

Honolulu Community College ACCJC Midterm Report 2022

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

October 2022

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

From: Karen Lee, Chancellor
Honolulu Community College
874 Dillingham Blvd
Honolulu, HI 96817

We certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signature Redacted	8/1/22
Erika Lacro, Vice President for Community Colleges	Date
Signature Redacted	Digitally signed by David Lassner Date: 2022.08.01 15:17:58 -10'00'
David Lassner, President, University of Hawai'i	8/1/2022 Date
Signature Redacted	8/18/2022
Ernest Wilson, Chair, Committee on Academic and Student Affairs	Date
Signature Redacted	8/18/2022
Randolph Moore, Chair, Board of Regents	Date

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

We certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signature Redacted	4.1.2022
Karen Lee, Interim Chancellor	Date
Signature Redacted	4.1.2022
Jeff Stearns, Accreditation Liaison Officer	Date
Signature Redacted	4.1.2022
Ross Egloria, Faculty Senate Executive Committee Chair	Date
Signature Redacted	4.1.2022
Heather Defries, Staff Senate Executive Committee Chair	Date
Signature Redacted	4.1.2022
Mark S. Alapaki Luke, Kupa Ka Wai Council Chair	Date
Signature Redacted	4.1.2022
Brigitte/Tampon Aragon, Student Government Representative	Date
Signature Redacted	4.1.2022
Shioko Yonezawa, Planning Council Chair	Date

Table of Contents

Table of Contents	4
Report Preparation	6
Commendations	7
Changes and Plans Arising Out of the Self-Evaluation Process	9
Response to recommendations for improvement	13
Student Learning Outcomes	23
Accreditation Midterm Set Standards	27
QFE 1 Purposeful Engagement for Student Success	33
QFE 2 Enhanced Support for Distance Education	42
Annual Fiscal Report	48
Appendix	49

Report Preparation

Since the accreditation visit in fall of 2018, Honolulu Community College has continued to develop and engage in multiple initiatives throughout the campus to improve the learning experience and educational success of its students. The visit helped galvanize many of the ideas prior to the visit already started and noted in the institutional self-evaluation report submitted. Although over three years have elapsed, the College has made significant strides in line with its mission. The members of the task force, as representatives of the campus, were involved in documenting the many efforts the College has made during these past years.

Accreditation Task Force members participating in the preparation of this report:

- Ann Abeshima, Assistant Professor, Early Childhood Education
- Erica Balbag-Gerard, Academic Counselor
- April Ching, Instructor, English
- Elizabeth Hartline, Instructor, Early Childhood Education
- Chiara Logli, Institutional Assessment Specialist
- Caroline Soga, Program Coordinator, Early Childhood Education
- Jolene Suda, Associate Professor, TRIO-Student Support Services Project Director/PI
- Norman Takeya, Assistant Professor, Architecture Engineering and Construction
- Kristi Teruya, Academic Coach
- Drake Zintgraff, Academic Counselor
- Silvan Chung, Interim Dean of Academic Support
- Karen Lee, Interim Chancellor
- Susan Nishida, Interim Vice Chancellor of Academic Affairs
- Jeff Stearns, Associate Professor and Accreditation Liaison Officer

Commendations

The ACCJC team, after visiting in October 2018, gave Honolulu Community College five commendations in its External Evaluation Report. Below are updates to those commendations, showing that the campus has continued to expand those initiatives.

Commendation - Hawaiian Center

The team commended the Hawaiian Center for serving the Hawaiian community through perpetuating Hawaiian culture, language, and values in instruction, student support services, professional development, and community building. (I.A.1, I.A.3, II.C.4)

Since the team visit, Honolulu CC's Native Hawaiian enrollment percentage to overall student population increased to 33% (931 students) in Fall 2021 from 25% (889 students) in Fall 2018. In the same year, the retention rate rose to 74% from 73%, and the graduation rate to 26% (241 students) from 25% (193 students). Course completion rates went up to 74% from 68%. [The successes have been extraordinary.](#)

Commendation - Career and Technical Training

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

The College continues to offer full educational support including assistance with curriculum development, class scheduling, and teacher training to our many trade training partners. We are particularly proud of our instructors who were, with the advent of the pandemic, able to abruptly pivot to alternative methods of instruction including online and hybrid formats and to adjust their hands-on classes to adhere to public health best practices such as social distancing and minimizing the communal use of tools and equipment. Instructors were required to quickly adapt and convert their lessons and to learn to use tools like Zoom, Google Meet, and Webex. Thanks to their commitment and resourcefulness, our program continues to play a key role in developing a well-trained workforce with tradespeople who work productively and safely.

Commendation Student Life Development Strategies

The team commended the College for the innovative strategies of the office of student life and development and its commitment to student growth, validation in

community building through extraordinary efforts that enhance student engagement, and strong leadership. (II.C.4)

Student Life Development (SLD) continues to be innovative in reaching out to students. Despite challenges with COVID, programming continued with the SLD offering various opportunities for students to engage via distance interaction. Activities such as online game events, virtual commencement, and virtual bingo allowed for open access to all of our students. That was coupled with safe in-person opportunities, such as a workshop for building stuffies and in-person commencement picture-taking assistance. Serving as leaders, SLD students continue to work to engage and attract new student leadership and campus involvement.

Commendation - Commitment to Sustainability

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

Honolulu CC continues to expand its commitment to incorporating and promoting sustainability in the curriculum and campus operations. The campus wide Sustainability Committee has grown in size; for each of the past two years, 20-30 members from across campus departments and disciplines worked on campus initiatives. By creating several working subcommittees, [significant progress was achieved](#).

Commendation - UHCC Island-Centered Mission

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

UHCC has continued to identify new programs and implement technology to students for tracing academic pathways. One key initiative was a 5-week online AA degree program that is offered jointly by the seven community colleges.

Changes and Plans Arising Out of the Self-Evaluation Process

Changes and Plans Arising Out of the Self-Evaluation Process						
<i>change, improvement, and innovation</i>	<i>Standard</i>	<i>Timeline</i>	<i>Outcome</i>	<i>complete ?</i>	<i>Action Taken</i>	<i>Evidence</i>
Revised mission statement	I.A.1	Spring 2017	Mission better focuses on student learning and achievement and includes core values	<input checked="" type="checkbox"/>	After revising the mission, it was approved by the campus governing committees and the Board of Regents.	5.1 BOR approval of mission - Planning Council minutes
Increase enrollment of international students	I.A.2	Spring 2019	Higher enrollment of international students	<input checked="" type="checkbox"/>	Several actions were taken. The Records Office simplified processes to support registration, while the Faculty Senate and Administration agreed to increase English qualifying exams beyond TOEFL and to lower the qualifying score for entrance coupled with a requirement for ESL instruction. Despite the efforts, the pandemic has restricted international travel and immigration with no amelioration in sight.	5.2 FSEC minutes 2.145.20 5.3 Foreign student test score proposal
Increase enrollment of Native Hawaiian and other students from underserved populations	I.A.2 I.B.6	Spring 2019 (on-going)	Higher rates of students from underserved groups	<input checked="" type="checkbox"/>	Through various initiatives to tutor, counsel, and monitor Hawaiian and other underserved students, course completion and retention improved. Despite a decline in general college enrollment over the past years, the percentage of Honolulu CC students of	5.4 Honolulu CC, Fall 2021, All Ethnicities, Hawaiian or Pacific Islanders

					Hawaiian and Pacific Islander ethnicity to total students has grown each year.	
Strengthened sustainability efforts at the College	I.B.9 III.B.4	Spring 2018 (ongoing)	Increase the awareness and action about sustainability and connection to the strategic plan	<input checked="" type="checkbox"/>	The Sustainability Committee provides a campus newsletter each week to inform faculty and students about practical steps to take to be more sustainable, as well as educational resources for instructors to integrate in their teaching. The campus approved and now offers an Academic Subject Certificate in Sustainability for students who wish to emphasize environmental topics in courses taken for their degree pathways. A new, ambitious campus Sustainability Strategic Plan was drafted and approved.	5.5 Sustainability Strategic Plan 5.6 S-designation handbook 5.6a S-designated courses
Increase culture of assessment at the College	I.B.1-4 I.B.5 II.A.3 II.A.4	Spring 2019 (ongoing)	Elevate the level of discussion and engagement in data for decision-making	<input checked="" type="checkbox"/>	Completed. Under guidance of the Assessment Coordinator and Assessment Task Force, all disciplines and service departments submit assessment by semester or annually, depending upon the unit. Multiple assessment webinars are presented to the campus each semester.	5.7 Assessment web page 5.8 Assessment discussions and showcases
Improved alignment of general education and ILO outcomes	I.B.5, II.A.1	Spring 2018	Improved connection of the role GE learning plays in program and certificate completion	<input checked="" type="checkbox"/>	The elimination of developmental education from Fall 2016 helped CTE programs to embrace college-level English, math, and other GE learning for programs and	5.9 Mapping GenEd to PLOs and ILOs

