

# 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.

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Erika Lacro, Vice President for Community Colleges Date

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David Lassner, President, University of Hawai'i Date

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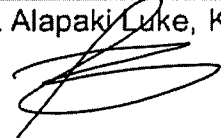

Ernest Wilson, Chair, Committee on Academic and Student Affairs Date

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Randolph Moore, Chair, Board of Regents Date

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

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

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# 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

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<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.	<a href="#">5.1 BOR approval of mission - Planning Council minutes</a>
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.	<a href="#">5.2 FSEC minutes 2.145.20</a> <a href="#">5.3 Foreign student test score proposal</a>
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	<a href="#">5.4 Honolulu CC, Fall 2021, All Ethnicities, Hawaiian or Pacific Islanders</a>



					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.	<a href="#">5.5 Sustainability Strategic Plan</a> <a href="#">5.6 S-designation handbook</a> <a href="#">5.6a S-designated courses</a>
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.	<a href="#">5.7 Assessment web page</a> <a href="#">5.8 Assessment discussions and showcases</a>
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	<a href="#">5.9 Mapping GenEd to PLOs and ILOs</a>

					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.	<a href="#">5.10 DE Handbook 2021</a> <a href="#">5.11 DE Handbook 2018</a>
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.	<a href="#">5.12 Quali CM Reference Manual</a>
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.	<a href="#">5.13 Assessment campus wide prior to eLumen</a> <a href="#">5.14 Assessment guide</a>
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.	<a href="#">5.15 Assessment standardized outcomes</a> <a href="#">5.16 Assessment outcomes guide</a>
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.	<a href="#">5.17 Syllabi Repository</a>

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.	<a href="#">5.18 5-week AA degree program</a>
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.	<a href="#">5.19 UHCC pathways initiative</a>
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.	<a href="#">5.20 College Facilities Plan Addendum</a> <a href="#">5.21 Honolulu CC College Facilities Plan (2.5.2019)</a>
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.	<a href="#">5.22 HCCP 5.204</a>

# 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 Lauima 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).

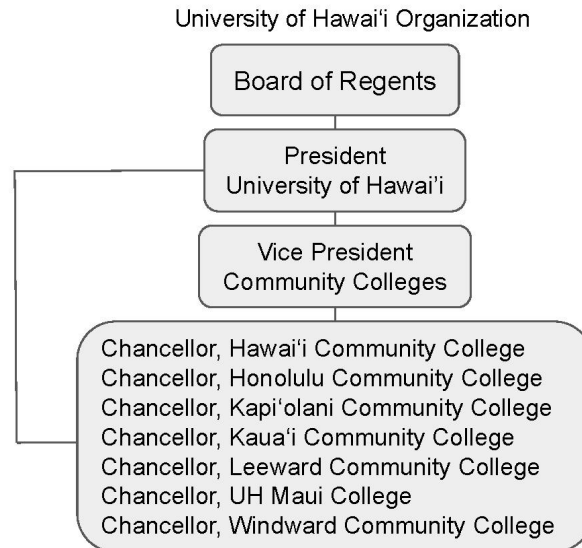


To respond to the System Recommendation, the VPCC convened the six campus Accreditation Liaison Officers (ALOs) that represent the UH community colleges accredited by ACCJC and began holding monthly meetings. UH Maui College (UHMC) is accredited by the WASC Senior College and University Commission, and 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](#)

# Native Hawaiian Student Success Rates

## Enrollment

Enrollment of Native Hawaiian students has steadily increased at Honolulu Community College since Fall 2018, despite an overall drop across the UH system:

- Fall 2018 Native Hawaiian Enrollment: 889 (25.1% of the overall student population)
- Fall 2021 Native Hawaiian Enrollment: 931 (33.1% of the overall student population)
- Spring 2018 Native Hawaiian Enrollment: 816 (24.6% of the overall student population)
- Spring 2021 Native Hawaiian Enrollment: 854 (28.9%)

## Retention

Native Hawaiian Fall to Spring retention has increased slightly:

- Fall 2017 to Spring 2018 Native Hawaiian Retention Rate: 73%
- Fall 2019 to Spring 2020 Native Hawaiian Retention Rate: 74%

## Graduation

Native Graduation rates have also improved since our accreditation visit:

- Spring 2018: 193 Native Hawaiian Graduates (25% of overall graduates)
- Spring 2021: 241 Native Hawaiian Graduates (26% of overall graduates)

## Course Completion

Native Hawaiian course completion rates have improved since 2018

- Native Hawaiian CTE Course Completion in Fall 2018: 84.2%
- Native Hawaiian CTE Course Completion in Fall 2020: 86.6%
- Native Hawaiian General Education Course Completion in Fall 2018: 67.7%
- Native Hawaiian General Course Completion in Fall 2020: 73.7%

## Native Hawaiian-Serving Grants

Since the accreditation visit in October 2018, the Hawaiian Center has secured \$7,260,355.95 in extramural funding from federal and private sources:

- Niuhelawai Scholars 13th Year Initiative (8/1/19-7/30/22): \$315,000

- Kūkalahale Title III Collaborative Grant with Kapiolani CC (10/1/19-9/30/24):  
\$2,250,000
- Kūkalahale Title III Supplemental Award (10/1/21-9/30/22): \$555,981.35
- Ola Niuhelewai Title III Grant (10/1/20-9/30/25): \$2,250,000
- Ola Niuhelewai Title III Supplemental Award (10/1/21-9/30/22): \$555,546.60
- Po‘i Nā Nalu USDOE Native Hawaiian Education Program Grant (10/1/21-9/30/24):  
\$1,333,828

These grants support direct student services, including scholarships, and Hawaiian culture and place-based professional development.

## **Sustainability Progress and Activities**

### **Curriculum**

The number of S Designation courses (Sustainability Related and Sustainability Focused) has increased; currently 32 different courses are so designated. [See link](#) The College approved a new Academic Subject Certificate in Sustainability which provides students the opportunity to gain additional credentialing denoting an interdisciplinary emphasis on sustainability issues. [See link](#) The College has carried out assessment of students in S Designation classes and is working on expanding these assessment efforts. [See link](#)

### **Energy Consumption**

The campus continues to work with Johnson Controls to implement improvements reducing energy consumption. [See link](#). The College is participating in the University of Hawai'i system effort to institutionalize STARS reporting to Association for the Advancement of Sustainability in Higher Education, using this year to establish benchmark campus measures, institutionalize reporting activities and methods, and prioritize action steps to increase sustainability awareness and decrease consumption of resources. This effort included the hire of a VISTA employee who is helping the College accelerate sustainability efforts and outcomes.

### **Workshops**

Adapting to the fact that for the past two years much of campus life is taking place online, several well attended informational presentations and workshops on sustainability issues and practices were offered over the past two years. In addition, virtual challenges and competitions and showcases were conducted, building community and fostering sustainability awareness and actions, culminating with our Virtual Sustainability Showcase in Spring 2021. Faculty, staff and students participated in these activities. [See link to End of Year Report 2020-2021](#) [See link to end of year report 2019-2020](#) The campus website was revised to more explicitly incorporate Hawaiian cultural links, and to update and improve informational sources regarding sustainability lifestyles and actions. [See link](#)

### **Sustainability Leadership**

The College revised and approved a more detailed committee Charter to ensure effective leadership and sustained momentum. [See link](#). The College also developed an ambitious Sustainability Strategic Plan with input from the campus. This plan was shared with the campus for input, with the final draft submitted for approval by the Planning Council in Fall 2021. [See link](#) Sustainability sub committees are working to implement outlined action steps to achieve

crucial goals in areas of curriculum, community service and engagement, operations and facilities, assessment and promotion of sustainability practices.

Planning Council Meeting Minutes  
May 26, 2017  
Room 7-504  
9:00 am – 10:30 am

**Present:** Erika Lacro (by phone), Billie Lueder, Derek Inafuku, Lara Sugimoto, Marcia Roberts-Deutsch, Hillary Brown, Mike Meyer, Bert Shimabukuro, Jennifer Higa-King, Jeff Stearns, Silvan Chung, Lorri Taniguchi (for Pearl Wu), Stefanie Sasaki

**Absent/Excused:** Katy Ho, Keala Chock, Wayne Sunahara, Steven Auerbach, Janina Martin, Kaleialoha Lum-Ho, John DeLay, John Vierra, Vern Takabayashi, Michael Ferguson, Alapaki Luke, James Niino

**I. Call to order by Chair Stearns at 9:03 am**

**II. Review of April 28 meeting minutes**

Update Alapaki's attendance; otherwise approved.

**III. Mission Statement Approval**

Thanks was shared to Uncle Kimo, Tiani, and Alapaki for working on the translation of the mission statement to Hawaiian. The Board of Regents unanimously approved it. There was a question on semantics of the word *kuleana*, which Alapaki explained at the BOR meeting.

**IV. Enrollment Update**

IRO numbers are down (information shown as of May 26, 2017)

	Fall 2017		Fall 2016	
Honolulu Community College	1,806	-14.5	2,113	-18.7

Calling campaign is not yielding as much as last year. It is too early right now to know which programs are low enrolled. The College will look at program trends for enrollment in June. Personal relationships will help get numbers up. We need everyone's help to encourage students to register.

**V. Intranet Funding Page**

[Handout] DRAFT Campus funding sources and opportunities

Appropriate persons were asked to contribute to the write-ups for each section. The new business office assistant can help with extramural funding information. The College does intend to hire a grants person in the future.

**VI. Accreditation Update**

Some sub-committee groups are still working over the summer to tighten up their reports. Marcia will work on an updated timeline and will send it out to campus. The dates will particularly include the due dates for the Fall semester. Another iteration of

the draft will be done in the Fall. Faculty/Staff and Student surveys will be deployed in the Fall. For duty week, Marcia is working with the Admin team.

The Chancellor asked for a list of the items that the College needs to work on that came out of the self-study so they can be addressed over the summer. Marcia heard back from a few of the teams about the to-do lists and will compile them and send out to the standard groups.

**VII. Council Leadership**

The Council needs to decide on a new Planning Chair. Jeff is happy to continue on. There was a suggestion that if Jeff continues that he mentor someone to take over after the two-year term.

A motion made to have Jeff continue. No discussion. All agreed; no opposition. The Council will identify a successor in the fall to be mentored.

**VIII. Campus Calendar for Meetings**

The meeting Calendar for Academic Year 2017-2018 was reviewed. There was a request to include the general education board on the schedule. Jeff asked that all suggestions to the calendar be emailed to him.

**IX. Other Items**

Please be aware of the visitors to our campus. The summer is a busy time with conferences, academies, and other events. Be sure to lock your classrooms and offices. If rooms are left open call security to let them know.

