. Hardworking teams assiduously worked to address the 128 standards adequately, but many faculty, staff, and administrators also directly and indirectly contributed to the report by helping to prepare the needed evidence.

Please welcome the visiting ACCJC team. Be open to their queries and respond accurately to their questions. If you are unable to answer a question, refer the person to a dean, division chair, or department head who could provide the information. You also can contact the Accreditation Liaison Officer, Jeff Stearns, who can connect the person to appropriate campus personnel.

Thank you for the great work you have done in preparing for this accreditation visit.

Erika Lacro
Chancellor
Accreditation Site Visit

During October 15-18, the 10-member team from the Accrediting Commission of Community and Junior Colleges (ACCJC) will be visiting our college.

The site visit is for the team to observe the college’s process and to conduct interviews with various college constituents to verify that the self-evaluation report is accurate and the institution meets accreditation quality standards. The visiting team will write a report, documenting its findings, and submit it to the ACCJC.

After evaluating the team’s recommendation, the ACCJC will decide on our accreditation status, including commendations and recommendations by the visiting team.

Interviews with specific campus personnel will be scheduled based on the team’s requests, some through advance notice and some during the visit. The team also will hold open forums where students, faculty, and staff may provide input. In addition, the team members may arbitrarily attend committee meetings, visit classes, drop by service units, and talk with students, faculty, and staff.

Please remember to

- Greet visiting team members.
- Respond openly and accurately to any questions.
- If you are unable to provide the information, refer the team members to the Accreditation Liaison Officer, Jeff Stearns (stearns@hawaii.edu, 845-9276), who will be the central point of contact for helping the team obtain information needed.

Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness.

The ACCJC accreditation process provides assurance to the public that the accredited member colleges meet the Standards; the education earned at the institutions is of value to the students who earned it; and employers, trade or profession-related licensing agencies, and other colleges and universities can accept students’ credentials as legitimate.
Visiting Accreditation Team

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

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

**ACCJC Staff Liaison**
Dr. Steven Reynolds  
Vice President  
ACCJC

**Academic Representatives**
Ms. Meghan Chen  
Dean, Library & Learning Resources  
Mt. San Antonio College

Ms. Georgine Hodgkinson  
Professor of Communication Studies  
Cosumnes River College

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

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

Ms. Meredith Plummer  
Chief Business Officer  
Copper Mountain College

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

**Administrative Representatives**
Ms. Cheryl Vila  
Director of Institutional Research and Assessment  
College of the Marshall Islands

Dr. Marsha Gable  
Vice President Student Services  
Grossmont College
Mission Statement & Institutional Student Learning Outcomes

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.

Core Values

• 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.

Ko Ke Kulanui Kaiāulu ‘O Honolulu Ōlelo Kumu

‘O ka hana kumu o ko Ke Kulanui Kaiāulu ‘O Honolulu e ho’oholo i ka ho’ona’uaa’ana i nā haumāna like ‘ole āpau ma nā hana a‘o pono he nui, me nā hana e holomua ai i nā mea kumu mana‘o pono, ka paipai‘ana i ka ho‘oulu pono i nā haumāna āpau, me ke kuleana e lawelawe i nā haumāna ʻōiwi Hawai‘i a e lawelawe i nā kānaka o ke kaiāulu e huli ana i ka ola me ka na‘auao no ka pono o nā lāhui kānaka a puni ka honua, ma nā papa hana hana no‘eau, ke kāko‘o‘ana i nā haumāna e makemake ai e hele i ke kulanui ame nā papa hana ʻoihana pākōlea like ‘ole.

Nā ‘Oia‘i‘o Pili Kino Pono‘ī

• No ka pono o nā haumāna - no ke kāko‘o‘ana i nā haumāna e hele ana i ke kulanui kaiāulu nei, e mālama i kahi kulanui kaiāulu maika‘i a‘e noka ho‘oulu ‘ana i nā mau haumāna nei e lilo i kupa pono a alaka‘i pono no ka pono o ka lehulehu.

• No nā pilina kaiāulu ame nā pilina ʻoihana like ‘ole - no ka ho‘opala‘ana i nā pilina na‘auao me nā papa hana ʻoihana i ho‘apono ia e ka Moku‘āina o Hawai‘i, nā ʻoihana kūloko o Hawai‘i ame nā hui ʻe aʻe e ho‘okumu i nā hana ho‘ona‘auao like ‘ole ame nā papa hana ho‘oma‘ama‘a ahe nui.

• No ka lawelawe ‘ana i nā haumāna ʻōiwi Hawai‘i - no ke kāko‘o‘ana i nā kānaka ʻōiwi Hawai‘i ame ka ho‘oulu ‘ana i ka ola o ka ʻōlelo Hawai‘i, ke kuamo‘o pono‘o o Hawai‘i, ame nā ‘ike ame nā hana o ko Hawai‘i pae ʻaina.