					certificates.	
Improve monitoring and documentation of DE interaction with students and five-year course certification	II.A.1	Fall 2018 (on-going)	Ensure DE instructor interaction to improve success of students in online classes	<input checked="" type="checkbox"/>	The DE coordinator in conjunction with the DE committee began training and certification for online instructors to improve student success. Proactive interaction with students was one of the key components of the training and certification.	5.10 DE Handbook 2021 5.11 DE Handbook 2018
Implemented Quali Curriculum Management system	II.A.2	Fall 2016	Moved curriculum process online for better record keeping and curriculum management	<input checked="" type="checkbox"/>	The Quali curriculum management system eliminated the use of paper records. Data from pertinent old records were transferred into Quali.	5.12 Quali CM Reference Manual
Consolidated SLO assessment documentation	II.A.3	Fall 2017	Ensured documentation of all courses SLO assessment	<input checked="" type="checkbox"/>	SLO documentation became a requirement for all courses and all instructional divisions. The Assessment Coordinator further stepped up this requirement to include all operational units.	5.13 Assessment campus wide prior to eLumen 5.14 Assessment guide
Standardize format of SLO assessment reporting using assessment database	II.A.3	Spring 2019	More comprehensive assessment of courses and programs	<input checked="" type="checkbox"/>	After a period of development, testing, training, and tweaking, the eLumen system became the SLO assessment method for the campus in Fall 2021.	5.15 Assessment standardized outcomes 5.16 Assessment outcomes guide
Implement web database for all course syllabi	II.A.3	Spring 2019	Allow students to view syllabi for any course	<input checked="" type="checkbox"/>	We have created a shared drive, collecting course syllabi, which is now available to students on the web.	5.17 Syllabi Repository

Designed program to attract returning students	II.A.6	Spring 2018 (on-going)	Recruitment not working satisfactory so rethinking approach	<input checked="" type="checkbox"/>	The College contributed with instruction to Leeward CC's 5-week online program, attracting returning students, and is preparing for an 8-week "Flex AA" Liberal Arts program, and providing returning adults with scholarships, as available.	5.18 5-week AA degree program
Improved focus on student pathways	II.C.1 II.C.5	Spring 2018	Coordinated discussions about discipline areas to move students to transfer and degree completion	<input checked="" type="checkbox"/>	Pathways remains a system initiative and our college has improved both transfer and degree completion, as set standards indicate.	5.19 UHCC pathways initiative
Develop a comprehensive facilities plan	III.B.I	Fall 2018 for initial draft (on-going)	Facilities involves a wide-range of coordination and planning, so a facilities plan would pull all aspects together to use as a guideline	<input checked="" type="checkbox"/>	Although the campus relies on facilities planning developed or approved by UH, UHCC, and the Legislature, the campus developed a facilities plan to include the many initiatives to reduce utility costs, enhance active areas, and beautify the campus at the end of 2018. The College plan was updated in early 2022.	5.20 College Facilities Plan Addendum 5.21 Honolulu CC College Facilities Plan 2.5.2019
Policy on policy review established	IV.B.5	Fall 2018	More systematic review of policies and procedures	<input checked="" type="checkbox"/>	The policy on policy review was established in 2018.	5.22 HCCP 5.204

Response to recommendations for improvement

Recommendation - Policies

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

To follow best governance practices and maintain institutional integrity, the College developed its own policy ([HCCP 5.204 Regular Review of College Policies and Procedures](#)) on policy and procedure review in [October 2017](#), informing the Planning Council, whose members represent all areas of the campus. The Chancellor sent a draft of the policy to the Faculty Senate Student Government, and the Staff Senate to review. The policy went into effect in October 2018.

The policy was made available on the campus intranet for reference along with all other policies and procedures of the College. The document outlines a process for regularly reviewing the institutional policies and procedures to ensure they are current and align with its mission, programs, and services on a regular five-year cycle. The review process is in place.

Under the latest review, the policy numbering was amended to better match those of the Board of Regents, University Hawaii system, and the University of Hawaii Community College system. Policy number HCCP 5.204 was changed to HCCP 1.101.

The visiting team likely intended to reference HCCP 5.204 in the recommendation instead of UHCC 5.304, since such a UHCC policy does not exist, neither in number or title.

As for HCCSOP 1.201, Roles and Responsibilities of Committee Service, the Chancellor discussed the importance of the roles and responsibilities of committee members as outlined in the document at the Planning Council in [October 2018](#). The procedure calls for representatives to actively participate in regularly scheduled meetings, communicate issues, make decisions, solicit feedback regularly from represented groups, and collaborate with other committee members. If unable to attend the meetings, representatives are required to send proxies.

From that point on, chairs of all committees have been obligated to inform their members of the responsibilities. The procedure is posted on the campus intranet.

Recommendation - Facilities Master Plan

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

The [Honolulu CC Facilities Plan 2018](#) (Facilities Master Plan) was prepared with cooperation from the University of Hawaii Community Colleges (UHCC) for input and review. Because much of our institution's facilities planning depends on and coincides with the planning by UHCC, University of Hawaii system, and State legislators, the document incorporates and references multiple other plans. This version could be considered as an updated extension of the institution's 2011 Long-Range Development Plan (LRDP). It also incorporates related elements of the 2016 University of Hawai'i 6-Year Capital Improvement Plan and the 2018 study on Facilities Renewal Reinvestment for the University of Hawai'i.

Included in the Honolulu CC LRDP were the requirements and issues related to two major medium-term projects: 1) an Advanced Technology and Training Center (ATTC) and 2) the City's planned Kapālama Transit Station. The training center was delayed due to delays in land preparation and legislature funding issues, while the transit system is still in initial stages of construction on and around the campus.

A draft of the Facilities Plan was presented to the Planning Council members in [January 2019](#) to disseminate for comment.

Since that time, the plans for the training center were reconfigured at a reduced cost through renovation of existing campus buildings. The transit system plans too were modified multiple times, so Honolulu CC planning consists of many uncertainties.

Nevertheless, the facilities plan was developed and includes planning criteria, overview of existing conditions, sustainability, improvements, and development guidelines.

An [addendum of the plan](#) was prepared in February 2022 and presented to the campus.

Recommendation - DE Training

In order to improve institutional effectiveness, the team recommends that the College codify criteria used to approve faculty who teach online, provide training opportunities for faculty to meet those criteria, finalize

the distance education handbook, and widely communicate the handbook contents. (III.A.2, III.A.14)

All new faculty desiring to teach online are required to receive certified training on designing and teaching courses using Lulima, building engaging content, using interaction to form online learning communities, as well as effectively implementing best practices in assessment, accessibility, and pedagogy.

The certified training ensures that all distance education (DE) faculty are prepared and able to deliver quality instruction and facilitate student learning online.

Additionally, professional development workshops are hosted throughout each semester to provide faculty with further guidance in best practices for online learning and teaching. Available workshop or training dates and times are emailed to the campus by the Faculty Development Committee, the Distance Education Advisory Committee (DEAC), Information Technology Support (ITS), or administration.

As noted above, all faculty teaching online first must receive DE certification. The procedures to be certified are as follows:

- 1) Successfully complete approved training on DE course design and implementation. DEAC provides a list to faculty of training that is approved.
- 2) Submit proof of training via email to the DE Coordinator, or in the case of a vacancy in that role, the DEAC Chair.
- 3) Upon receipt of training verification, the DE Coordinator/DEAC Chair adds the instructor to the DE Certification List.

Division chairs are responsible for verifying that all instructors teaching in distance education modality have received DE certification. The chairs also are responsible for supporting interested instructors in accessing certified DE training.

Discussions of the certification for online teaching, policies and standards regarding distance education, and course criteria are included in the [Distance Education Faculty Handbook](#), which was updated in September 2021 and formally presented to the Faculty Senate Executive Committee and the Committee on Programs and Curricula for acknowledgement and comment. The handbook was then distributed to the campus with an outline of the contents and posted on the college website.

The updated handbook provides comprehensive information to faculty teaching online, particularly in view of the pandemic, which caused nearly all the campus's classes to be taught online synchronously or asynchronously. The handbook

addresses many of the questions and concerns for faculty, including issues for those who have not yet taught courses online.

The handbook also provides many important definitions about regular and substantive interaction including specific examples that faculty can refer to for their courses. In addition are links to a number of student support services that are of value for students in online classes.