Minutes prepared by Billie Lueder



Faculty Senate Executive Committee  
Feb. 14, 2020 9:00 am Bld# 7-601

## Minutes

**Present:** Patrick Patterson, Bed Paudyal, Michelle Nathan, Tiani Akeo-Basques (for Kaiulani Murphy), Robert Silva, David Jay, Jon Ross, Silvan Chung, Melodee Kawano, Karen Lee, Josephine Stenberg, Marty Nikou, Mariah Tinay

**Guests:** Jerry Saviano, Jeff Sterns, Nicole Mitani, Ross Egloria, Iris Saito, Erica Balbag-Gerard, Brenda Kwon, Conred Maddox

**Absent:** Aaliyah Mays, Caroline Soga (excused), Ivan Nitta (excused)

(FSEC meets every second Friday at 9:00 AM in 7-601)

1. Minutes from Jan 10, 2020 approval - have been approved.
2. New Business
  - a. Non – FSEC Member Reports “Public Forum”
    - i. Shioko Yonezawa - representation question (postpone)
    - ii. Shioko Yonezawa - English as a Foreign Language tests
      1. [English Test Scores for International Applicants](#)
      2. [English Proficiency Exams](#)
      3. Other campuses have these other tests available and would like Hon CC to adopt these other tests as well.
      4. Would like to lower the scores for the TOEFL exams.
      5. Presented documents to the FSEC.
      6. Jo would like to make sure that proper documentation be filed with the registrar’s office in a timely manner to make sure that they have enough time to update in SEVIS.
      7. LA will also be getting feedback from the ESL teachers to get a better understanding of who will be taking the tests.
      8. Marty moves to adopt the change and Bed seconds. All votes to make the change.
    - iii. [Supplemental Budget Proposals - Consider and vote for FSEC priorities](#) (We need to vote on these at THIS meeting)
      1. Can we hold this until last? Yes
      2. Ranking should be from highest (11) to lowest (1)

3. Jeff is presenting his request for plagiarism software called "Turn It In" that can be used for all faculty members.
  - a. Who will pay for the annual subscription after the first year?
    - i. An evaluation will be done after the first year to see if the campus should continue or not.
  - b. Not sure on what other campuses are using this program.
4. Iris presented a request for producing instructional DVDs that are culturally competent for the ECED program.
  - a. There are not many resources that are culturally appropriate for early childhood education.
  - b. A question was asked at the town hall meeting wanted to know if Bill Becker would be participating.
    - i. But they want to make sure to include outdoor spaces in the videos like the Mala.
  - c. The Hawaiian Center will be involved and would like these videos to be available to the community.
  - d. They will also be getting appropriate licensing so it can be distributed to the community.
5. Jo presented on the signage and furniture in building 6.
  - a. They want to make sure the students don't get lost when they enter the building. They want to make all the signs more clear to let the students know where to go.
  - b. The furniture can be easily clean and would like to make it more student friendly.
  - c. The signs have been vetted with the campus signage committee.
6. The file conversion to OnBase will most likely have funding from the Chancellor's Office.
7. Silvan presented on putting new chairs in the tutoring center.
  - a. The original chairs that were bought were not high quality so many of those chairs have been thrown away. They want to replace those so they all match and are not a mix match of chairs.
8. Tiani presented on new moveable chairs so the Hula class does not waste too much time moving tables and chairs.
  - a. Could find a local place to make these chairs to reduce the shipping cost and see if there are more

people on campus who would like these movable chairs.

9. Michelle presented on the aquarium installation for her classes.
  - a. Shipping costs for the tank from the Big Island will be paid for by Michelle.
10. Robert presented on getting new car lifts for the automotive program. The pistons have been leaking and the people who have been fixing the lifts cannot be repaired anymore because they aren't using the actual parts for the lifts.
  - a. The 13 post lifts were more important than the other 3 lifts they were requested if a choice needed to be made.
11. Silvan moves and David seconds to vote by email and complete the vote by Wednesday March 19th.
  - a. Fire science has already been approved last time so no voting on this item.

#### 4. FSEC Member Reports

- a. Chancellor/Proxy
  - No update.
- b. Administrative Services Group
  - No update.
- d. Liaison – CCIE report (Bed Paudyal)
  - No update.
- e. System Chair (Pat/Silvan):
  - Updates to EP 5.209
    - Debora is asking us to look at the key changes on the second page of the email.
    - Please submit comments to the proposed changes to Pat or Sylvan by the end of March.
    - Can look at the track changes document in Pat's office. But Pat will put it in the google drive as a PDF.
    - Section of the policy, page number, proposed revision, and

- comments is what is needed to make a comment on this.
    - Will impact students when they transfer and basically everything that the students need in STAR. The 4-years are also getting these proposed changes.
    - It's up to the receiving campus whether a transferred course is accepted or not even if it was accepted at one campus.
    - Jo wonders how this will work if the repeat policy is not aligned between all the campuses.
    - Erica will provide a summary of the changes with examples.
  - Hon CC is using starfish in laulima to see how many no-shows in each class. There is only about 11% participation from faculty on our campus.
    - The options are keep using starfish, do starfish and add a question in the final grading in myuh, or just do the question in final grading in myuh and get rid of starfish.
  - The funding for starfish is being reconsidered and the decision may be made for us despite what option we choose.
- f. Reports from representatives of other campus committees:

## 5. Unfinished Business

- Course Repeat Policy
  - [UH system course Repeat Policies](#)
  - [Report on course repeat data from PPIR](#)
  - Erika has indicated that she doesn't see a need to standardize the Repeat policy at this time. Because it would be a lot of work to coordinate between the CCs and the 4-years.
  - One situation that has happened is when a student repeats a course that they got a passing grade in, the student will get double credits and think their electives are done, when really they still require another course. A passing grade is a D or higher according to the catalog.
  - Each CC has different transfer policies, so the student will assume that they have all the credits they need, but really because of the different policies, some credits may not count. This leads to confusion on the student's part when they transfer to different campuses.

- According to the registrar, if the student gets a C or higher than even if they take the course again, the repeated grade will not replace the first grade. If any changes are made, then the registrar's office needs to know so the changes can be made.
  - No vote is required, just an awareness of the topic.
- Report on process of Current CPC Charter Change
  - [FSEC Charter](#)
  - [Faculty Senate Constitution](#)
  - [CPC Charter](#)
  - Ross Egloria
    - Committee on Committees does not have that mechanism to ensure a diversity of people voted to the committees.
    - Faculty senate would need to give the mechanism to ensure diversity in all the committees.
    - Rules don't exist to ensure a person isn't voted to too many major committees.
    - There are currently 54 members in UC who would be eligible for the CPC. Tech 1 has a similar problem.
    - COC needs to know if an election is going to happen this semester.
    - Should the CPC chair election be included on the ballot this semester. The plan is to get the ballots out at the latest by early March because the results need to be given to FSEC by early April.
    - Is the Gen Ed board a campus committee because it has faculty representatives?
      - The Gen Ed board is a subcommittee of the CPC.
      - This should also be brought up at the next meeting.
      - The committee on gender issues had a name change to the Committee on Social Equity.
  - Jerry Saviano's thoughts
    - CPC charter states that there should be voting for 5 representatives. However the voting does not happen. So why is the voting not happening and should there be a one or more representative from each division?
    - In order to make changes to the FSEC charter, it would require making changes to article 6 in the Faculty constitution. Both the FSEC charter and Faculty Constitution contain the same language about how faculty become members of the CPC.

- If the FSEC wants to make changes to the charter, then that would require changes in the Faculty Constitution which would require a vote of all faculty members.
  - Jerry sent a letter indicating that the CPC leadership has not been diverse and could be changed by the CPC itself upon approval by the FSEC and would not require a change in the Faculty Constitution.
  - According to our Faculty Constitution, the faculty has a responsibility for curriculum content. Therefore, the people serving on curriculum committees should be as democratic as possible meaning that divisions should vote for their representatives. But this would require changing the Faculty Constitution and expanding the members in CPC.
  - Many proposed changes in the FSEC charter violate article 6 of the Faculty Constitution. If faculty want to specify committee leadership protocols, faculty can vote on it in the Faculty Constitution and would not be appropriate in the FSEC Charter.
  - The FSEC executive committee gets its authority and purpose from the faculty senate constitution. It would seem like the FSEC charter wants to replace the faculty constitution. If faculty want this then the FSEC should vote on this.
  - Some of the FSEC charter changes compel changing the faculty constitution which may not be fair.
  - The proposed changes to the FSEC charter do not relate to the current authority that FSEC has. If the all faculty want to give FSEC the authority but a vote would need to happen.
  - Separate the CPC chair ballot sheet and get the results.
  - Jerry has identified the changes in the charter that violate the faculty constitution and will send it to the FSEC chair.
  - FSEC chair will hold back on nominating a CPC chair until details are figured out.
- Consider changing the Faculty Senate Constitution and FSEC charter to allow the CPC to make a charter change to allow for each division to elect their own representative.
  - Review of the FSEC constitution and the Faculty Senate Charter and those will be the only two items on the agenda for the March meeting.
  - No objections to this plan.

- FSEC charter review process update
  - (“open” meeting of FSEC scheduled for March 13 in Building 2-201 - all meetings of FSEC are open to all members of the Honolulu Community College Faculty. This meeting is “open” only in the sense that the venue has been changed to a larger room to accommodate more members of the faculty than usually attend, to make certain that any faculty member who wishes to take part in the discussion of the charter and the decision on which proposed changes, if any, to include in the revisions on which the faculty will be asked to vote has an opportunity to join in.)
  - The proposed process at this meeting will be to discuss each of the proposed changes to the charter and either confirm it as a proposed change on which the faculty will ultimately vote, or to exclude it as a proposed change. Thus a discussion of the proposals in a meeting to which all faculty are invited is necessary.
  - [Proposed changes are currently available](#) for viewing on the FSEC Google Docs site, and on the Intranet in the FSEC Minutes for this academic year. They have also been sent to all members of the FSEC to share with their constituents.

6. Adjourn at 10:30am.

## Modification of English Proficiency Tests for Improved International Students Recruitment (2<sup>nd</sup> stage)

Thanks to the campus' support, lowering the Test of English as a Foreign Language (TOEFL) score (400) was approved last year for the purpose of recruiting more international students.

We would like to add other tests and comparable scores to be in line with other CC campuses. See the list below.

We would like to include this in the FSEC minutes. Tests and scores below to take effect starting for Fall 2020 admissions.

### English tests and recommended minimum level

TOEFL (New score approved in Feb., 2019)	Scores equivalent to TOEFL 400 (PBT)/32 (iBT)	
Test Name	Score to accept	What to do
1. Eiken (Currently accepted, but new score needs acknowledgement)	Levels 2/Pre-2	Adopt comparative score
2. TOEIC	450	Adopt
3. GTEC	800 (KCC 815)	Adopt
4. IELTS	4	Adopt
5. Cambridge	PET	Adopt

### Advantages:

- **First, increasing international student enrollment is one of the goals of the UH Strategic Plan.**
- Secondly, the tuition of international students is three times as much as resident tuition, therefore adding significant revenue to HCC.
- According to an in-house English placement test results upon arrival, students will be placed into the appropriate ESL course (See the Admissions Information to include below).
- We have the ESL program/HELLO program, where students can sharpen English skills.
- These changes may increase interest among international students which may help address decrease of local resident enrollment.
- Lastly, Kapiolani CC recently (January 2020) lowered their TOEFL score to 400 to be competitive.



**Admissions information to include:**

TOEFL 400 → ESL 3, 4

TOEFL 430 → ESL 13, 14

TOEFL 460 → ESL 23, 24

TOEFL 500 → ENG 100

We may require a student to take a placement test upon arrival at HonCC to reaffirm the appropriate ESL class.

**Honolulu CC, Fall 2021, All Ethnicities, All Majors, Hawaiian or Pacific Islanders**

	F2021		F2020		F2019		F2018		F2017
<b>Total</b>	<b>3,210</b>	<b>-5.0%</b>	<b>3,378</b>	<b>-3.8%</b>	<b>3,510</b>	<b>-0.9%</b>	<b>3,541</b>	<b>-0.6%</b>	<b>3,563</b>
Hawaiian or Pacific Islander	964	-3.0%	994	2.8%	967	-1.1%	978	-0.4%	982

University of Hawaii System, Institutional Research, Analysis and Planning Office

**Honolulu CC, Hawaiian and Pacific Islander Ethnicity, Percentage Total Student Population**

Semester	Percentage of total students
Fall 2021	30%
Fall 2020	29.4%
Fall 2019	27.5%
Fall 2018	26.6%
Fall 2017	26.6%

Based on data from University of Hawaii System, Institutional Research, Analysis and Planning Office

# Honolulu Community College Sustainability Strategic Plan 2021-2026



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***Ua mau ke ea o ka ‘āina i ka pono.***

**The life of the land is perpetuated in righteousness.**

**(‘Ōlelo No‘eau 2829, Pukui; Hawai‘i State Motto)**

## I. Introduction

Honolulu Community College is one of seven Community Colleges which are all part of the University of Hawai‘i System. The main campus is a short distance from the heart of Honolulu with other facilities near Honolulu International Airport and Sand Island. Honolulu Community College offers two-year degrees and certificates with a strong general education “core”. Degrees and certificates are offered in 23 academic fields, including Career and Technical Education (CTE) programs, Associate in Science and Associate in Applied Science, Academic Subject Certificates in Psychology, Asian Studies and Sustainability, as well as liberal arts transfer and degree pathways. Honolulu CC is educating and training a citizenry and workforce needed by the State of Hawai‘i and the integration of sustainability in College curriculum, degrees as well as operations is critical to fulfilling that mission.