• No nā hana mālama pono‘ana i ko ka honua - no ke kāko‘o‘ana mai i nā hana pono e pili ana i ka mālama ‘ana i nā mea ulu, ame ka ho‘okahua ‘ana i nā hana pono i waena o kekahi i kekahi, ame nā mea maoli ko ke ao nei.

• No ka pono o nā lāhui kānaka a puni ka honua - no ka mālama ‘ana kekahi i kekahi me ke kaulike, ka mahalo ‘ana, ame ke aloha.
Pathways Initiative

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.
Hoʻāla Hou Initiative

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

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

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 graduation. The redesign reduced coursework to complete college-level English to one semester or math to one or two semesters from as much as four semesters in former developmental sequences.

![HONCC ENGLISH CO-REQUISITE RESULTS](image)

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.

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.

English and math continued its success in Fall 2017. According to UHCC data, 67% of students in English classes one-below college-level or above completed their courses in one semester. Math had a favorable success rate of 57% of students completing classes one-level below college-level or above in one semester.

In Fall 2016, the College also adopted high school overall grade point averages and course achievements for placement for English and math, instead of requiring placement testing.
Fall 2017 Ethnicity

- Chinese: 4%
- Filipino: 22%
- Other Asian: 14%
- Native Hawaiian or Part Hawaiian: 24%
- Pacific Islander: 3%
- All Others: 25%
- Japanese: 7%

[Image of people celebrating with certificates]

[Image of a pie chart showing the ethnicity distribution]
HON Enrollment Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>4,027</td>
</tr>
<tr>
<td>2008</td>
<td>4,218</td>
</tr>
<tr>
<td>2009</td>
<td>4,567</td>
</tr>
<tr>
<td>2010</td>
<td>4,725</td>
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<tr>
<td>2011</td>
<td>4,600</td>
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<td>2012</td>
<td>4,582</td>
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<tr>
<td>2013</td>
<td>4,368</td>
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<td>2014</td>
<td>4,144</td>
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<tr>
<td>2015</td>
<td>4,328</td>
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<tr>
<td>2016</td>
<td>3,903</td>
</tr>
<tr>
<td>2017</td>
<td>3,563</td>
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</tbody>
</table>

Honolulu CC Fall Enrollment
Strategic Plan

Goal A: Student Success
Honolulu CC is a student-centered, student-focused learning environment. The success of our students in their courses, their semester completions, and their academic journey is our primary focus. The utilization of key metrics and measures help the college gauge healthy behaviors that lead to success and identify barriers that disrupt students’ progress, whether enrolled in a credit or non-credit program. If more students are successful, enrollment increases, even with all other factors constant.

Goal B: Enrollment
Between the period of 2006-2011, Honolulu CC did not experience as large enrollment growth as seen at other UHCC campuses. The campus must organize itself around ensuring a robust communications and outreach plan. Re-engaging high schools has been a large focus over the last two years; however, more strategic planning around enrollment must be a focus. As enrollment trends change, the college must optimize relationships between higher education, high schools, and adult schools to create pathways that generate enrollment. More of a concern in enrollment trends is a five-year decrease in the college’s high school going rate.

Goal C: Training and Workforce Development
Just as important as academic credit programs, so are the short-term training programs offered by the college. Particular attention should be paid to workforce shortages and skill gaps to ensure the most robust training offerings. Credit and non-credit programs should convene advisory council meetings to ensure education and training align with workforce needs.

Goal D: Campus Community
In order to deliver a rigorous academic environment that fosters student success, the college community that services, teaches, and supports students must be healthy and innovative. The campus will cultivate diverse staff and faculty, and support their advancement at all levels.

Goal E: Infrastructure, Sustainability, and Technology
In order to offer a high quality learning experience, the campus must focus on infrastructure that lends itself to support 21st century learning environments. Important is to identify spaces for students to take part in innovative curriculum and study that encourages collaboration.
Accreditation Standards

Standard 1: Mission, Academic Quality and Institutional Effectiveness, and Integrity
Standard I.A: Mission
Standard I.B: Assuring Academic Quality and Institutional Effectiveness
Standard I.C: Institutional Integrity

Standard II: Student Learning Programs and Support Services
Standard II.A: Instructional Programs
Standard II.B: Library and Learning Support Services
Standard II.C: Student Support Services

Standard III: Resources
Standard III.A: Human Resources
Standard III.B: Physical Resources
Standard III.C: Technology Resources
Standard III.D: Financial Resources

Standard IV: Leadership and Governance
Standard IV.A: Decision-Making Roles and Processes
Standard IV.B: Chief Executive Officer
Standard IV.C: Governing Board
Standard IV.D: Multi-College Districts or Systems
Quality Focus Essay #1

**Purposeful Engagement for Student Success**
The desired objective of QFE #1 is to increase student persistence and success through purposeful engagement of faculty, staff, administrators, and students.