With certification criteria codified for teaching remotely and with multiple training opportunities, of which many faculty have taken advantage, the institution's distance education is becoming more robust and effective. The handbook provides clear guidelines for teaching distance education, and the contents of the handbook have been widely communicated to the campus. The DEAC, which oversees online instruction, meets monthly to discuss issues that affect online teaching. Minutes of the meetings are made available to the campus.

Recommendation - DE Resource Allocation

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

The College implemented an integrated plan and resource allocation process for distance education in early 2019, but after the pandemic required more classes to be offered remotely, the process was revised to better meet the needs of online instruction. The revised process includes a more pragmatic funding mechanism, strengthens the quality of instruction through certification, and provides faculty with more online teaching support through workshops and training sessions.

In the initial resource allocation process, distance education began participating as any other program in the institution's Supplementary Program Budget process. Under the Supplementary Program Budget procedure, fund requests were gathered by the College Planning Council and each were ranked by the campus through the five governance committees based on the college's mission and need. The Chancellor then allocated available funds for the following academic year in accordance with the rankings.

However, when the pandemic caused nearly all courses to be taught online, the demand for training, software, hardware, and support increased dramatically. Even though the campus returned to face-to-face classes in fall 2022, the number of courses that continued to be offered fully or partially online became a much larger percentage of overall instruction.

Under the updated integrated resource priorities, the College will allocate funding of up to \$10,000 annually to the Office of the Vice Chancellor of Academic Affairs (VCAA). This funding will be allotted in addition to the Federal HEERF funds available to the campus for initiatives directly impacted by the COVID-19 pandemic. The Distance Education Advisory Committee (DEAC), a faculty committee, will advise the VCAA on remote learning priorities, and together with the Deans and Division Chairs, the VCAA will utilize the funds to enhance remote learning services to students.

More specifically, the DEAC will gather requests for funding from instructors teaching online, review them, and advise the VCAA of the funding needs. The DEAC also includes representatives of administration and Information Technology Services (ITS). This new mechanism provides a more practical means for distance education support because designated funds will be allotted specifically for online teaching and can be distributed without a long approval process.

In addition to this funding allocation process, online instructors continue to receive technical, software, and hardware support from the campus ITS and technical support for Lualaba from UH Manoa ITS, which manages the editorial online system for all ten UH campuses. Both ITS groups offer workshops and training sessions on distance education.

The DEAC also tracks online instructor certifications and oversees the quality of online instruction. The committee additionally works with Deans and Division Chairs to ensure online courses are scheduled by online certified faculty who maintain quality instruction, and to ensure there is adequate support for online instruction, including student support services.

The College's structure for integrated planning and resource allocation for distance education as well as software, hardware, and training fully supports the campus's distance education instruction.

Recommendation - UHCC Role Delineation

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

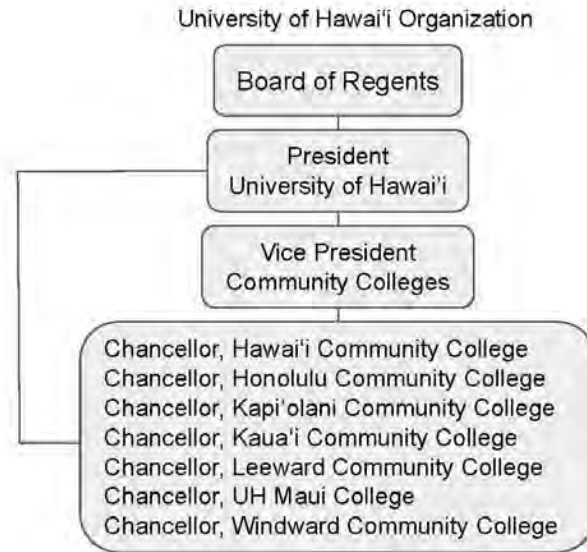
The University of Hawai'i (UH) System includes three universities, seven [community colleges](#) and community-based learning centers across Hawai'i. The seven community colleges comprise the UHCC System and are led by the Vice President for Community Colleges (VPCC).

To respond to the System Recommendation, the VPCC convened the six campus Accreditation Liaison Officers (ALOs) that represent the UH community colleges accredited by ACCJC and began holding monthly meetings. UH Maui College (UHMC) is accredited by the WASC Senior College and University Commission, and their ALO did not participate in responding to the ACCJC recommendation.

In early meetings, discussion centered around the External Evaluation Team Report. The report noted, “While assessment of system-wide role delineation, governance and decision-making is ‘organic and ongoing,’ a formalized structure for assessment does not exist.” Based on this statement, the VPCC, the Interim Director of Academic Programs, and ALOs began work on developing a formalized assessment process. After much discussion, the group determined a baseline system-wide survey was needed. The UH/UHCC Shared Governance survey was disseminated to all seven community colleges, including UHMC, and the UHCC System Office as the goal of the UH/UHCC Shared Governance Survey is to provide feedback to the UHCC System Office and the colleges as a whole. The detailed quantitative survey results are provided in this [document](#).

Survey Design

The survey solicited feedback on communication, role delineation, and shared governance across the UH System. At UH there is a three-tiered system of governance - the UH System, the UHCC System, and each college’s own governance structure. While the UHCC System is part of the UH System, the offices have different roles and responsibilities, although there is some overlap. The chancellors have a dual reporting authority to the VPCC as well as to the President of UH. See the organizational chart below.



To address the two tiers of system governance, the same survey statements were repeated for the UH System and UHCC System separately. The goal is to understand if there are differences in how faculty and staff perceive communication and governance at the UH System level versus the UHCC System level. Additionally, the structure of the survey was designed to address the specific elements mentioned in the recommendation: Communication, Shared Governance, and Decision-Making.

The Interim Director of Academic Programs reviewed other community college surveys and drafted a UH/UHCC Shared Governance Survey. The draft survey was shared with the ALOs to garner feedback and suggestions for revisions. Over a period of several months, with feedback from the ALOs, a revised survey was produced. The survey was then shared with the seven community college chancellors and further revised. By early October 2021, a final [Shared Governance Survey](#) was completed.

Survey Results

The survey was conducted in October 2021 over a period of two weeks. Each chancellor invited their community college faculty and staff to participate in the survey. There were 318 survey respondents from the seven community colleges and the UHCC System Office, which represents a 15% response rate for the 2,135 positions in the UHCC System. Of the 318 survey respondents, 102 respondents, or 32%, provided written comments that are summarized in the sections below.

The [survey results](#) indicate the diversity of respondents accurately reflects the various campus functions. The number of respondents is evenly distributed across the campuses, though not proportional with the size of each college. About one-third of the

respondents have participated on a systemwide committee and should have some understanding of how systemwide committees function.

Communication

Quantitative results indicate that more respondents agree or strongly agree than disagree (42-44% vs 33-35%) that the UH System and UHCC System provide timely and accurate information. There is also agreement that the UH System website and the UHCC System website are reliable sources of information, however, respondents noted that most do not use either system website on a regular basis.

With respect to communication, the most frequent theme found in the qualitative comments is related to a lack of quality and timely communication. Some responses indicate a lack of communication at a specific college or branch campus. There are also several comments about the need to improve the UHCC website and provide more timely information.

Shared Governance

Perceptions about the effectiveness of system committees indicate an equivalent number of respondents agree and disagree about their effectiveness. In response to whether the system assists the college with meeting educational goals for student achievement and learning, more respondents agree than disagree with this statement for both the UH System and the UHCC System.

The statement regarding the role delineation between the UH System, UHCC System and the college shows about the same percentage of respondents agree or strongly agree that roles are clear as the percentage that disagree or strongly disagree.

Several themes emerged from the qualitative comments with two overarching themes of Decision-Making and Leadership.

Decision-Making

The largest number of comments were centered on the use of systemwide committees and the perception that administrators do not actually use the committee recommendations. Several respondents believe the administration is using the system-wide committees to “check the box” and often will make decisions without getting feedback at all or by simply ignoring the feedback.

Another area that was represented in the feedback was a concern that “[w]hile the ability to dialogue with colleagues on a systemwide committee is very valuable, the individuals who represent the campus on those committees are not always the most

effective representatives.” The concern about appropriate representation on system-wide committees appeared in several comments.

Several respondents also mentioned a perception of bias with decision-making in favor of the four-year institutions and against the community colleges. Lastly, there is support for more collaboration to better serve students but also an opposing concern that colleges have become too centralized.

Leadership

Under the theme of Leadership, the most mentioned area was the lack of strong leadership and management experience in administration. A specific comment was, “There are too few senior leaders at the system and cc system who have recent campus leadership/management experience.” A few comments also mentioned a lack of vision.

A few respondents commented on the lack of role delineation. “There is no clear delineation between the purview of individual campuses, the UHCC system, and the UH system. This yields a scenario in which campuses are expected to act as if they are part of the same body, while in fact, they are competing in many regards for limited enrollment potential and resources.”