The College benefits from its institutional commitment to its kuleana as an indigenous-serving institution by honoring and integrating Hawaiian culture and place based learning in the campus curriculum and culture. Campus sustainability initiatives are enriched by active involvement in and knowledge shared by the faculty, staff, and students who are part of Nā Papa Hawai‘i (Hawaiian Studies classes) and Hulili Ke Kukui (student support).

The State of Hawai‘i, University of Hawai‘i Board of Regents, and University of Hawai‘i System have all issued institutional sustainability policies and plans (see below). To ensure Honolulu Community College can support and be in compliance with these plans, the Sustainability Committee has created and approved this Sustainability Strategic Plan. This plan explicitly states the College’s strategic goals, intended steps, and timelines to promote continued progress in integrating sustainability in college curriculum as well as in campus operations, campus culture, and community engagement activities.

Over the past five years, the campus has made impressive strides in institutionalizing sustainability as a key part of the campus. These achievements include:

- Establishing a campus Sustainability Coordinator (or Coordinators) to facilitate sustainability initiatives.
- Creating an S Designation program- that certifies courses as Sustainability Related and Sustainability Focused
- Creating an Academic Subject Certificate in Sustainability
- Creating a campus-wide Sustainability Committee that carries out numerous campus initiatives
- In partnership with Johnson Controls Inc., implementing two phases of a campus renovation plan which has brought the campus close to its goal of zero emissions.

## Plan Organization

The plan is based on seven strategic objectives:

- Curriculum - Nā Ha‘awina
- Sustainable Operations - Nā Hana Ho‘omalu Mauō
- Community Engagement - Nā Hana Kaiaulu
- Cultural Engagement - Nā Hana ‘Ike Hawai‘i
- Communication - Nā Ala Ka‘a‘ike
- Responses to Budget Reductions - Nā Pane I Ka Hō‘emi Mo‘ohelu Kālā
- Governance - Ke Alaka‘ina

## II. Relevant Policies and Plans

### 1. Policies

[BOR Policy 4.208 – Sustainability Policy](#)

[UH Executive Policy 4.202 – System Sustainability](#)

### 2. Plans

State of Hawai‘i

[Hawai‘i 2050 Sustainability Task Force State of Hawai‘i January 2008](#)

[Hawai‘i Statewide Sustainability Program](#)

University of Hawai‘i System

[University of Hawai‘i Strategic Directions. 2015–2021](#)

HPMS Action Strategy 4:

UH will be a global leader in the integration of sustainability in its teaching, research, operations and service. The university must embrace both indigenous practitioners and global experts to advance Hawai‘i’s stewardship and use of energy, food, water, land and sea for the well-being of the state and the world.

[University of Hawai‘i Community Colleges Strategic Directions 2015 – 2021](#)

Section: Modern Teaching and Learning Environments:

[http://uhcc.hawaii.edu/ovpcc/strategic/strategic\\_directions.php](http://uhcc.hawaii.edu/ovpcc/strategic/strategic_directions.php)

[HonCC Educational and Strategic Plan. 2016 – 2021](#)

Goal E: Infrastructure, Sustainability and Technology (p. 13)

### III. Objectives and Goals.

#### 1. Strategic Objective – Sustainability Curriculum

*‘A’ohe pau ka ‘ike i ka hālau ho‘okahi.*

**All knowledge is not taught in the same school.**

**One can learn from many sources. (‘Ōlelo No‘eau 203, Pukui)**

Honolulu Community College offers sustainability related and sustainability focused educational curriculum which promotes student knowledge about sustainability issues and professional opportunities. The HonCC campus includes opportunities for students and faculty to conduct sustainability related research and service learning, in particular, in support of the Academic Subject Certificate in Sustainability. These efforts include the incorporation of indigenous knowledge as well as core concepts defined by the System Sustainability Office.

These system core concepts are:

1. Sustainable Economics
2. Ecosystem Services
3. Ecological Footprint
4. Sustainable Materials Management
5. Climate Change: Mitigation, Adaptation, and Resilience
6. Sustainable Community Food Systems
7. Equity
8. Traditional Ecological Knowledge

The campus has an S Designation program which includes certifying and offering S-focused and S-related courses. The campus received approval for an Academic Subject Certificate in Sustainability which includes a capstone project entailing research, service learning, or internships. Campus organizations that support and oversee curriculum initiatives include the Sustainability Committee, the Sustainability Designation Review Committee, and the STEM Working Group.

Existing projects and capacity resources with grants focused on research emphasis include Hālau Ola Honua, PEEC, and research projects such as activities on Mt. Ka‘ala. Numerous -community partnerships and projects such as Mokauea Island and Lo‘i Kalo Park restoration efforts provide faculty, staff, and students hands-on volunteer experiences in sustainability and indigenous-focused environmental stewardship. Other campus programs that also promote indigenous knowledge include Ho‘āla Hou, Kūkala‘ula, and Kūkalahale, while campus events related to sustainability education include the HCC Sustainability Showcase and the STEM Symposium. There is a continuing effort to grow the campus sustainability curriculum through the development of Living Labs, integrating S designation and possibly certificate options in CTE programs, and expanding campus capacity through the efforts of a grant funded VISTA representative (AY 2021).

## Curriculum Goal 1

### **Set and meet target growth in the number of certified S Designated courses and formalize process to recertify and ensure currency in sustainability related courses**

#### **Steps to be Taken**

- Identify possible courses and degree programs where S designation courses can be developed.
- Support faculty involvement and development of classes through focused efforts by the Sustainability Designation Review Committee (SDRC) and Faculty Development committees.
- Establish systematic method for assessing S Designation courses and responding to assessment findings.
- Establish a recertification process and timetable.

#### **Timeline**

- Recertification process and Timetable established: Spring 2021
- Course and Program inventory: Fall 2021
- Assessment process established: Fall 2021
- Faculty Development Options: ongoing

#### **Outcomes**

- Increase availability of S Designation options for students to expand the number of HonCC graduates who have sustainability as an integral part of their academic experience.
- Increase relevance of program curriculum in preparing students for future professional demands.
- Increase HonCC visibility and reputation as a campus with a commitment to and focus on sustainability.

## Curriculum Goal 2

### **Increase the number of students receiving the ASC certificate**

#### **Steps to be Taken**

- Track number of students interested in and receiving an ASC in Sustainability.
- Compare the number of students in comparable UH system certificate programs.
- Develop and publicize a range of student capstone options and experiences e.g. service learning, internships, community volunteer experiences etc.
- Create and implement outreach strategies to promote this certificate.

#### **Timeline**

- Ongoing



## Outcomes

- Increase partnerships between HonCC and community groups.
- Increase service learning engagement for students.
- More faculty offering S Focused courses in support of the certificate.
- Students are better prepared for professions requiring sustainability knowledge.

## Curriculum Goal 3

### **Institutionalize and promote environmental service learning and volunteer opportunities for credit.**

#### **Steps to be Taken**

- Work with community organizations to establish partnerships enabling students to access internships and volunteer opportunities.
- Create a community partners database to facilitate students fulfilling ASC capstone requirements.
- Complete curriculum processes to enable credits earned for service learning carried out.

#### **Timeline**

- Creation of community partnerships and database: Spring 2022
- Promote student involvement in community service opportunities: Ongoing

#### **Outcomes**

- Increased number of students completing an ASC in Sustainability.
- Improved community presence and relations.
- Expanded pathways to fulfill credit requirements.
- Exposing students to a broader range of job opportunities.

## Curriculum Goal 4

### **Ensure alignment and formalize articulation agreements with environmental and sustainability related degree and certificate programs in University of Hawai'i system**

#### **Steps to be Taken**

- Inventory and document existing sustainability programs and certificates
- Identify points of contact at institutions and develop collegial partnerships
- Work through curriculum processes to formalize transfer and articulation relationships.

#### **Timeline**

- Research existing programs: Fall 2021
- Establish transfer and articulation agreements with existing programs: Spring 2023
- Maintain and update articulation and transfer pathways as new programs emerge: Ongoing

## **Outcomes**

- Increased number of students graduating from UH campuses with sustainability related degrees and certificates in sustainability related areas.
- Increased enrollment and retention of HonCC students in related departments.

## Curriculum Goal 5

### **Creation of certificates in sustainability in CTE programs**

#### **Steps to be Taken**

- Research industry demands and changes in required knowledge and certifications related to environmental issues.
- Inventory CTE programs which are currently incorporating sustainability into the curriculum.
- Research and identify useful models in certificate and degree programs at other institutions (UH and continent)
- Meet program faculty to discuss possible curriculum changes and creation of certificate options.
- Implement curriculum revisions and approvals to create certificate pathways for students.

#### **Timeline**

- Research activities: Spring 2022
- Discuss with program faculty: Spring 2022
- Create new curriculum and certificate programs: Fall 2023

#### **Outcomes**

- Increased number of students graduating with certificate and degrees in CTE programs.
- Increased recruitment and enrollment in programs with relevant and competitive offerings.
- Ensuring alignment between CTE programs and industry standards.
- Graduating students with needed skills and awareness in sustainability areas.

## Curriculum Goal 6

### **Expand and systematize support resources for instructors to integrate sustainability in their curriculum.**

#### **Steps to be Taken**

- Preserve and continually update existing resources in archived repository to include resources shared via email and recorded as Zoom presentations.
- Create a standing Sustainability Curriculum Sub-Committee to maintain and update resource bank of materials, working in conjunction with Sustainability co-chair. ➤ Establish a permanent working relationship with Faculty Development to ensure annual sessions related to teaching about sustainability.
- Expand reach of campus professional sessions to other campuses and peers (via Zoom)

**Timeline**

- Creation of resource bank: Fall 2021
- Creation of standing committee: Fall 2021
- Workshops: ongoing

**Outcomes**

- Increased number of faculty integrating sustainability topics in their curriculum. ➤
- Increased collegial relations and connections to faculty on other campuses. ➤
- Increased number of students learning about relevant and necessary environmental topics.

## Curriculum Goal 7

**Create interdisciplinary curriculum emphasizing sustainability through team teaching and/or interdisciplinary pedagogy.****Steps to be Taken**

- Conduct a survey to determine faculty interested and relevant disciplines where team-teaching would apply.
- Research and share useful models from other institutions.
- Recruit, train and provide professional development support to interested faculty.
- Complete curriculum actions necessary.

**Timeline**

- Research applicable models: Fall 2021
- Inventory and recruitment of interested faculty: Fall 2021
- Professional development activities: Spring 2022
- Curriculum actions: Spring 2022
- Offering first classes: Spring 2023

**Outcomes**

- Enriched curriculum offerings for students.
- Increased enrollment and retention due to engaging pedagogy and relevant topics, and cohort support in interdisciplinary offerings.
- Increased peer to peer exchanges and sharing.