**Goal #1:** Develop plans to document and increase faculty-to-student engagement strategies in both curriculum content and pedagogy.

**Goal #2:** Increase strategic and integrated communication among and beyond student affairs and academic support professionals to provide comprehensive services to students.

**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.

**Goal #4:** Delete, revise, and add infrastructure and policies with the goal to support student success via the purposeful engagement initiatives.
Quality Focus Essay #2

Enhanced Support for Distance Education Students
The desired objective of QFE #2 is to increase distance education course completion and achievement through proactive support services.

**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.
# Changes and Plans Arising From Self-Evaluation

<table>
<thead>
<tr>
<th>I.A.1</th>
<th>The mission statement and core values were revised to better focus on student learning and achievement</th>
<th>Spring 2017</th>
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<tbody>
<tr>
<td>I.A.2</td>
<td>The College is developing a plan to increase international students</td>
<td>Spring 2019</td>
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<tr>
<td>I.A.2</td>
<td>The College is focusing on increasing enrollment of Native Hawaiian and other students from underserved populations</td>
<td>Spring 2019</td>
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<tr>
<td>I.B.6</td>
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<tr>
<td>I.B.9</td>
<td>Increased the awareness and action about sustainability and connection to the strategic plan</td>
<td>Spring 2019</td>
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<tr>
<td>III.B.4</td>
<td></td>
<td></td>
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<tr>
<td>I.B.1-4</td>
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<tr>
<td>I.B.5</td>
<td>Increase the culture of assessment at the College by elevating the level of discussion and engagement in data for decision-making.</td>
<td>Spring 2019</td>
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<tr>
<td>II.A.1</td>
<td>Improve alignment of general education and ILO outcomes, strengthening the connection of the role GE learning plays in program and certificate completion</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>II.A.2</td>
<td></td>
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<tr>
<td>II.A.3</td>
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<td>II.A.6</td>
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<tr>
<td>II.C.1</td>
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<td>II.C.5</td>
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<tr>
<td>III.B.1</td>
<td></td>
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<tr>
<td>III.B.3</td>
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<tr>
<td>IV.B.5</td>
<td>Policy on policy review established More systematic review of policies and procedures</td>
<td>Fall 2018</td>
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## Honolulu CC Goals for Performance Funding

**FY 2018**

### UHCC Goals for Funding

<table>
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<tr>
<th>Measure</th>
<th>Base</th>
<th>Target</th>
<th>Actual</th>
</tr>
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<tbody>
<tr>
<td>✓ Degrees &amp; Certificates</td>
<td>653</td>
<td>720</td>
<td>900</td>
</tr>
<tr>
<td>✓ Native Hawaiian Degrees &amp; Certificates</td>
<td>164</td>
<td>181</td>
<td>225</td>
</tr>
<tr>
<td>✓ STEM Degrees &amp; Certificates (Include 7 Year Degrees)</td>
<td>110</td>
<td>122</td>
<td>225</td>
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<tr>
<td>✓ Pell Grant Recipient Degrees &amp; Certificates</td>
<td>269</td>
<td>297</td>
<td>377</td>
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<tr>
<td>✓ Transfers to 4 Year (UH &amp; Non UH)</td>
<td>518</td>
<td>543</td>
<td>582</td>
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</table>

### UH Goals for Funding

<table>
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<th>Measure</th>
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<tr>
<td>✓ STEM Degrees &amp; Certificates (Include 7 Year Degrees)</td>
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<td>132</td>
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<tr>
<td>✓ Pell Grant Recipient Degrees &amp; Certificates</td>
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<td>296</td>
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<tr>
<td>Transfers to 4 Year</td>
<td>288</td>
<td>309</td>
<td>301</td>
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<td>IPEDS Success Rate</td>
<td>34.2%</td>
<td>41.4%</td>
<td>37.2%</td>
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</table>
"Honolulu Community College afforded me experiences, skills and tools to pursue my career goals. The small-knit community allowed me to form lasting and meaningful relationships. Mahalo a nui!" (Ariana Akaka)

"HCC’s FIRE program prepared me for my future. They offered small class sizes, hands-on experience, and knowledge from instructors who are involved, networked and active in the FIRE industry. In addition, they offered assistance in career preparation such as mock interviews and resume building. Lastly, the Poʻi Nā Nalu Program helped support me in all my classes. As of today, I have been accepted to the US Federal Fire Department Recruit Class." (Kaeo Kapana)

"Being here set me on the path I was destined to be on. The friends, faculty and staff who are now ohana to me have all given me the courage, support and love that I needed to continue my education and pursue my higher dreams." (Richard Keahi Kahler)
Honolulu Community College is an Equal Opportunity/ Affirmative Action Institution