It was also suggested that it “would be nice if the Vice President of the CC s would engage more directly with each campus.” And one respondent suggested, “I think it would be important to have administrators placed in permanent positions vs interim.”

The UH System Office and chancellors will continue to reflect on the survey results and consider what additional actions may be needed to enhance shared governance and communication system wide.

Plans and Timeline

1. Share the survey results with the faculty and staff in the UHCC System.
 - a. The VPCC will share the results at the regular college meetings in spring 2022.
 - b. The UHCC System Office will distribute online feedback forms with the survey results for constituents to include additional suggestions for improvement by May 2022.
2. To address Communication:
 - a. The UHCC System Office will review the UHCC System website during summer 2022 for accuracy and currency and revise by the beginning of the fall semester.

- b. The UHCC System Office will email systemwide committees annually every September to improve availability and accessibility of all systemwide committees meeting minutes.
3. To address Shared Governance:
 - a. During fall 2022, the VPCC and chancellors will discuss feedback regarding a need for a clarified definition of shared governance and recent changes in role delineations.
 - b. The UHCC System Office will disseminate a survey to systemwide committees to get more in-depth feedback on ways to improve shared governance and communication across the community colleges during the 2022-2023 academic year.
4. The UH System and UHCC System are currently reviewing the strategic plan. The UHCC System Office will look to integrate appropriate actions related to this recommendation into the 2023-2028 strategic plan.
5. The UHCC System Office will conduct the UH/UHCC Shared Governance Survey annually in the fall semester to gauge progress toward improving areas of concern.

Student Learning Outcomes

During the last ACCJC visit, the accreditors found assessment at Honolulu CC robust and well-planned. Since the last comprehensive review, the College has continued strengthening its assessment cycle and expanding its assessment goals. The institution is constantly fine tuning outcomes, curriculum maps, and assessment methods as well as collecting, examining, and using assessment results to foster student learning and institutional effectiveness. Outcomes guide all units on campus, both instructional and non-instructional. Non-instructional units see value in Service Area Outcomes (SAOs), while instructional units benefit from three layers of Student Learning Outcomes (SLOs)—Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs). Faculty, including lecturers, submit assessment reports for CLOs every semester, while supervisors submit assessment reports for SAOs every fiscal or academic calendar year.

1. What are the strengths of the process that helps lead the college to improve teaching and learning?

Honolulu CC amplified its assessment momentum by launching the first Assessment Management System (AMS) and engaging in assessment in new meaningful ways. Leveraging technology and engagement has contributed to improved student learning.

a eLumen AMS. Assessment of outcomes has been a systematic process at Honolulu CC since 2012, when the College created a Word template to capture aggregated results for CLOs and SAOs. Faculty and staff submitted assessment reports in person (with hardcopies or flash drive files) or digitally (by email or in department folders). Due to multiple formats, tracking and examining outcomes was limited. In the midst of thousands of documents across dozens of spaces, the assessment reports were generally not looked at, not connected to other campus-wide datasets, and not used to generate broader changes. They were often perceived as a mere requirement for accreditation compliance. A shift started in 2018, when some units began using Excel or Google spreadsheets, opening up new opportunities for analysis. In the meantime, to solve the labor of gathering such disparate assessment information, a campus-wide workgroup vetted various AMS and selected eLumen unanimously, based on the constituents' needs, campus budget, and University of Hawaii security requirements.

In Fall 2020, the campus began submitting assessment reports via eLumen. The digital migration supports greater participation, transparency, and usage in assessment. The key is to have assessment reports that are accessible online via eLumen, ask questions that create insightful answers, are connected to other campus-wide datasets, are analyzed through frameworks that are relevant to the campus mission, and are used to initiate broader change.

The AMS allows both numerical calculations and narrative analysis. Faculty and supervisors fill out numerical Scorecards and a textual Action Plans. They answer four clear and concise open [questions](#): a) how many students met and did not meet the outcomes (non-instructional units refer to participants or cases); b) what assessment methods were used; c) what worked well; d) what needs to be adjusted. Respondents generally provide insightful answers about student learning, instructional design, and ways to fulfill the campus mission.

In the data analysis, [eLumen dashboards](#) present numerical results over time and by demographic characteristics (i.e., ethnicity, gender, age). To code patterns across all datasets, assessment workgroups use the Universal Design for Learning model (UDL), which gives a close attention to equity matters and diversity strategies [Logli, 2020](#); chapter in the upcoming book *Reframing Assessment to Center Equity*, Stylus Publishing .

b [Assessment engagement](#). An increasing number of faculty and staff engage in assessment, including in assessment committees, training, and discussions.

In Spring 2020, the [Assessment Committee](#) was restructured to broaden both representation and responsibilities, including creating [procedures](#), gathering feedback from constituents, refining the process, and supporting colleagues. All [eLumen Coordinators](#) ensure information about outcomes is disseminated, outcomes are assessed, and results are evaluated and discussed.

Since 2018, assessment town halls and training series have covered the latest trends and reached out to a wide spectrum of participants, including units that had been detached from assessment before. The [assessment webpage](#) provides an up-to-date space with relevant FAQs, guides, tutorials, mini lessons, and overarching concepts.

2. What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

As technology and engagement in assessment deepened, assessment aspirations also expanded. Over the next two years, completion of four goals is on the horizon.

The first goal is to gather assessment data per-student and have it automatically populate course-, program- and institution-based outcomes in eLumen. To advance data integrity, Honolulu CC moved from a hierarchical mapping approach (i.e., CLOs to PLOs and PLOs to ILOs) to a split mapping approach (CLOs to PLOs and CLOs to ILOs). The College is finalizing the [curriculum map](#) in eLumen so data can be extracted and better inform program reviews, decision-making, and external collaborations (e.g., grant applications and reports). SAOs are mapped to the unit mission and are considering adding a map to either Core Values or ILOs.

The second goal is to desegregate assessment data by ethnicity, so the College can investigate how the assessment might affect students differently. Equity has always been at the forefront of the campus mission and initiatives, including assessment.

The third goal is to analyze assessment data by frameworks especially suited for an open-door, student-focused, indigenous-serving institution. The College draws from culture-based approaches that also resonate with recent developments in assessment.

The fourth goal is to better support faculty and staff in their assessment endeavors. Through eLumen, participation in assessment is easily trackable. By knowing who is and who is not submitting reports, targeted support can be provided, from basic steps to advanced interests.

With regard to mid-term objectives, increasing faculty participation in assessment and elevating assessment to ILOs are the next aspirations over the upcoming six years. After a first assessment cycle in eLumen around CLOs and SAOs, PLOs and ILOs are to be assessed next through faculty calibrated value rubrics as well as student self-assessment surveys and follow-up focus groups. As the campus becomes more serious about assessment, contributes more, and uses the results for student learning, equity, and Hawaiian cultural strategies, overall assessment will expand.

3. Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

The campus has developed an assessment culture that regularly gathers assessments, reviews and discusses the data, and creates action plans for real change. In Spring 2019, the campus found that all ILOs were met above the 70% threshold. The findings informed decisions about curriculum mapping, program revisions, faculty and staff development, service offerings, funds allocation, and course improvement.

First, the process of setting up eLumen provided improvement of the campus curriculum. Several hidden gaps in the curriculum map became visible. Some course and program outcomes had to be updated, some courses had to be deactivated, some programs had to be realigned, and the curriculum workflow needed to be more flexible for updating and linking outcomes. These tasks were not difficult but the challenge was in finding agreement among all parties involved—from faculty to division chairs, deans, committees, and various data administrators. Through these conversations, outcomes and curriculum maps were viewed with more attention, making assessment more meaningful. Faculty and staff are more and more convinced that assessment has to be transparent, clear, and well-designed for students.

Second, faculty's assessment reports encouraged program revisions, including outcomes, methods, and alignment. In 2021, Fashion Technology found that students

generally mastered the learning outcomes and were prepared to continue to 4-year colleges, but often faced obstacles in transferring credits. Consequently, Fashion Technology has synchronized with 4-year colleges by redesigning all outcomes, renumbering the course sequence, and including all 61 credits to the Course Equivalency List and Manoa graduation checklist. The Fire and Environmental Emergency Response found that the students were well prepared but had difficulty in passing the state certification exam. As a result, the department worked closely with the certification agency and revamped the practice quizzes; all students passed the state-wide written exam Fall 2021. The Early Childhood Department, after seeing assessment results, began providing students with a more comprehensive introduction to online learning, technology, and the courses, while the English department used assessment to track assignments that revealed results of learning outcomes.

Third, assessment findings have steered the topics of faculty and staff development, including that for the Sustainability Committee, the Hulili Ke Kukui Hawaiian Center, and the development committees for faculty and staff.