## 2. Strategic Objective - Sustainable Operations

*Kīkī kō'ele huli a mahi.*

**An uncultivated patch awaiting all workers.**

**A big project. ('Ōlelo No'eau 1798, Pukui)**

The campus has made great progress in adopting new practices, integrating new equipment and improving infrastructure to reduce emissions and caps resource consumption. The University of Hawai'i system has established several goals related to facilities and operations that HonCC goals are in alignment with. HonCC's goals will also fully support the achievement of the system sustainability goals. ([See Executive Policy 4202](#))

### **Honolulu Community College Operational Goals:**

#### Operations Goal 1

**Institutionalize reporting of identified campus measures for energy use and emissions generated as part of system STAR reports.**

#### **Steps to be taken**

- VISTA, Sustainability Coordinators, and Facilities Manager work to identify existing measures
- Identify additional areas where measures can be systematically gathered and shared. ➤ Create institutionalized processes and timeline(s) for periodic recording and publishing reports of campus energy use and emissions to the UH system, AASHE STARS reports, the campus community and the public via the campus website.

#### **Timeline**

- Measuring processes identified: Fall 2021
- First report generated: Spring 2022

#### **Outcomes**

- Annual reports shared with the UH Office of Sustainability, campus administration, campus community, and published on campus Sustainability website.
- Reduced energy use and emissions through Identification and implementation of initiatives.

#### Operations Goal 2

**Reach Zero Waste level in electricity consumption through conservation and infrastructure improvements.**

### **Steps to be taken**

- Continue implementation of Phase II improvements in conjunction with Johnson Controls.
- Receive periodic updates through Sustainability Committee meetings, General College Meetings, and campus Sustainability website.

### **Timeline**

- Based on appropriation and distribution of future funding.

### **Outcomes**

- Reduced campus electricity output and emissions.
- Campus energy needs are increasingly supplied by alternative energy sources.
- Increased awareness by campus and community of campus progress and improvements.

## Operations Goal 3

### **Reduce amount of materials going into the waste stream through reduction in consumption, and increased recycling and composting**

#### **Steps to be taken**

- Establish baseline measures for campus waste stream generation and costs for waste removal.
- Create and implement a plan for sorting and removing redeemable recyclables. Responsible parties include campus Facilities manager and employees, Sustainable Committee members, Sustainability Student Club as well as other interested student clubs, and campus volunteers.
- Expand the number of recycling bins across the campus with funding gained from recycling money generated.
- Implement plans to reduce campus use of: cardboard; office paper; water; food waste on campus through collaboration between Sustainability committees and HonCC facilities manager.
- Establish and implement a food policy for all food vendors coming to campus to include requirements for composting, reduction or elimination of plastic use, and recycling. ➤ Create campus capacity to compost campus green waste as well as pre-sale food waste from campus food vendors.

#### **Timeline**

- Establish baseline measures for campus paper use, cardboard use, water use, and food waste: Spring 2022
- Create plans for reduction of waste stream items: Fall 2022
- Draft food vendor requirements document: Spring 2022
- Implement plans: Spring 2023
- Measure to demonstrate reduction: ongoing

## **Outcomes**

- Demonstrated reduction in levels of waste leaving campus.
- Demonstrated reduction in plastic use and waste on campus.
- Established campus composting processes and reduction in food waste generated.
- Increased number of recycling bins and established process for sorting and removing recyclable cans and bottles from campus.

## Operations Goal 4

### **Develop, publicize and implement Landscape Inventory and Campus Tree Policy**

#### **Steps to be taken**

- Carry out campus landscape inventory to include trees, paying special attention to identification of native plants, coordinated by Sustainability Committee.
- Create a map of plants on campus to be protected and/or replaced when needed. Information gathered by Sustainability committee members, Native Hawaiian programs, agriculture department staff, and campus volunteers in coordinator with Facilities manager.
- Publish maps for campus and public.
- Draft plan to protect campus trees, establishing criteria and justifications for cutting them down, plans for what is done for wood and requirements to replace trees on campus. Sustainability committee members will draft in consultation with VCAS and Facilities Manager.
- Submit plans to campus and administration for feedback. Conduct town hall meetings to discuss. Final plans approved by the Chancellor.

#### **Timeline**

- Inventories completed: Spring 2022
- Plans developed and approved: Fall 2022
- Inventories and plans published: Fall 2022

#### **Outcomes**

- Issued and posted Campus Tree Policy.
- Compiled and posted list of Landscape Inventory.
- Increased campus and community awareness and appreciation of native plants and trees.
- Expanded sustainable practices in care and maintenance of campus plants and trees.

## Operations Goal 5

### **Complete process of swapping out old water fountains with bottle refilling stations**

#### **Steps to be taken**

- Continue to replace old water fountains with bottle refilling stations as older versions need repairs. Carried out under leadership of campus Facilities Manager.

### **Timeline**

- Based on available funds and timing of breakdown of current water fountains.

### **Outcomes**

- All old style water fountains are replaced by bottle fillers.

## Operations Goal 6

### **Implement HonCC sustainable purchasing policy**

#### **Steps to be taken**

- Submit an existing draft plan for revision, review and approval by the Sustainability Committee.
- Submit revised draft plan to all impacted parties (e.g. Business Office staff, secretaries) for review, comments, and revisions.
- Conduct Town Hall meetings for campus discussion and input.
- Submit revised draft plan to administration for review, comments, revisions and approval.
- Publicize the plan.

#### **Timeline**

- Sustainability Committee review: Fall 2021
- Review by involved personnel, campus feedback and administration: Spring 2022
- Publication and implementation of plan: Fall 2022

#### **Outcomes**

- Increased purchasing of environmentally responsible products.
- Reduced waste, packaging and environmental impacts from campus consumption.
- Increased awareness by the campus community for consumption impacts.

## 3. Strategic Objective – Community Engagement

**‘Umia ka hanu! Ho‘okāhi ka umauma ke kīpo‘ohiwi i ke kīpo‘ohiwi.**

***Hold the breath! Walk abreast, shoulder to shoulder.***

**Be of one accord, as in exerting every effort to lift a heavy weight to the shoulder and to keep together in carrying it along. (‘Ōlelo No‘eau 2876, Pukui)**

Enhancing community engagement means organizing and publicizing activities that promote community involvement in campus events and projects and provide opportunities for the campus to engage with the community. Key to accomplishing this is utilizing and increasing the campus’s social media presence to foster more community connections. College faculty, staff and students can contribute to community projects as well as be role models and consultants in support of community sustainability efforts.

A guiding principle of the campus’s community engagement emphasis is applying principles of the ahupua‘a system. With proper management of the ahupua‘a, the needs of Kapālama

ahupua'a inhabitants can be met. Everyone has access to resources they need to live well. What they cannot make or get themselves, they get from others through exchange. Building community connections, especially within our Kapālama ahupua'a, will foster greater awareness in our community that everyone - individuals, families, communities, businesses and government, and Honolulu Community College – has responsibilities to achieve a sustainable Hawai'i.

## Community Engagement Goal 1

**Promote campus community use and support of local businesses and providers.**

### **Steps to be taken**

- Inventory and publish list of local businesses and services.
- Include local providers in campus events e.g. Ho'olaule'a, Career Fairs etc.
- Inventory local community service opportunities e.g. other Māla, restoration projects.

### **Timeline:**

- Inventory of community resources and possible partners: Fall - Spring 2022
- Publicize local community services, providers and contacts: Spring 2022

### **Outcomes:**

- Increased awareness and support of community businesses and local providers of needed services.
- Increased campus support of community needs and increased campus visibility and presence.
- Increased networking and awareness of potential employment opportunities for students.

## Community Engagement Goal 2

**Serve as a source of sustainability information for the community.**

### **Steps to be taken**

- Create a social media presence where information can be shared (e.g. YouTube channel or focused Facebook page).
- Create 'How To' and other informational videos and promote to community members, elderly populations, interested local groups, reflecting HonCC faculty expertise in sustainability topics e.g. creation of the māla, home gardening, growing herbs and food, sustainable lifestyle tips etc.
- Share presentations open to the community in person or via Zoom.

### **Timeline:**

- Creation of platform to sharing with community: Fall 2021
- Creation of how-to videos and presentation of Zoom/live session: Fall 2022 12



**Outcomes:**

- Promotion of HonCC faculty expertise.
- Promotion of HonCC commitment to sustainability and to the community. ➤ Increased sustainable awareness and practices by campus and community members. ➤ Increasing cultural gardening practices across our ahupua'a.

## 4. Strategic Objective – Cultural Connections

Honolulu Community College is committed to promoting awareness of and respect for Hawaiian culture and indigenous wisdom. The alignment of sustainability goals and objectives of cultural and place-based learning is manifest in many ways. A key strategic goal is to create a sustainable living and learning environment that honors traditional Hawaiian cultural foundations and environmental topics that are infused with awareness of Hawaiian culture, traditions and values in teaching, learning and service opportunities.

### Cultural Connections Goal 1

**Reinforce Hawaiian traditional values by integrating concepts, vocabulary and insights in the sustainability plan**

- *Mana'o'i'o* (Faith, Respect for Nature)
  - *Kapu* and *Noa* (Sacred and Profane)
  - *'Ike* (Knowledge)
  - *'Āina* (The Living Earth)
  - *Lōkahi* (Unity. Balance. Harmony)
  - *Mālama* (Caring)
- [\(see link\)](#)

**Steps to be taken**

- Determine which traditional values can be matched with each category and/or goal.
- Use Hawaiian vocabulary to convey Hawaiian traditional values throughout the plan (*mālama*, *lōkahi*, *'āina*, *'ike*, *kapu* and *noa*, *mana'o'i'o*).
- Have the document checked and validated by Kupu Ka Wai Council for accuracy and integrity.

**Timeline**

- Update category and/or goals: Spring 2021

**Outcomes**

- Raised awareness of Hawaiian vocabulary and cultural values.
- Increased and visible commitment of the campus to infusing Hawaiian wisdom and cultural values such as aloha 'āina/mālama 'āina in campus culture and operations.

## Cultural Connections Goal 2

### **Promote workshops offered by Kūalahale Professional Learning grant**

#### **Steps to be taken**

- Incorporate publicizing cultural workshops and activities in weekly sustainability messages and publicize on Sustainability website.
- Increase cross-over use of faculty with Hawaiian cultural expertise in sustainability workshops and vice versa.

#### **Timeline**

- Integrate Hawaiian cultural events in sustainability events publicity: Fall 2021
- Start offering cross topic workshops: Spring 2022

#### **Outcomes**

- Create a partnership/support network with the Kūalahale Professional Learning grant group.
- Increased attendance at events.
- Foster greater awareness of Hawaiian cultural values across the campus.

## Cultural Connections Goal 3

### **Create a new S-designation category incorporating indigenous sustainability practices**

#### **Steps to be taken**

- Investigate models or examples of indigenous based certificate and degree programs in Hawai'i and on the continent.
- Research and list suggested resources of ways to include indigenous practices. ➤ Organize and offer faculty development events providing opportunities for faculty to learn how to incorporate indigenous practices in their curriculum (e.g. Hawaiian words, practices, ideas, etc.).

#### **Timeline**

- Research academic models: Fall 2021
- Create instruction resource bank: Spring 2022
- Faculty Development Events: start Spring 2022 and ongoing

#### **Outcomes**

- Educate the campus community on 'ōlelo Hawai'i as well as Hawaiian concepts and values.
- Increase enrollment and retention by offering courses that address student interests.
- Increase opportunities for students to pursue specialized degrees that address their interest in sustainability issues and Hawaiian culture.

## Cultural Connections Goal 4

**Increase opportunities and sponsor events that build cross-cultural involvement in sustainability awareness and commitment.**

### Steps to be taken

- Coordinate efforts of the Sustainability Committee and the Kupu Kawai Council. ➤ Coordinate efforts of Sustainability Committee efforts and Hawaiian Center initiatives. ➤ Increase involvement of Sustainability Committee members in Mālama 'Āina Days and Māla Working Days e.g. have a section in the Māla for Sustainability Committee and/or S-Designation classes to work on and maintain.
- Organize events emphasizing working with native plants on campus and in the community.
- Create small scale 'sustainability awareness' days a few times a year or semester that integrate sustainability and Hawaiian values topics etc. tables on the mall with interactive and informative exhibits.

### Timeline

- Increase communication and coordination discussions between Hawaiian Studies leaders and Sustainability Committee members: Fall 2021
- Increase participation by Sustainability Committee members in Hawaiian Center and Studies activities: ongoing
- Showcase events on the Mall: Fall 2022

### Outcomes

- Increased campus community members' connection to the land (mālama 'āina).
- Move the visible culture of working together (hana lima).
- Increased campus members' faith in and respect for nature (mana'o'i'o). ➤ Expanded opportunities for meaningful community service and learning. ➤ Intensified student engagement in learning about the environment and Hawaiian culture. ➤ Increase participation by all members of campus in activities organized by Hawaiian Center and grant leaders.

## 5. Strategic Objective – Communication

**Ho'omoe wai kāhi ke kāo'o.**

***Let all travel together like water flowing in one direction. ('Ōlelo No'eau 1102, Pukui)***

- Underlying several goals for the College is maximizing communications technologies and tools to build stronger community efforts on campus, as well as community links.

## Communication Goal 1

**Promote campus sustainability measures and initiatives through all campus communication venues.**

### Steps

- Expand use of existing Instagram account by establishing clear protocols, management and oversight.
- Establish a YouTube channel dedicated to HonCC sustainability projects and achievements.
- Share information from weekly Friday message with the broader community.

### Timeline

- Instagram protocols and establishing YouTube Channel: Fall 2021
- Sharing Friday message information to the community via webpage: Fall 2021

### Outcomes

- Increased sustainability knowledge and awareness on campus as well as the broader community.
- Increased awareness of HonCC faculty expertise and involvement.

## Communication Goal 2

**Identify and expand on ways to communicate sustainability information and resources to students.**

### Steps

- Utilize communication venues such as YouTube to share content and resources from S-designated classes.
- Organize the end of semester 'Sustainability in the Classroom Showcase' where students and faculty from S-designated classes share what they learned including student projects.

### Timeline

- Create a campus YouTube channel: Fall 2021
- Organize the first Sustainability in the Classroom Showcase: Fall 2022

### Outcome

- Cultivate student interest in S-designated classes, the Academic Subject Certificate, as well as encouraging student discussions on sustainability in classes and student clubs. ➤ Expand faculty interest and involvement in S-Designation program.

## 6. Strategic Objective – Responses to Budget Reductions

**He po'i na kai uli, kai ko'o, 'a'ohe hina pūko'a.**

***Though the sea be deep and rough, the coral rock remains standing. Said of one who remains calm in the face of difficulty.*** ('Ōlelo No'eau 905, Pukui)

Honolulu Community College is facing a future where budget restrictions are projected for several semesters. In response to these, the campus needs to identify ways to increase student enrollment and retention.

### Budget Goal 1

**Increase campus competitiveness by attracting and retaining students through emphasis on OER in courses to reduce student costs.**

#### Steps to be taken

- Sustainability Committee works with campus OER leaders to provide and update resources and training sessions.
- Sustainability Committee works with Faculty Development leadership to conduct sessions and direct professional development monies in support of OER development (e.g. conferences, webinars etc.).
- Sustainability Committee members work with campus OER and technical support leaders to ensure technological support for OER efforts.

#### Timeline

- Establish communications with OER, Faculty Development and technical support leaders: Fall 2021
- Conduct trainings and establish campus resources: Spring 2022 and ongoing

#### Outcomes

- Increased number of campus courses using OER resources.

### Budget Goal 2

**Increase systematized efforts to help students with food security issues to help with retention.**

#### Steps to be taken

- Inventory current campus efforts and model programs on other UH system campuses.
- Create a standing Sustainability sub-committee to work on this project.
- Coordinate with existing efforts through Student Life and Development and look into broadening to campus wide 'Basic Needs' committee. The charge of this/these committees would be increasing student awareness and use of community resources for free and reduced cost food.
- Develop a permanent program for informing and aiding students to increase food security.

- Implement ways to publicize community support possibilities and sources to HonCC students.

### **Timeline**

- Research and inventory: Fall 2021
- Create committee infrastructure: Spring 2022
- Have established resources and information share with students: Spring - Fall 2022

### **Outcomes**

- Demonstrable increase in number of students aided.
- Creation of strong community partnerships.
- Increased awareness of student needs.

## Budget Goal 3

**Create a system for campus members to step into sustainability leadership and coordination roles (if classes are cancelled, create a list of tasks and roles interested parties can step into for assigned time).**

### **Steps to be taken**

- Use Strategic Plan to map out goals and tasks each semester.
- Sustainability Coordinators work with Division Chairs and affected faculty when classes are cancelled and if assigned time is a possibility, identify strategic plan goals pursued for that semester.
- Create a system for reporting assigned time achievements and completed goals.

### **Timeline**

- Strategic Plan completed: Spring 2021
- Sustainability Co-Chairs communicate with Division Chairs at the start of each semester to make clear this possibility: Ongoing

### **Outcomes**

- Faculty with cancelled classes directed to meaningful assigned time activities. ➤ More faculty are aware of sustainability issues, impacting their interactions with students. ➤ More strategic plan goals achieved.

## 7. Strategic Objective – Governance

Ho'okāhi ka 'ilau like 'ana.

***Wield the paddles together.***

**Work together. ('Ōlelo No'eau 1068, Pukui)**

The campus has institutionalized a Sustainability Committee as well as established the position of Sustainability Coordinator (or co-Coordinators.) For several years, the position of Coordinator was supported with release time (suspended during current budget crisis).

### Governance Goal 1.

**Create a handbook for Sustainability Committee Chair(s), Coordinator(s), and sub committees Chairs to ensure continuity and rapid start to the academic year.**

#### **Steps to be taken**

- Compile all existing documents, minutes, reports from past years.
- Archive and post as permanent record.
- Ensure updating each year.

#### **TimeLine:**

- Fall 2021; then ongoing

#### **Outcomes:**

- Ensured consistency and institutional memory with change in committee chairs and sub chairs.

### Governance Goal 2.

**Institute cycle for strategic plan review and revision.**

#### **Steps to be taken**

- Write up the planned process and timeline for updating the strategic plan.
- Get approval through the Sustainability Committee.
- Post up on the intranet as an archived record.
- Include in the Sustainability Committee handbook.

#### **Timeline:**

- Fall 2021

#### **Outcomes:**

- Ensured timely revision and standardized process for inclusive process to revise strategic plan.

### Governance Goal 3.

## **Establish an Office of Sustainability**

### **Steps to be taken**

- Research models of Sustainability Offices/leadership systems on other campuses.
- Identify and justify personnel needed.
- Create an annual budget for sustainability activities on campus.

### **Timeline**

- Fall 2024

### **Outcomes**

- Ensure achievement of Strategic plan goals.
- Ensure continuation of progress and momentum on several initiatives. ➤ Raise visibility of Honolulu Community College as a campus dedicated to sustainability values and achievements.

***He ali'i ka 'āina, he kauā ke kanaka.***

**The land is chief, man is but a servant.**

***(‘Ōlelo No‘eau 531, Pukui)***





University of Hawai'i  
Sustainability Curriculum  
Handbook for Implementation v.2.0

Fall 2017 2.0 Edition

17 November 2017

**University of Hawai'i System  
Office of Sustainability (UHOS)**

**Authors:**

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# Executive Summary

This document is intended to assist campuses in the University of Hawai'i 10 campus system to track **sustainability courses** (Sustainability Focused/SF), and **courses including sustainability** (Sustainability Related/SR), across the system. A common set of criteria, a process for review, and appropriate committees for review of courses have been established at most campuses in order to implement a new Banner Attribute Code, the SF code for Sustainability Focused Courses. These courses can be identified at the CRN (instructor) level, or for whole courses, as appropriate. SF courses are NOT required, and making a SF courses a requirement is not a goal of this initiative. SF courses will be tracked in Banner and STAR as part of campus-based Academic Subject Certificates (ASC) currently under development. The Sustainability ASC is intended to be used as an outreach, recruiting, and retention strategy will become a "minor-equivalent" providing a coherent educational experience across campuses of an introduction to sustainability in the context of the Hawaiian islands.

We recognize a uniqueness to sustainability in Hawai'i. Sustainability curriculum includes both sustainability as a value and sustainability as a discipline. Sustainability curriculum also considers pedagogy -- not just what is taught, but also how it is taught.

UH Sustainability Curriculum provides a coherent understanding of:

- a) Importance of sense of place, a relationship with the moku and ahupua'a of each campus,
- b) Climate change science and impacts in Hawai'i, past, present and future, and
- c) These are taught in a context of action: applied research, service to community, and civic engagement.

UH Sustainability Curriculum is a strategy to implement [EP 4.202 System Sustainability Policy](#). It is recommended that all faculty familiarize themselves with the goals of this policy as they relate to curriculum, research, teaching and learning, cultural connections, and community engagement.

# **Summary of Changes in Version 2.0 of the Sustainability Handbook**

For those familiar with the Sustainability Curriculum initiative, please notice the following changes: Sustainability Focus (SF) can now receive a Banner attribute code.

- Changes to course-naming protocols
- Sustainability Focus = Sustainability Course with a “*primary and explicit focus on sustainability.*”
- Sustainability Related = Course including Sustainability (one or more assignments relate to sustainability).
- Sustainability Related is not tracked in Banner, but may be noted in comments
- Only SF courses count toward an Academic Subject Certificate
- Shifts in core concept clusters to reflect evolving local, national, international dialogue

## **Vision**

The intention of the UH Sustainability Curriculum is to use the best aspects of a system bureaucracy to provide coherence across curricula: to support interdisciplinary dialogue among and between faculty in all areas; to inspire research and community engagement on real, local sustainability issues; to teach sustainability principles, skills, attitudes, and ways of thinking and knowing with consistency, rigor, and hope.

To paraphrase David Orr<sup>1</sup> (one of the earliest thinkers and advocates for integrating sustainability into higher education), students deserve an education relevant to the future they will inherit. We need to tell them the truth about climate change, sustainability & resilience, and convey in our courses, across every discipline, the knowledge, skills, attitudes, and behaviors that will be needed to survive, and thrive, in an uncertain future.

We need to ensure that higher education remains relevant in the context of an increasingly complex, rapidly changing world; where “local” and “global” issues intersect, and where humans are better able to comprehend our relationships and function with the biosphere, and with each other in ways that repair, restore and regenerate the biological systems that human activity has compromised.

We want to connect, include, and honor the indigenous wisdom of Hawaiian culture, the original sustainability. This endeavor parallels and supports in all ways the University of Hawai‘i’s mission to become a model indigenous serving institution.