Fourth, surveys consistently confirmed that students benefit from the close collaboration between academic and student affairs. Therefore, staff in service areas established communication with faculty for alerts about students needing support so they could visit classes or reach out to students instead of waiting for them.

Fifth, students and faculty surveys used for assessment help the administration allocate funding effectively. A survey assisted in identifying and responding to the prime areas of needs during the pandemic. Wi-Fi was made available in the parking lots while laptops, software, tools, and online books were also offered to students.

Finally, faculty's assessment reports and student evaluations inspired a myriad of course improvements. Through assessments, faculty identify possible obstacles to learning and, as a result, design scaffoldings to support student variability. For example, outcomes were better met when faculty "activated background knowledge" by replacing textbook examples with local examples.

4. In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

The campus has maintained all assessment timelines and moved forward consistently. Regularly assessing on a per-student basis can seem daunting but when the college focuses on supporting the continuous improvement process then the dialogue for assessment shifts.

Accreditation Midterm Set Standards

Set Standards and Aspirational Goals

Honolulu CC's set standards and aspirational goals are determined by the University of Hawaii Community College system (UHCC) that oversees the seven community colleges in Hawaii. The performance results for Honolulu CC also are provided by the UHCC. The Vice President of the Community Colleges presents the data along with interpretation to faculty and staff each semester. Using the data, the Chancellor also discusses the institution's performance and goals at the college meetings before each semester.

Course completion rates			
	2018-19	2019-20	2020-21
Actual performance	79%	80%	80%
Institutional set standard	70%	70%	70%
Aspirational goal	75%	75%	75%
Difference actual and set standard	113%	114%	114%
Difference actual and aspirational	105%	107%	107%

Results:

The Honolulu CC course completion rate hovered above both the institutional set standards and the aspirational goals for the three years.

Analysis:

One factor that helped students complete more courses was the implementation of corequisite classes from Fall 2016, eliminating developmental education. For English, the college began placing all students in college-level courses, while for math the program was redesigned for accelerated learning.

Developmental education classes not only had poor success rates, they delayed students from entering their intended programs, including career and technical fields, that required college-level English and math for courses. According to UHCC data, college-level English success rates for Honolulu CC more than doubled in Fall 2018 to 58% compared with just 24% in Fall 2013, and more than quadrupled to 27% for math. Both programs continue to improve their programs to facilitate more course completion.

The results also reflect implementing or promoting a variety of student support services and aggressively monitoring student success. These programs included the Hawaiian Center, Writing Center, Math Lab, Tutoring Center, TRIO-SSS, and online tutoring for math, writing, and science. In addition, the College Achievement Retention Center (CARE) encouraged faculty to flag students having troubles and stepped up communication with those students. CARE found that issues were not always academic.

Certificates completion rates			
	2018-19	2019-20	2020-21
Actual performance	327	215	191
Institutional set standard	113	113	113
Aspirational goal	137	144	151
Difference actual and set standard	289%	190%	169%
Difference actual and aspirational	239%	149%	126%

Results:

The Honolulu CC certificate completion rate exceeded both the institutional set standards and the aspirational goals by an exceptional gap for each of the three years.

Analysis:

Honolulu CC's completion rate for certificates has significantly exceeded both the set standards and aspirational standards. More than half of the students attending the college are in career and technical programs and the high rates of completion indicate the value of the programs offered at the college, leading students to employment. The CTE programs continue to have discussions with industry to keep abreast of the needs in technical fields.

Associate degrees awarded			
	2018-19	2019-20	2020-21
Actual performance	579	707	562
Institutional set standard	540	540	540
Aspirational goal	656	689	724
Difference actual and set standard	107%	131%	104%
Difference actual and aspirational	88%	102%	78%

Results:

The academic degrees Honolulu CC awarded have exceeded the institutional set standards over the three-year period but met the rising aspirational goals only one of the years.

Analysis:

The associate degrees awarded by the College have been on an uptrend, the result of several processes to encourage issuing of more degrees. One is the implementation of STAR pathways, an online program that allows students themselves to track their academic progress. The application informs students which courses are pending for degree completion, making it clear what is needed for graduation.

Honolulu CC also found that some students transfer to universities without completing their coursework at our college but finished course requirements at those institutions. The College now is able to track such students who transferred to

universities within the UH system, and issue the degrees earned at our campus through a process called “Reverse Transfer,” but unfortunately it is not possible to track requirements taken at other institutions.

Honolulu CC as well as other UHCC colleges are now participating in a program for students to earn degrees completely online. This initiative provides educational opportunities to those unable to take courses on the campuses. The colleges expect to see an increase in degrees awarded from the initiative.

With the pandemic interrupting many students’ education paths, it is difficult to anticipate an accelerated awarding of degrees beyond the rising aspirational goal other than through the measures noted.

Transfers			
	2018-19	2019-20	2020-21
Actual performance	549	474	476
Institutional set standard	518	518	518
Aspirational goal	609	639	671
Difference actual and set standard	106%	92%	92%
Difference actual and aspirational	90%	74%	71%

Results:

Honolulu CC’s transfers slipped below the institutional set standards for the last two years, and missed the aspirational goals all three years.

Analysis:

Transfers continued in a downtrend. This decline focuses mostly on liberal arts students since more than half the College’s student population are in career and technical education programs that finish training without the need to transfer.

Liberal arts majors transferring to the four-year University of Hawaii institutions of UH Manoa, UH West Oahu, and UH Hilo tended to pursue the Business,

Pre-Psychology, Applied Science, and Public Administration fields. Aware of this, Honolulu CC has been designing “exploratory paths” to help students complete needed courses while also allowing them to figure out which areas of study are the most appealing to them. These exploratory paths should have an impact on transfers once students enrolled in the first stages complete their paths.

The College is also aware that because of the pandemic, students have been under pressure to step back and delay their education with the situation for many families unstable. Restrictions placed on restaurants, hotels, retailers, and most other businesses meant reduction in work hours and losses of jobs. With income tight, some had to hunt for multiple part-time work to gain as much as they were making previously, limiting time they could devote to education.

The pandemic also encouraged some students to accept immediate full-time work opportunities, when offered, rather than continue to study at a four-year institution while the future has become so unpredictable. Hopefully, the situation will be temporary and cause only delays in their education paths.

To improve transfers, Counseling partners with UH Manoa to offer seminars and holds “Transfer Days,” in efforts to inform students of their transfer options and assist them with difficulties in transferring. The University of Hawaii system has three universities, UH Manoa, UH West Oahu, and UH Hilo, which help support these events.

Our college also has been working with UHCC in the development of an articulation and transfer database. Also significant, all ten colleges in the University of Hawaii system are participating in the Western Interstate Commission for Higher Education (WICHE) Interstate Passport program. This multi-state approach allows general education transfers based on learning outcomes and proficiencies rather than specific courses and credits.

Finally, our college has been updating and creating new transfer articulation pathway agreements between associate degrees at Honolulu CC and bachelor degrees at UH West Oahu. These agreements will allow students to seamlessly transfer their courses from our college into degree pathways at the baccalaureate university and increase their chances at finishing their bachelor’s degrees.

Honolulu CC also is trying to improve performance for transfer goals through the implementation of STAR pathways, in which students use a mapping tool to know what courses are required to be completed for transfer and graduation. This visual mapping helps eliminate superfluous classes and keeps students on track. Studies have shown that when colleges do not provide such direction to students, they have

difficulty knowing which courses will facilitate their educational goals and they frequently will accumulate credits without graduating.

QFE 1 Purposeful Engagement for Student Success

The desired goal of the first Quality Focus Essay was to increase institutional effectiveness by improving the college's communication with students, on the belief that such engagement leads to student success. Research indicates that when students are engaged with the institution, both inside and outside the classroom, they are more likely to reach their personal and educational goals. Thus *purposeful engagement* would bring to the campus an environment that would be welcoming to students, which would support them in their college life. As community college enrollment trends downward, the focus on purposeful engagement is increasingly important. Focusing on communication and interaction with students, the college endeavored to increase its purposeful engagement in multiple areas. In a nutshell, the desired objective of the QFE was to increase student persistence and success through purposeful engagement of faculty, staff, and administrators with students.

This QFE had four specific goals:

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

Methods to meet the goal

To drive the initiative, the Campus Council for Institutional Effectiveness (CCIE) conducted a [purposeful engagement survey](#) of 250 faculty in Fall 2018. The responses showed that faculty and staff had planned or began implementing a wide variety of strategies to engage students in the classroom and out. The many strategies from the survey were shared with the campus.

The survey was extremely helpful to the Student Success Council, Planning Council, and other groups that had been discussing and planning the outlined action to implement the purposeful engagement initiative. The survey showed overwhelming support of purposeful engagement.