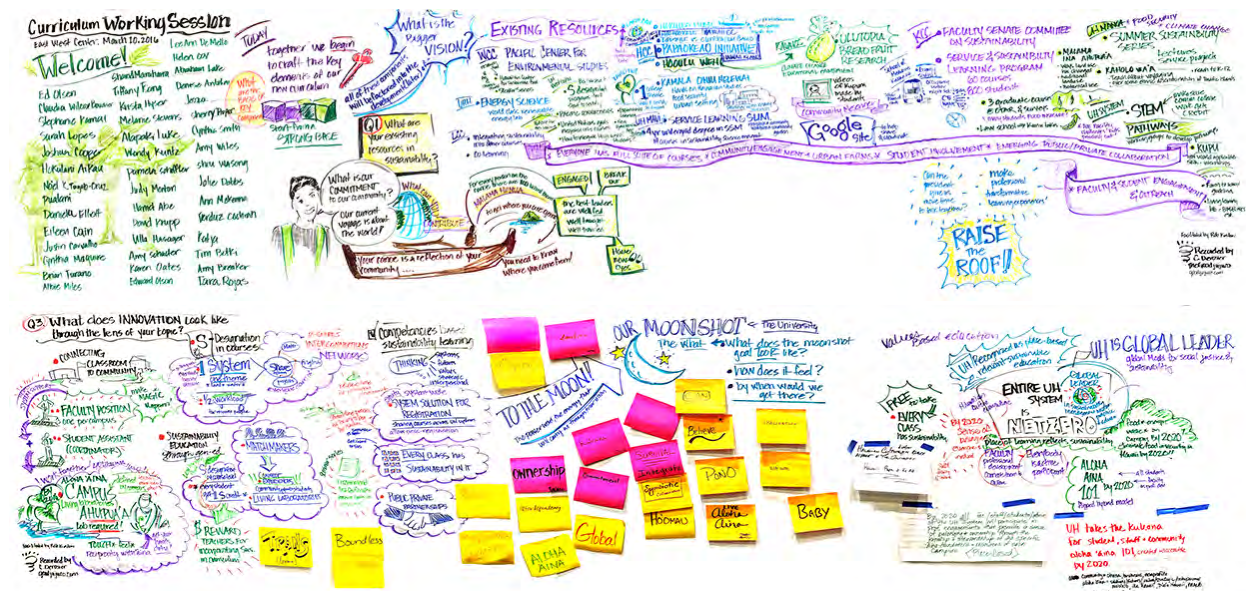
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<sup>1</sup> David W. Orr is the Paul Sears Distinguished Professor of Environmental Studies and Politics and Special Assistant to the President of Oberlin College. He is the recipient of six honorary degrees and other awards including The Millennium Leadership Award from Global Green, the Bioneers Award, the National Wildlife Federation Leadership Award, a Lyndhurst Prize acknowledging “persons of exceptional moral character, vision, and energy.”  
<http://www.oberlinproject.org/about/founder-visionary/david-w-orr.html>

# History

We began talking about sustainability across the curriculum in 2008, with the first system-level conversation about sustainability, and what it meant to us as faculty. Faculty began attending national meetings and trainings, including the Association for the Advancement of Sustainability in Higher Education ([AASHE](https://www.aashe.org/)<sup>2</sup>) Sustainability Tracking Assessment and Reporting System ([STARS](https://stars.aashe.org/)<sup>3</sup>) training, and the AASHE Sustainability Curriculum Leadership program modeled on the [Ponderosa Project](https://www.ponderosa-project.org/)<sup>4</sup> at Northern Arizona University. These discussions have always been about teaching, learning, students, and the future.

Version 2.0 of the Sustainability Curriculum Implementation Handbook represents a grassroots effort of faculty following the international dialogue on [Education for Sustainability](https://www.un.edu/education-for-sustainability/)<sup>5</sup>, combined with student leadership efforts (e.g. [Sustainable Saunders](https://www.sustainable-saunders.org/)<sup>6</sup> and the HUB), and initiatives from across the state (e.g. [The Aloha+ Challenge](https://www.hawaiiengrowth.org/loaha-challenge)<sup>7</sup> and the [State of Hawai'i Sustainability Dashboard](https://www.dashboard.hawaii.gov/aloha-challenge)<sup>8</sup>); these efforts and others were catalyzed by administrative support and [EP 4.202](https://www.tinyurl.com/UHhexecpolicy)<sup>9</sup>.



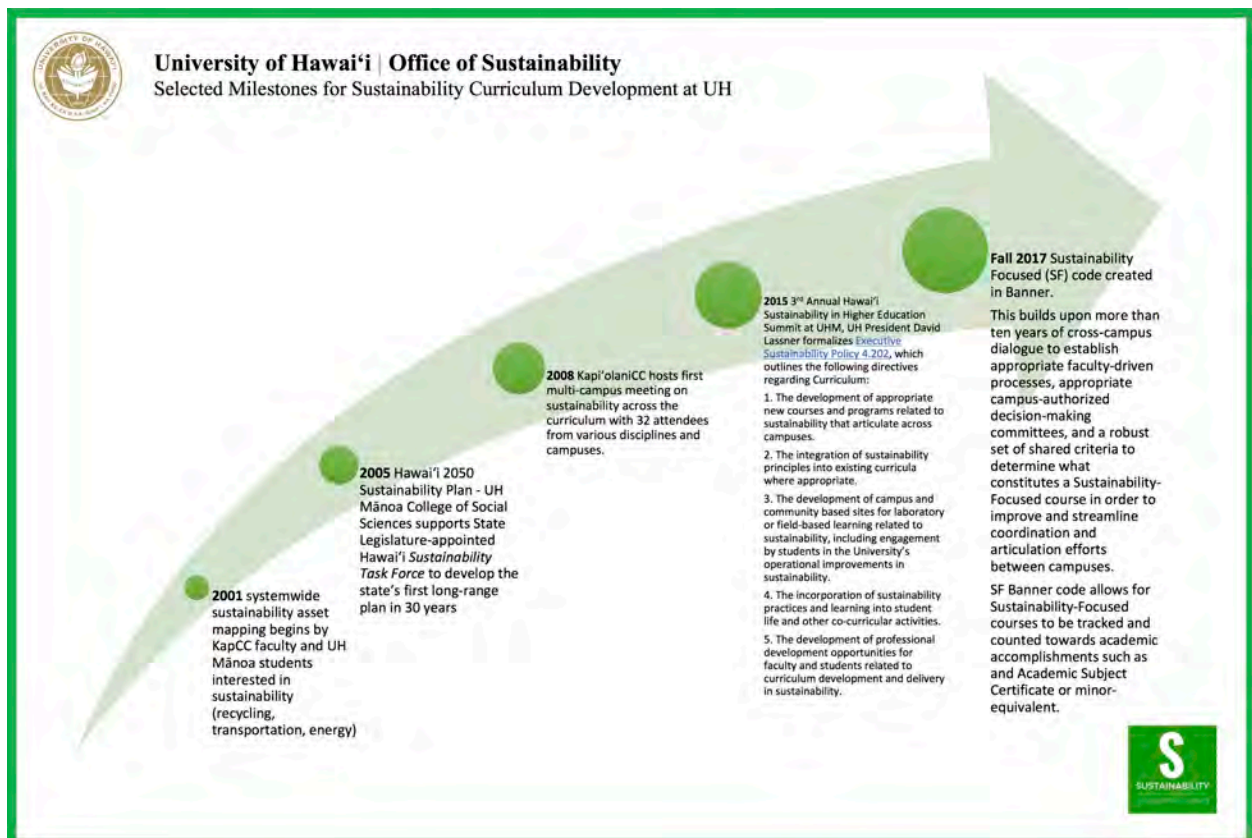
**Figures 1 & 2:** Graphic notes from 2016 Curriculum Coordination working session convened at 4<sup>th</sup> Annual Hawai'i Sustainability in Higher Education Summit. Participants were invited to “cast a compelling vision for sustainability curriculum across our campuses.”

- 2 [aashe.org/](https://www.aashe.org/)
- 3 [stars.aashe.org/](https://stars.aashe.org/)
- 4 [www2.nau.edu/~ponder-p/](https://www2.nau.edu/~ponder-p/)
- 5 [cloudinstitute.org/brief-history/](https://cloudinstitute.org/brief-history/)
- 6 [publicpolicycenter.hawaii.edu/projects-programs/sustainable-saunders.html](https://publicpolicycenter.hawaii.edu/projects-programs/sustainable-saunders.html)
- 7 [hawaiiengrowth.org/aloha-challenge](https://hawaiiengrowth.org/aloha-challenge)
- 8 [dashboard.hawaii.gov/aloha-challenge](https://dashboard.hawaii.gov/aloha-challenge)
- 9 [tinyurl.com/UHhexecpolicy](https://tinyurl.com/UHhexecpolicy)



**Figure 3:** Participants from 2016 Curriculum Coordination working session convened at 4<sup>th</sup> Annual Hawai'i Sustainability in Higher Education Summit included representatives from multiple campuses, community partners and peer institutions.

## Timeline of Sustainability Curriculum Development at UH<sup>10</sup>



**Figure 4:** Selected highlights from timeline of Sustainability Curriculum development across campuses at university of Hawai'i. See detailed timeline in Appendix 1.

<sup>10</sup> See a critical moment that is missing? Help us hold this institutional history.

## **Mahalo**

Mahalo to the many colleagues who have assisted with, innovated, experimented, discussed, designed, failed, championed, negotiated, acquiesced, spoken up, and most of all, been patient and flexible in this long grassroots effort: Tim Botkin, Roberta Brashear, Eileen Cain, Justin Carvalho, Joshua Cooper, Harry Davis, Risa Dickson, Bob Franco, Brooke Hansen, Susan Hippensteele, Carl Jennings, Aya Kimura, Dave Krupp, Wendy Kuntz, William Labby, Pua Lincoln-Maielua, Keala Losch, Hae Okimoto, Christian Palmer, Ryan Perroy, Tara Rojas, Mike Ross, William Sage, Daita Serghi, Cynthia Smith, Norman Takeya, Shanah Trevenna, Brian Turano, Claudia Wilcox-Boucher, Aurora Winslade.

Mahalo to UH president David Lassner for his support of [EP 4.202](#), the University of Hawai'i Executive Policy on Sustainability, and for providing resources and leadership to move this effort forward, bringing together related initiatives: STEM, SENCER, Hawai'i Papa O Ke Ao, and the Hōkūle'a's Mālama Honua Worldwide Voyage.

Deep gratitude to the many scholars and practitioners who have provided input, inspiration, and insight: Hokulani Aikau, Maenette Benham, Kevin Chang, Pauline Chinn, Greg Chun, Kamuela Enos, Linda Furuto, Josh Kaakua, Lindsey Kalkbrenner, Keala Losch, Ku'uipo Losch, Manulani Meyer, Albie Miles, Aulii Silva, Ramsay Taum, Nainoa Thompson, Miki Tomita, Arnim Wiek.

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# PART 1: BACKGROUND

## DEFINITIONS

While there are many different approaches and definitions to “sustainability”, we mean, in general, “*servicing the needs of the present without jeopardizing the needs of the future.*”

We evoke, wherever possible, the principles of the [Earth Charter](#) which defines sustainability “*in all its dimensions: cultural, economic, environmental, and social.*”

The Earth Charter introduces the “Four Pillars” definition of sustainability:

- cultural vibrancy,
- economic prosperity,
- environmental responsibility
- and social justice.

Sustainability courses address major challenges including climate change, global poverty and inequality, natural resource depletion, and environmental degradation.

Sustainability courses may also contribute towards achieving one or more of the targets embedded in the [United Nations Sustainable Development Goals](#) (SDGs):



Thus, an environmental science course may seem like an obvious sustainability course, but in fact some courses could relate to environment, or to society, without directly interacting with sustainability, which lives in the intersection of two or more pillars, and which addresses sustainability issues and solutions.

**Sustainability courses** are ideally trans-disciplinary. A common critique of higher education is its tendency to reinforce “silos” of thinking which is a common cause of ‘unintended consequences’ or unsustainability; thus, it is a benefit to students to teach sustainability issues and the content of academic disciplines through a more real-world “systems thinking” framework, which reinforces our capacity to address challenges as they exist, rather than as academic disciplines have organized information. The approach of the UH Sustainability Curriculum follows [principles outlined by UNESCO](#) during the Decade of Education for Sustainable Development.

## Sustainability as a VALUE

Sustainability can be taught as a Value. A Sustainability course (SF) can include many types of course design, driven by place-based, ‘āina-based, and culture-based curricula. Sustainability courses (SF) should reflect a localized understanding and embrace culturally relevant and appropriate language, vocabulary, protocols, values, wisdoms, expertise, and ways of knowing.

The following is the authors’ current understanding of core Hawaiian values that we have encountered as we seek to learn from Hawaiian scholars and practitioners, and continue to explore the resonances that lie at the meeting of wisdoms between indigenous ancestral knowledge and western empirical sciences.

Sustainability is continuity, *mo’o*, the practice of awareness of our context and culture and how we care for and within both.<sup>11</sup> Another way of asking this question about sustainability curriculum is: *“Does the mo’o live in my course?” How does continuity weave throughout my class and the assignments I ask from my haumana?”*

According to conversations with Dr. Manulani Meyer, **Mo’o** “Continuity” is found in the following ideas:

**mo’olelo** - *What are the stories you are teaching? How do they link with the spaces and cultures you are now in?*

**mo’oku’auhau**<sup>12</sup> - *What is the historic context of your ideas and what is the genesis of each of them?*

**mo’opuna** - *What does the future look like and how does your course affect the future?*

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<sup>11</sup> (2016-17, personal communications with Dr. Manulani Meyer)

<sup>12</sup> In English, the commonly used translation is genealogy (Pukui & Elbert, 1986). Kanahale (2011) further describes mo’oku’auhau: “Mo’oku’auhau is a literary introduction to a family lineage. The family line may include humans, elements of nature, sharks, or other forms of life. If important enough in the mythological framework of the social structure, the name is recorded.” (p. 1)

## Core Hawaiian values that can inform sustainability praxis, research and studies include:

**Aloha ‘Āina** - To be in relationship of love, caring, and sustainable reciprocity with the ‘āina and other natural resources. ‘Āina: land, natural environment, that which feeds and sustains us. We build on Hawaiian knowledge and experience that recognizes ‘āina as source, ‘āina as people, and ‘āina as ongoing connection and care.<sup>13</sup>

**‘ike Hawai‘i** - The knowledge, values, and practices of kanaka ‘ōiwi knowledge are alternative ways of knowing, being and doing that hold enormous value to modern.

**‘imi ‘ike** - "Student is the teacher / Teacher is the student," *‘Imi ‘Ike* acknowledges the reciprocal relationship and value of student and teacher, thereby acknowledging all forms of knowledge as inherently valuable.

**kuleana** - The word kuleana refers to a reciprocal relationship of responsibility. We have a kuleana to the Earth as : to care for it and to respect it.

**mālama Honua** - "To care for our island earth", Hōkūle‘a’s message to our global community<sup>14</sup>. This core value of the worldwide voyage has its roots in the concept of Mālama ‘Āina. Mālama - To care for; to properly manage. This is the quintessential responsibility and privilege of the kaikaina<sup>15</sup>(younger sibling or junior genealogical line).

**mauō**<sup>16</sup> “the perpetuation of our wellbeing”. Mauō is made up of two basic words; *mau*, stability, unbroken continuity, and *ō*, enduring in a healthy state. Formerly, there was no need for the word mauō because it was a normal part of Hawaiian life. Today, it is critical that we distinguish between what is sustainable and what is not. The Māmaka Kaiāo New Words entry is: *mau.ō common noun Sustainability. Comb., mau + ō.*

## Sustainability as a DISCIPLINE

Sustainability can also be taught as a DISCIPLINE. Colleges and universities in the U.S. and internationally recognize the need for inter and trans-disciplinary curricula that prepare a new generation for productive futures in career fields that may not yet exist. This includes sustainability professionals, climate change officers, hydrologists, conservation experts, as well as an infusion of

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13 Vaugahn, M. B. (2016). "He Lei Aloha ‘Āina." In K. Oliveira & E. K. Wright (Eds.). *Hawai‘inuiākea Book Series: Kanaka ‘Ōiwi Methodologies*, 4, 42-51. Honolulu, HI: University of Hawai‘i Press.

14 From the Polynesian Voyaging Society Website: Mālama Honua means to take care of and protect everything that makes up our world: land, oceans, living beings, our cultures, and our communities. It means learning from the lessons of islanders to take care of your limited resources, as though you were living on a canoe in the open ocean or an island in the middle of the sea. On a canoe, water, food, plants, and other basic needs are in limited supply and are tended to with great care; so too we must tend to our resources on islands, and for all of Island Earth.

15 (Kame‘eleihiwa, 1992)

16 On February 16, 2016, Dr Larry Kimura, Associate Professor of Hawaiian Language at UH Hilo and Secretary General of The Polynesian Languages Forum introduced a new word in the Hawaiian lexicon at an assembly of faculty, students, staff and practitioners convened by UH President David Lassner to work on integration of ‘Ike Hawaii, Malama Honua, STEM and Sustainability.

[“green enhanced skills”](#) in the workforce across all traditional fields of study: education, economics, information technology.

## Sustainability Competencies: Ways of Thinking, Being and Doing

The UH System Sustainability Curriculum Coordination Council has endorsed use of Arnim Wiek’s “Key competencies for sustainability” (Wiek et. al 2011, 2015), which are supported by a variety of scholars (de Haan 2006; Sterling and Thomas 2006; Barth et al. 2007; Wiek et al. 2011b; Frisk and Larson 2011; Rieckmann 2012; Steiner 2013; Thomas and Day 2014; Caniglia et al, 2015).

It may be useful for UH faculty to think of these key competencies as “ways of thinking, being and doing” to stimulate next-level thinking about sustainability curricula. For example, defining this broader umbrella of learning outcomes using Wiek’s competencies is useful. The “key competencies for sustainability” described Wiek and colleagues are:

- 1. Systems-thinking competence** – the ability to collectively analyze complex systems across different domains (society, environment, economy, etc.) and across different scales (local to global), thereby considering cascading effects, inertia, feedback loops and other systemic features related to sustainability issues and sustainability problem-solving frameworks.
- 2. Interpersonal competence** – the ability to motivate, enable, and facilitate collaborative and participatory sustainability research and problem solving.
- 3. Strategic competence** – the ability to collectively design and implement interventions, transitions, and transformative governance strategies toward sustainability.
- 4. Anticipatory competence (futures-thinking)** – the ability to collectively analyze, evaluate, and craft rich “pictures” of the future related to sustainability issues and sustainability problem-solving frameworks.
- 5. Normative competence (values-thinking)** – the ability to collectively map, specify, apply, reconcile, and negotiate sustainability values, principles, goals, and targets.
- 6. Integrational synthesis** – the ability to integrate the above competencies in order to effectively solve complex and interconnected challenges of sustainability.

(Note: The terms “hallmarks”, “competencies”, “outcomes,” “focus,” and “foundations” mean different things on different campuses and can create ongoing confusion across the UH system. At this time, there is no movement to make sustainability courses (SF) a requirement; the goal is to catalyze diffusion of sustainability learning throughout the curriculum.)

## GOALS of UH Sustainability Curriculum (SF and SR)

- **Coherence.** SF and SR courses encourage faculty dialogue and coherent integration of Sustainability across the curriculum. Students across the UH system will have a shared knowledge and vocabulary of climate change science and impacts in Hawai'i.
- **Articulation.** SF and SR courses provides grounding for 2 to 4 year pathways across the UH system, as well as transfer to other institutions.
- **Benchmarking.** SF and SR courses provide a method of “counting” curricular transformation for strategic planning, campus sustainability plans, AASHE STARS ratings, and climate action plan documentation.
- **Increased Visibility of Sustainability in the Curriculum.** Students with an interest in sustainability will have a way to navigate through *existing* Gen Ed requirements, without adding any new requirements, using the SF and SR courses as a guide. This supports recruitment, enrollment, engagement, and persistence.
- **CTE connections.** SF and SR courses provide an entry point and connection with general education courses. S Des courses may be desirable preparation for CTE fields including culinary, construction, and health.
- **Place-Based, Active Learning.** SF and SR courses support campus work in context, relevant to localized issues, resources, and campus cultures.
- **Leverage Individual Campus Assets and System Strength.** Sustainability Curriculum has system-wide coherence but is ultimately unique to each campus.

# PART 2: IMPLEMENTATION

## DEFINITIONS:

A **sustainability course** (Sustainability Focused/SF) contains a **primary and explicit emphasis** on Sustainability as described in this document, *using common criteria across the system*. SF courses are coded in Banner and STAR, to be tracked for emerging Academic Subject Certificates (equivalent to a minor) and to define a sustainability pathway across campuses and for transfer and articulation purposes. A significant portion of course content is directly and explicitly related to sustainability based on Earth Charter principles, UN SDGs, and/or core concepts of sustainability.

A **course including sustainability** (Sustainability Related/SR) includes one or more assignments related to sustainability, although the course content is less than one-third related to sustainability. Sustainability Related courses are tracked internally for benchmarking purposes (including AASHE STARS) and for faculty development. They may be listed on websites and promoted to students but do not “count” for certificates, articulation, or transfer. Courses including sustainability may evolve over time to become sustainability courses.

Courses may be designated as SF or SR at the CRN level, or at the course level, as appropriate. For example, one section of ENG 100 may be taught with a sustainability theme; all sections of BIOL 124 are described as sustainability courses in the course outline and outcomes.

## Procedures for Assigning the S-Designation

These are the five steps that have been followed by each campus and that are recommended for building a comprehensive and coherent Sustainability Curriculum across the UH system. Each step is described below:

1. Authorize a formal campus committee.
2. Create strategic plan language and a curriculum goal in your campus sustainability plan.
3. Design an intake process appropriate to your campus; the process should emphasize interdisciplinary dialogue.
4. Code your course (SF, SR, S READY, S-INDEP), and enter in Master UHOS Sustainability Curriculum Spreadsheet. Use Banner Attribute code for Sustainability Focused (SF) courses only.
5. Communicate to departments for Banner schedule input; follow course title and comment protocols.

As of Fall, 2017, five UH campuses are poised to utilize the new SF Banner attribute code for their formally-designated **sustainability focused courses (SF)**, and to pursue an Academic Subject Certificate / Minor Equivalent (modelled after the systemwide Marine Options Program)

UH Hilo:	23 courses
Kapi'olani CC:	17 courses
Windward CC:	17 courses
Hawai'i CC:	14 courses
Honolulu CC:	3 courses

Kapi'oani CC is poised to approve an Academic Subject Certificate in Sustainability for Fall 2018; this model has been developed in cooperation with all the CC campuses, with the idea to create parallel certificates on each campus. Each campus certificate will utilize existing inventory of S Focused courses on that campus; systemwide criteria also allows an S Focused course from another campus to be applied to certificate requirements at the home campus. This “embedded certificate” model utilizes campus assets and creates a certificate with no additional requirements or new courses.

The Academic Subject Certificate / Minor Equivalent in sustainability is a recruitment, retention, and engagement strategy targeting early college and first year students at the community colleges. It is also designed to connect students to relevant majors and provide a coherent overview and lens of sustainability. The Academic Subject Certificate is also designed for transfer articulation within the UH system as well as to colleges and universities outside the UH system. Narrative and a sample advising sheet are contained in the appendix.

The following campuses have participated in the development of the UH Sustainability Curriculum, while developing additional programs of study in sustainability:

### **UHWO: BAS in Sustainable Community Food Systems**

**Recommendation:** UHWO should work with Leeward CC and with its own general education courses to create a gen ed pathway into the BAS in SCFS. All campuses should become familiar with the BAS in SCFS and identify articulation pathways for students interested in food sustainability.