To keep the momentum, the Faculty Development Committee began offering regular [purposeful engagement-focused workshops](#) to the campus, which continued each semester from Fall 2018 to Spring 2020. When classes shifted online as a result of the pandemic, the committee also offered [workshops](#) including [summer offerings](#) helping faculty and staff to engage with students through Zoom. Both faculty and staff praised the workshops as being insightful training for distance teaching.

Additionally, the Hulili Ke Kukui Hawaiian Center created a year-long culture and place-based professional development cohort to teach faculty and staff how to engage students by creating an indigenous-serving culture and connecting college education to their daily lives and experiences. This training experience has been very popular, and has now entered its fourth year. Hulili Ke Kukui has also provided workshops and learning experiences directly to students to support their connection to place and culture and to develop a sense of community.

The Sustainability Committee too provided workshops, weekly sustainability messages, and sustainability-focused courses to engage students who were concerned about environmental issues.

Follows is a list of other activities that helped galvanize purposeful engagement:

Campus Engagement

[Mālama ‘Āina Days](#) were held to provide campus-wide, hands-on activities for students, faculty, and staff, who could mingle and learn more about Hawaiian culture and traditional sustainability practices. The days were organized twice a year by TRIO-SSS, Hulili Ke Kukui Hawaiian Center, Po‘i Nā Nalu Native Hawaiian Career Technical Education Program, and Nā Papa Hawai‘i. These campus events have been on hold due to the pandemic.

Multiple Participation Across Campus

Purposeful engagement also was integrated in academic counseling, which reached out more to students by visiting their classrooms and holding specific events, including new student registration, career technical education orientations, workshops for employment options, and use on STAR for information to facilitate course registration, graduation, transfers to four-year institutions, and exploration of majors. The aim was to lessen the anxiety students might feel with administrative requirements that are part of college success.

These activities were supplemented by an array of [study and life skills workshops](#) designed to improve students' learning skills and help students achieve academic goals. These have been conducted by the Student Success Center, TRIO-Student Success Services, College Achievement Retention Experience (CARE), Hawaiian Center, Po‘i Nā Nalu, Academic Counseling, Student Life Development, Tutoring Center, Education Technology, and Financial Aid.

To keep students on track in their studies, CARE implemented an academic concern referral system. With each alert, the group [initiates contact with the students](#) to identify potential roadblocks and proactively connect them to support services. This platform provides effective and timely support so students can get back on track and keep to their academic progress. CARE also provides study strategy workshops that cover topics such as college expectations, growth mindset, and time management.

The CTE programs took the initiative to help students expand their experience beyond the institution through internships or programs. By engaging with real-world entities, students have a greater appreciation of their college experience. Some of the internships included those with the City and County of Honolulu, Bowers Kubota Architecture and Engineering, SSFM International Architecture and Engineering, State Department of Transportation, Board of Water Supply, Hulili Ke Kukui (green leadership development), Cooperative Education, Construction Managers Association of America, and the Summer Engineering Academy (State Department of Labor and Industrial Relations).

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

Methods to meet the goal

A technology tool students used for booking appointments with counselors was expanded so students could make appointments online with multiple campus services. With this Star Balance tool, students can view when openings are available, eliminating hit-and-miss efforts to reach the assistance they need. Star Balance links to instructors, advisors, and many student support units such as the Writing Center, general tutoring, Admissions Records, the College Achievement Retention Experience (CARE), Health Wellness, Outreach, Career Services, and Student Life Development.

One of the features is an [early alert system](#) that allows instructors to inform students and CARE when assignments are lacking or when course success is in jeopardy. If students do not immediately respond, CARE contacts the students by email or phone to determine any issues and support them in reengaging with school.

Access to multiple campus services [responsive to student needs](#) has been one part of the overall purposeful engagement strategy.

Some key supporting activities

To support students with class essays and papers for any course subject, the [Writing Center](#) provides both face-to-face as well as online help. Similarly, help with assignments is offered through general tutoring, the Hawaiian Center, and TRIO. These services have been geared up with the aim of engaging with students so they feel they are not isolated on our campus but have places to go when struggling with coursework. The support these services provide gives students confidence and encouragement that they can be successful in college.

For other issues, IKEA (Inspiring Knowledge, Empowerment and Achievement) has [offered workshops](#) focusing on financial aid, study skills, academic and career preparation and Hawaiian culture. These workshops were converted to online, both synchronous and on-demand when the campus had to deal with the pandemic.

[Student Life Development](#) continues to engage students through social gatherings, sports activities, food giveaways, and other activities. The student group also provides information through its website, emails, podcasts, and social networks. Events have included a hot cocoa and s'mores kit giveaway, a build-a-stuffy activity, a donut gathering, a climbing challenge, and a hatchet throwing. The students also gather submissions to publish a campus magazine called *Art + Soul*. On the back of the student activities are a faculty-organized book club and multiple presentations including ones on cosplay, suicide prevention, campus safety, and well-being.

Counseling refocused its services away from a transactional advising model to a case management model that supports holistic advising, allowing for advising work to become more intentional. This model connects student success plans to appropriate resources based on needs, including to community organizations or agencies. The shift in the advising model has opened opportunities for counselors to collaborate with program faculty able to link students to employment opportunities related to their majors. STAR provides the basic [academic information help](#) for 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.

Methods to meet the goal

While the institution engages students in academic, extra-curricular, and social-emotional activities, as noted above, the College also provides work-based learning in multiple areas across the campus, most notably in tutoring, such as the Writing Center, [Hawaiian Center](#), [TRIO](#), information technology, and Student Life Development. Students with part-time jobs at the campus have faculty supervisors who encourage them in their school work and monitor their academic progress, giving them a sense of (*ohana* family) support.

The institution also has made great strides in removing student barriers to entry and retention. Among the steps have been 1) modifying and streamlining the online application and application process to improve the student experience, 2) modifying the medical vaccination submission process so students could submit documents electronically, 3) moving new student registration information and process to a virtual format, 4) communicating new math and English placement policies, 5

offering summer math boot camp programs, and 6) simplifying the process for ESL student placement and counseling communication.

The College Achievement Retention Experience (CARE), which contacts students when [perceived to be at-risk](#), moved to Zoom and other online communication to enhance discussions. The communication helps discover if there are financial, health, family or other external issues preventing attendance, missing assignments, or failing classwork. The online approach became especially effective when the pandemic restricted visits to the campus.

A program, involving counselors and faculty, was initiated to keep close contact with incoming career and technical education students, who account for more than half of the College's student population. This included orientations specific to majors. Counseling and CARE also stepped up its communication targeting returning adults and Pacific Islanders. CARE initiated a podcast and monthly newsletter to address student issues and concerns.

CARE also developed a welcome workshop, now online, to provide information to incoming-first-year, transfer, and returning students prior to the start of the semester. The workshops inform the students what to expect once they begin classes and give them an opportunity to ask questions. In addition, to get a better understanding of students' perspective, CARE conducted focus groups of five of the CTE programs in 2018-19. The results of the information were then shared with the program instructors.

[Po'i Nā Nalu](#), which assists Hawaiian students in preparation for jobs in the CTE and STEM sectors, began identifying alumni to lead campus tours for new college participants and tell them about their experiences transferring to four-year universities. The alumni helped students visualize that they too could succeed in college.

Other initiatives included semester gatherings for students in the music program to meet graduates, opportunities for students studying space science and technical fields to meet alumni, and establishing a STEM Center where students study and work on research projects with peer mentors. Student leaders also are selected to influence and guide fellow students to utilize campus services, such as those provided by the Student Life Development, TRIO, CARE, Outreach, Hawaiian Center, and Po'i Nā Nalu.

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

Methods to meet the goal

This goal required institutional changes, often in the way the college operates. Following are initiatives identified and implemented to support student engagement.

Honolulu CC encouraged students in finishing entry-level English and mathematics in the first year and completing 30 credits in one year.

- Beginning in Fall 2017, incoming students were pre-registered with their entry-level math and English courses in their first or second semester.
- In January 2020, the Chancellor set a campus strategic priority to increase success with all students completing college-level Math and English in their first year as well as increase the retention of part-time students by developing strategies to encourage transition to a full-time college schedule for at least one semester.
- Two task forces, composed of faculty and staff from various departments and administration, collaborated to create strategies for implementing this initiative.

The College also developed regular practices to streamline communication in order to strategically engage students on relevant and timely information. Honolulu CC made it a priority that communication to students would be streamlined, timely, and relevant for students. We did so using the following tools and initiatives:

- **Signal Vine:** This tool was launched in the 2020-2021 academic year in response to a student survey that showed students did not read their emails regularly. Signal Vine instead is a two-way texting tool to reach students for onboarding (new students) and regular engagement (continuing students). Communication was tailored to the various populations and messages were frequently reviewed.
- **ChatBot:** Also in the 2020-2021 academic year, a Chatbot was purchased, uploaded on the campus website, and customized by Student Services to provide responses to frequently asked questions. The goal of this Chatbot is to respond to questions and is available 24 hours a day, 7 days a week. This allows students to navigate the website, get questions answered quickly, and engage the campus via the internet any time of the day or night.
- **SalesForce:** In Fall 2019, the UHCC System office piloted with SalesForce (and subsequently contracted with them in July 2021) to streamline and standardize communication with prospective students throughout the admissions process. The purpose of the systemwide communication was to

prevent confusion among students who may have applied to multiple community college campuses as well as to standardize and guarantee timed and steady communication.

- **Call Campaigns:** Another way our campus supports communication has been by conducting [multiple call campaigns](#) ranging from students who have applied and been accepted to those that are currently enrolled and have not yet registered for the subsequent semester. This contact helps service areas to identify potential challenges or additional resources that a student may need to successfully navigate through school.
- **Direct Connect:** Direct Connect was launched in 2020-21 as a virtual interface so students could get immediate assistance to counselors and staff and have the opportunity to engage with a staff member virtually.

The institution additionally engaged all students early and continuously by linking their long-term career goals to their educational pathway, working with student services professionals.

- **Major-specific workshops:** workshops for students in specific majors were held, and veterans were offered the opportunity to use the Department of Labor's O NET Online job search platform, a place for one-stop-shop career exploration and application.
- **College Experiences Week:** College Experiences Week connects students to faculty, provides an introduction to the campus, and allows students to think about their chosen career pathway.
- **Mandatory Career Inventory:** New Student Registration provides a RIASEC Realistic, Investigative, Artistic, Social, Enterprising, and Conventional inventory to all students prior to registering for courses to ensure proper alignment between major and course selection.

The College further matched incoming students early with student services and other support offices so they are aware of and can access resources immediately.

- **First-year intake survey:** Launched in Spring 2019, all first year students are encouraged to complete a holistic [intake survey](#) that covers issues ranging from food security to career exploration to technology needs.
- **New Student Registration:** A mandatory New Student Registration session has been in place for several years. During this multi-hour session, students are given information about the full range of various student support resources (academic, financial, mental, etc.) that are available to them.

- COVID intake survey: Additionally, a COVID-19 intake survey was launched in April 2020 to identify specific areas of need (financial, academic support, technology, mental health, etc.) by students during the onset of the pandemic. Students were then connected to various college support departments and service areas as necessary.
- Policies: Implemented system-wide policies that enabled students to transfer to baccalaureate programs seamlessly.
- Policy change: Amendment of UH Executive Policy 5.209 - this UH systemwide policy added “pinning” in which students who begin at a two-year campus within the University of Hawai‘i System with the intent of transferring to a four-year campus and who have decided upon a four-year degree pathway shall be able to identify their intended major and lock in their degree requirements, regardless of when they transfer.
- As of 2018, five new articulations agreements were created:
 - [AS in Communication Arts to UHWO s BA in Creative Media](#)
 - [AS in MELE Audio Engineering Technology to UHWO s BA in Creative Media](#)
 - [AS in CSNT to UHWO s BAS in Information Security Assurance](#)
 - [AS in MELE Music and Entertainment Business to UHWO s BA in Creative Media](#)
 - [AS in OESM to UHWO’s BA in Public Administration](#)
 - An articulation agreement for Administrative Justice is currently under faculty review.
 - Also there was adoption of the Western Interstate Commission of Higher Ed (WICHE) Interstate Passport, which will smoothen the pathway for students to transfer their general education courses amongst the [WICHE states](#).

Outcomes

As a result of the collaboration and efforts of administration, faculty, and staff, the college has worked on eliminating confusion and uncertainty for students regarding their academic pathways. The pathways are now built such that entry-level math and English courses are automatically programmed in nearly all academic pathways in a student’s first year. Students are given hands-on assistance and resources that

continuously help them in persisting through Honolulu Community College from the point of New Student Registration to the end of their first year and onto graduation or transfer. Whether a student is a new, returning adult, at-risk, or a veteran, the campus and its efforts are continuously evolving as the needs of our students are ever changing, especially in light of the onset of COVID-19. The College has built various assessment points in order to better understand the needs of our students. Below is a list of assessment results that help to highlight one of our many institutional departments on campus working towards student success and retention efforts.

[Assessment on at-risk populations](#) (Pacific Islanders)

[Assessment on communication efforts to reach students](#)

[Intake survey for all new, transfer, and returning students](#) (The response rate is about 35%)

New Initiatives

Honolulu Community College recognizes that creating policy and infrastructure for student success is an ongoing and dynamic process. As the student population changes, so must the systems put in place. The College also understands that this initiative is one that must include all administrators, faculty and staff to be committed to a culture of holistic support. Thus, we are planning the following new initiatives:

- Utilize and create strong connections to program-specific advisory boards/committees to guide programs to maintain relevance in the industry.
- Create more opportunities for work-based learning for all students so that they are prepared for the demands and expectations of the workplace.

Results

The activities mentioned in this QFE had an overall positive impact on course success, degrees and certificates awarded, and student retention.

- [Course success has steadily increased from Fall 2018-2020 \(2021 Factbook](#)
- [Degrees](#) and [Certificates](#) awarded increased from 2018-2020 (IRAO

Some work on engaging students has been disrupted by the COVID-19 pandemic. Success data between 2020-2021 has shown a decrease as some students are choosing to pause their educational journeys but the wide-range of initiatives implemented by the campus indicates purposeful engagement provides a more valuable experience to students. Honolulu CC will continue with these efforts.

QFE 2 Enhanced Support for Distance Education

The desired objective of the second Quality Focus Essay was to increase distance education course completion and achievement through proactive support services. Aware that the role, scope, and access to online and virtual learning environments would only increase over the coming years, the College was mindful that for distance education to be effective, it needed the same student support services offered to face-to-face students. To begin this task, three important areas were identified - Counseling, College Achievement Retention Experience (CARE), and the Writing Center.

The QFE had two specific goals:

Goal #1: Develop a reliable method to track the use of support services by students in distance education. 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 distance education students and other off campus students such as evening students.

The two goals are related, so will be discussed together in the context of each of the three identified support areas. Many of these implementations were in place before the pandemic, which helped support the major shift to distance learning during the time when the situation was unsafe for students to be on campus.

Methods to meet the goal

Counseling

Counseling developed and implemented an action plan to proactively increase the availability of support services not only for all distance education students, including evening students.

First, Counseling identified and implemented the use of an online communication platform to support distance education advising. To do so, Academic Counseling explored the following online communication platforms: Google Meet, Blue Jeans, and Zoom. Zoom was selected as the online communication platform for distance

education advising because of its usability and because it integrated well with the department's new appointment making tool, [STAR Balance](#). Zoom supports one-on-one advising, group advising, and success workshops.

Additionally, Academic Counseling updated its standard operating procedures to include procedures for online communication to ensure that the advising of distance education students would be consistent among all Academic Counselors. The revision to the standard operating procedures also allowed standardization of data collection of distance education students being advised through the identified online communication tool selected by the department. Data collected provided valuable information on distance education advising trends that the department could use to make informed decisions with respect to high impact advising practices.

The standard operating procedures addressed the logistics and advising for the following type of students:

- Prospective Students
- Continuing Students
- Incoming New Students
- Transfer Students

To ensure effective communication support for advising distance education students, the Academic Counseling department evaluated its technology hardware needs. An inventory of technology was done for each academic counselor and department support staff. For optimal distance education advising, the following technology hardware needs were identified:

- Two working computer monitors
- A working hard drive that supports two working monitors
- A working keyboard
- A working mouse

To date, all academic counselors and department support staff have been equipped with the technology hardware to service all students, including distance education students.

A survey also identified improvements that could be addressed through professional development. Multiple professional development workshops were offered, including informative and hands-on topics such as introduction to Zoom basics, effective digital collaboration, creating videos and screencasts, working with Google Drive and

Microsoft Office, understanding mental health and first aid training, using spreadsheets beyond the basics, and creating engaging digital resources.

The pandemic presented an opportunity to revamp Academic Counseling's website so that students could connect to appropriate student support resources in addition to academic counseling. Segments of the department's website were designed specifically for assisting students online.

To accommodate the changes brought on by the pandemic, New Student Registration sessions were re-tooled so that the sessions could be presented in an online format through Zoom. New Student Registration sessions are all now done online through Zoom.

Currently the Academic Counseling department is working on the next iteration of an online new student registration session. Exploration of segmented new student registration modules that can be integrated into a learning management system platform is underway. An experimental course was piloted Summer 2021 as part of this Next Steps initiative. The experimental course was taught online asynchronously and curriculum for this course focused on assisting distance education students with transitioning to college.

College Achievement Retention Experience CARE

As its name implies, the CARE group contacts students to improve college achievement and retention when faculty alerts them to issues with attendance, missing assignments, or deteriorating course grades.

Initially, to support distance education students, CARE incorporated Zoom in its approach to create a more personalized experience. Zoom provided just-in-time retention support for DE students. The online communication became especially effective when the pandemic restricted the visits to the campus, so it has become widely used for all students, including career and technical education students, returning adults, and Pacific Islanders.

Among other initiatives, CARE incorporated:

- The use of various modes of communication with students besides just Zoom, such as Google Hangouts, phone, and email.
- An Outreach Call Campaign to all distance education students (pre-pandemic prior to the semester starting to build relationships with students, assess the comfort level of their use of technology, and provide pertinent information about resources, including the offering of peer support.

- Continue to use MySuccess and eventually transition to Instructor Support App to connect with students for retention support.
- The creation of virtual, pre-recorded on-demand study-skill lessons.
- When all classes went online due to the pandemic and the call campaign had to cease, CARE developed a monthly newsletter focusing on student success, emphasizing study-skill strategies and campus services.
- The total call list for distance education students was 620 in Fall 2018, 1034 in Spring 2019, 560 in Fall 2019, and 861 in Spring 2020.

Writing Center

The Writing Center assists students with assignments, essays, and other writing through peer tutoring. The center provides help to students in any class offered by the institution, no matter the discipline.

Pre-pandemic, most students attended sessions at the physical tutoring center, either by appointment or by drop-ins. However, to support distance education students, the Writing Center implemented tutoring through online technology such as Zoom and GoToMeeting. Both applications allowed students to connect with even cell phones.

With restrictions from the pandemic, and nearly all classes moving to distance learning mode, the Writing Center was prepared to support students online.

To handle appointments, a portal was created on Lulima, the institution's learning management system, which distance education students could easily access for writing support. To make it prominent to the students, a Lulima tab was developed that explained the method to make appointments with the writing tutors. Appointments ensure a tutor is available to work with the student.

That appointment system has moved to the online STAR platform, the same system students use for making appointments with academic counselors or academic support services.

Although the physical Writing Center is now open for student help, more students are accessing the center through online means, including distance education students. The Writing Center supports all students, including evening students and returning adults.

To keep students informed, the Writing Center continually updates its webpage to provide information about the services the center offers as well as the way to make appointments.

Outcomes

The combined initiatives of Academic Counseling, CARE, and the Writing Center brought primary campus support services to distance education students, giving them resources that were not previously available. This development meant that all students, whether taking courses face-to-face or online, had access to these vital support services. When the pandemic came, these services were mostly in place and became extremely important because most of the students were taking courses remotely, both asynchronously and synchronously.

For tracking students, MySuccess for a time became an efficient method linking faculty to CARE and connecting with students for retention support. The system allowed faculty to select students in their classes through the campus learning management system to alert CARE. MySuccess also linked in the Writing Center and used particularly as a means for students to make appointments. After several years of use, these support services moved to the more comprehensive [STAR Balance](#) system. The mechanism connects to all students, including those taking distance education or evening classes.

New Initiatives

With the improvement in course success, Honolulu CC has been expanding its other support services, as noted in QFE 1 Purposeful Engagement. Counseling, CARE, and the Writing Center initiated the first steps, followed by Student Life Development, and other student services offer convenient online support. This uptake was accelerated by the increase in online classes because of the pandemic, but the campus has become keenly mindful of supporting online students.

Results

It is difficult to pinpoint specific measures that may have contributed to the success rate in distance education courses, but it is hard to imagine that all the efforts above by Counseling, CARE, and the Writing Center did not have an impact.

According to the [Honolulu CC Factbook 2021](#), the success rate in online courses increased from 75.5% in the academic year 2017 before the QFE efforts to 80.8% in 2020. The specific figures:

2017	2018	2019	2020
75.51%	78.88%	79.98%	80.78%

The figures show a significant jump since the QFE was implemented in 2018.

The success rate is below that of face-to-face classes, which is 86%, but the distance education success rate is certainly on an uptrend.

Distance education [retention and enrollment](#) eased in the last years, but since the pandemic, when more online classes were a necessity, students may have become more acclimated to online courses. Honolulu CC is dedicated to continuing enhancing its services to support distance education students as well as all other students.

	2017	2018	2019	2020
Fall to Spring	72.70%	77.43%	75.35%	74.91%
Fall to Fall	55.69%	61.41%	60.42%	

Annual Fiscal Report

[ACCJC 2022 Annual Fiscal Report](#)

Appendix

Evidence cited in the report

Commendations

[Native Hawaiian Student Success Rates](#)

[Sustainability Progress and Activities](#)

Changes and Plans Arising Out of the Self-Evaluation Process

[5.1 BOR approval of mission - Planning Council minutes](#)

[5.2 FSEC minutes 2.145.20](#)

[5.3 Foreign student test score proposal](#)

[5.4 Honolulu CC, Fall 2021, All Ethnicities, Hawaiian or Pacific Islanders](#)

[5.5 Sustainability Strategic Plan](#)

[5.6 S-designation handbook](#)

[5.6a S-designated courses](#)

[5.7 Assessment web page](#)

[5.8 Assessment discussions and showcases](#)

[5.9 Mapping GenEd to PLOs and ILOs](#)

[5.10 DE Handbook 2021](#)

[5.11 DE Handbook 2018](#)

[5.12 Kualii CM Reference Manual](#)

[5.13 Assessment campus wide prior to eLumen](#)

[5.14 Assessment guide](#)

[5.15 Assessment standardized outcomes](#)

[5.16 Assessment outcomes guide](#)

[5.17 Syllabi Repository](#)

[5.18 5-week AA degree program](#)

[5.19 UHCC pathways initiative](#)

[5.20 College Facilities Plan Addendum](#)

[5.21 Honolulu CC College Facilities Plan 2.5.2019](#)

[5.22 HCCP 5.204](#)

Response to recommendations for improvement

[HCCSOP 1.201, Roles and Responsibilities of Committee Service](#)

[HCCP 5.204 Regular Review of College Policies and Procedures](#)

[Planning Council Meeting Minutes Oct 2017](#)

[Planning Council Meeting Minutes Oct 2018](#)

[Honolulu CC Facilities Plan 2018](#)

[Planning Council Meeting Minutes Jan 2019](#)

[Addendum to College Facilities Plan](#)

[Distance Education Faculty Handbook](#)

[UH Community Colleges website](#)

[UHCC Shared Governance Survey Final](#)

[UHCC Shared Governance Survey Results](#)

Student Learning Outcomes

[Assessment-evidence-questions](#)

[eLumen dashboards](#)

[Assessment Analysis 2020 Logli](#)

[Assessment Committee](#)

[Assessment procedures](#)

[eLumen Coordinators](#)

[Assessment webpage](#)

[Lumen refresher: curriculum map Youtube](#)

QFE 1 Purposeful Engagement for Student Success

[Purposeful engagement survey](#)

[Purposeful engagement-focused workshops](#)

[Teaching Online Summer workshops](#)

[Mālama 'Āina Days Poster](#)

[IKEA study and life skills workshops](#)

[Assessment early alerts including at-risk students](#)

[MySuccess responsive to student needs](#)

[Writing Center](#)

[Student Life Development](#)

[STAR information sheet](#)

[Hawaiian Center Schedule of Events](#)

[TRIO Tutoring and Coaching](#)

[Po'i Nā Nalu services](#)

[Assessment on communication efforts](#)

[Intake survey for all new, transfer, and returning students](#)

[AS in Communication Arts to UHWO s BA in Creative Media](#)

[AS in MELE Audio Engineering Technology to UHWO s BA in Creative Media](#)

[AS in CSNT to UHWO s BAS in Information Security Assurance](#)

[AS in MELE Music and Entertainment Business to UHWO s BA in Creative Media](#)

[AS in OESM to UHWO's BA in Public Administration](#)

[WICHE Interstate Passport - Honolulu CC](#)

[Course success has steadily increased from Fall 2018-2020 2021 Factbook](#)

[UHCC Degrees awarded 2018-20 IRAO](#)

[UHCC Certificates awarded 2018-20 IRAO](#)

QFE 2 Enhanced Support for Distance Education

[Star Balance appointment system](#)

[Distance Education Course Success Honolulu CC Fact Book 2021 p.34](#)

[Distance Education Re Enrollment Honolulu CC Fact Book 2021 p.37](#)

Annual Fiscal Report

[ACCJC 2022 Annual Fiscal Report](#)