### **UHMC: BAS in Sustainability Science Management**

**Recommendation:** UHMC should develop a pathway from its own general education courses into the BAS in SSM, and identify transfer possibilities into the SSM degree program. All campuses should become familiar with the BAS in SSM and identify articulation pathways for students interested in a sustainability career.

## UHM: Interdisciplinary Studies BA in Sustainability, Hawaiian Studies BA in Hawaiian Studies, Mālama ‘Āina “track”.

**Situation:** UHM has created an SUST cross-listing to make a wide variety of courses more visible to students. Currently, two degree possibilities exist. The College of Social Sciences and other colleges are developing sustainability certificates at the college or department level.

**Recommendation:** If there is interest, it is recommended that a faculty body be authorized to approve courses for the SUST cross listing, and that colleges align and articulate courses at the 100, 200 levels with SF courses from the community colleges.

### Step 1. Campus Committees

Creating a formal campus committee, preferably a standing subcommittee of the faculty senate, is recommended to manage sustainability curriculum on that campus. Most campuses have two committees:

Sustainability Curriculum Committee	General Sustainability Committee
Formal Faculty Senate Subcommittee	Informal, or chancellor-initiated
Faculty representative from each academic department and unit.	Anyone can join. Recommended to have VCAA, VCSA, and VCOS represented, to include academic affairs, student affairs, and operations.
Students may be invited as guests but are not voting members of this committee	Student membership encouraged.
Reports to faculty senate, and back to departments.	Reports to chancellor
Has a representative on the SSCC (System Sustainability Curriculum Coordination Council)	Has a representative on the SSC (System Sustainability Council)
One member also serves on General Sustainability Committee!	One member also serves on Sustainability Curriculum Committee!
Responsible for promoting, managing, approving (by vote of quorum), recordkeeping, sharing information, and renewing designation.	Responsible for campus sustainability plan, Earth Day, all aspects outside of curriculum.

### Step 2. Strategic plan language.

The designation should be tied to campus strategic plan, campus sustainability plan, and campus climate action plans. See for example [Kapi‘olani CC strategic plan](#).



### Step 3. Talk-story intake

The intake process should emphasize *conversation* and *interdisciplinary dialogue*. These conversations create curricular coherence, and also serve as peer-to-peer professional development. We cannot emphasize enough how important the inclusion of faculty dialogue across disciplines is to the adoption of the SF Banner attribute code or the development of courses including sustainability. This is a complex curricular reform effort that must be driven by faculty from multiple disciplines.

It is strongly recommended, though not required, that a faculty member attend a “Talk-story intake” or meeting of the committee to discuss their course. These conversations serve several important functions: professional development for all, guidance for faculty new to sustainability, and discussions that create more coherent sustainability content across first year and second year courses. The “talk story intake” is discussed in more detail in the section on Course Content.

### Step 4. Description of Codes

#### Sustainability Courses (Sustainability Focused / SF/ S)

A Sustainability Focused (SF) course has a thematic, primary, explicit focus on sustainability as determined by the reviewing faculty.

(Sustainability courses are tracked in Banner and STAR towards completion of Academic Subject Certificate/minor equivalent. The Banner Attribute code is SF, but the course naming protocol uses only S. This language is used in the course comments section and on syllabi.)

#### Courses including sustainability (Sustainability Related / SR)

An S Related course incorporates a unit or assignment on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues as examples throughout the course.

These activities can be documented in course comments, flyers, or syllabi. SR courses allow faculty to get started with an assignment related to sustainability. They are not indicated on transcripts. SR courses are tracked internally. They do not count towards certificates, and it may be confusing to students; consider using as internal information only.

#### S Ready (S-READY)

An S-Ready course is a course identified by catalog audit, departmental review, or faculty input as **potentially** SR or SF, but for any reason has not gone through the campus designation process, or does not meet some feature of the designation, or does not wish to

include a formal designation. S-Ready courses are tracked internally to create a pipeline of sustainability course development.

## Step 5. Banner Attribute Implementation

### Course Schedule Input:

The SF Attribute code is available for immediate use. Use of the SF attribute code is optional, but campuses who choose to use it must use system criteria.

Code	Description	Activity Date
SF	Sustainability Focused	06-SEP-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>

### Course titles:

Due to a 30 character limit in Banner course titles, there may be an issue in future with running out of room in title. Thus, the course naming protocol uses just one letter: S, which means "S-Focused (SF)".

The following course title protocol is recommended at this time: ALPHA + NUMERIC + Attribute (S) + TITLE. The S should be listed after other attributes such as WI.

For example: ENG 100 S-Composition I

Note that in Check Class Availability, Gen Ed Requirements automatically appear in a separate column and thus do not go in the course title. WI and S appear before the course title.

ENG 209 WI, S-Business Writing  
DB BIOL 100 S-Human Biology

The reason for listing S in the course title is that, this way, it appears on the student's transcript. Eventually, as certificates emerge, completion of certificate would appear on the transcript but for now, this allows students a way to share the "S" courses they have taken.

SF and SR courses may both be listed in Banner comments section. The following comment language is recommended:

### **Banner Comment for Sustainability Courses (S Focused/SF / S):**

This ENG 100 class section (CRN 32160) is S-Focused (S), meaning that content will concentrate on sustainability, including its social, cultural, economic, and environmental dimensions and/or the class will examine an issue or topic using sustainability as a lens. For more information please visit: (include link to [UHOS](#))

### **Banner Comment for courses including sustainability (S Related):**

This ENG 100 class section (CRN 31121) is S-related (SR), meaning that some assignments and content will concentrate on issues of sustainability. S-related courses do not count towards certificates. For more information please visit: (link to UHOS)

Be sure to update department chairs regularly; campus sustainability curriculum committee should track number of SF and SR courses in each department using UHOS master spreadsheet.

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***BE SURE TO CAREFULLY CHECK AND REMOVE SF ATTRIBUTE CODES AND COMMENTS THAT MAY "ROLL" WITH THE PREVIOUS SEMESTER'S SCHEDULE.***

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- Faculty teaching approved SF courses must communicate to appropriate scheduler (usually the department secretary) which CRNs are to receive the SF code. Schedule input requires accuracy and attention.
- Courses with SF designation are re-evaluated every 5 years to maintain or upgrade their SF status.
- Faculty teaching S-related may "upgrade" from SR to SF at any time by revisiting their application and sharing with the committee.
- Faculty teaching one SF or SR code must submit new application when wishing to designate another course.
- If a sustainability certificate exists, the reviewing faculty should ask themselves if the course provides a significant aspect of sustainability to count towards a "minor equivalent."
- Faculty teaching a CRN with an SF may consider designating at the course level during 5 year review, if appropriate. For example, at Kapi'olani CC, BIOL 124 is approved SF at the course level, meaning all sections, every semester, can receive SF attribute. However, ENG 100 would never be designated at course level – only certain sections using Sustainability as a primary theme would utilize the SF code.

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***AASHE STARS CRITERIA WOULD GIVE "FULL CREDIT" (POINTS TOWARDS RANKING) FOR A COLLEGE OR UNIVERSITY IN WHICH 20% OF COURSES ARE SUSTAINABILITY COURSES OR COURSES INCLUDING SUSTAINABILITY. AASHE STARS ALSO GIVES POINTS FOR S-RELATED COURSES, SO THEY ARE WORTHWHILE TO TRACK.***

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## Assessment

Sustainability can help instructors strengthen their approach to student learning outcomes assessment. Student learning outcomes are assessed at course, campus, and/or system level to determine efficacy of the curriculum in developing key competencies in sustainability.

Two assessment tools are used:

- Student Assessment of Learning Gains (SALG) instrument is available for courses wishing to participate in this assessment. Contact UHOS if interested in using this SALG instrument, which includes portions that can be tailored for individual/instructor course assessments.
- *Sulitest*, an international assessment of Sustainability Literacy, is being piloted among faculty and in Spring 2018 courses. Contact UHOS if interested in participating in the *Sulitest* pilot.

## Campus Specific Information

The Office of Sustainability maintains a master spreadsheet of information for sustainability focused and related courses including instructor, course alpha and title, and updates this information to the UHOS website each semester.

Spreadsheet Access is maintained on each campus by the Sustainability Curriculum Coordination Council member. For AY 2017-2018 this membership is:

Haw CC:	Claudia Wilcox-Bucher
Hon CC :	Cynthia Smith
Lee CC :	Tara Rojas
Kap CC :	Wendy Kuntz
Kau CC :	Julia Morgan
Win CC :	Christian Palmer
UHMC:	Cliff Rutherford
UHM:	Aya Kimura, Ulla Hasager
UHH:	Brooke Hansen, Ryan Perroy
UHWO:	Manulani Meyer

Spreadsheet fields (be sure to collect all information):

CAMPUS	Course Alpha	Course #	Course Title	Last Name	First Name	Department	S-Focused (SF)	S-related	S-Ready
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***THE MASTER SPREADSHEET IS USED TO PROVIDE REGULAR UPDATES TO A SYSTEMWIDE LIST, MADE VISIBLE AT: THE UHOS WEBSITE UNDER PROGRAMS/COURSES :***

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Additional information about sustainability courses may be maintained at the campus level: learning outcomes, syllabi, resources, personal statement, etc.

<b>Campus</b>	<b>S Focused</b>	<b>S Related</b>
Haw CC - Manono	14	1
Haw CC - Palamanui		
Hon CC	3	35
Kau CC		
Kap CC	17	17
Lee CC		
Win CC	17	8
UHMC		
UHH	23	6
UHM	35	(UHM does not track SR)

## Sustainability Curriculum Committees

The primary function of the committee should be to oversee the approval of SF and SR courses, determine methods of assessment for those courses, and support faculty development in this area. The committee may also provide input on general sustainability issues particularly as they impact curriculum (ie: campus as living lab projects, Earth Day, guest speakers, open classroom, etc.)

## **Hawai'i CC**

has a formal faculty senate subcommittee that vets courses for approval by faculty senate.

## **Hawai'i CC Pālamanui**

has its own ad hoc group to review courses which are then approved by the subcommittee and senate.

## **Honolulu CC**

has a formal faculty senate subcommittee "Sustainability Designation Review Committee" Their charter is contained in the appendix. Hon CC reviews applications by committee.

## **Kaua'i CC**

has an ad hoc faculty senate subcommittee "Sustainability Designation Committee". Their charter is contained in the appendix.

## **Kapi'olani CC**

has a formal faculty senate standing committee "Sustainability Committee". Kap CC approves both CRN level and course level Sustainability designations, with a process to designate all sections of a sustainability focused course during regular 5 year review. This committee submitted an Academic Subject Certificate in sustainability on 15 Sept. 2017.

## **Leeward CC**

LCC's Sustainability Committee has an S-Designation sub-committee which is developing a formal designation mechanism.

## **Windward CC**

has a formal faculty senate subcommittee, "Sustainability Curriculum Committee" Their charter is contained in the appendix.

## **UH Maui College**

has a chartered UHMC Sustainability Committee which includes the Chancellor, VCs, faculty, staff and students. It is charged with overseeing campus sustainability efforts and administering the UHMC Sustainability LENS, A sub-set of this committee is representative to the Academic Senate as an ad hoc group, open to any interested faculty members.

## **UH Hilo**

has an ad hoc committee that reviews S-Designated courses, which are forwarded to the faculty senate curriculum committee for review. UHH designates S-Focused (SF) and S Related courses at the CRN level.

## **UH Mānoa**

UHM counts only Sustainability Courses (SF), and does not recognize CRN level, only at the course level. (i.e., all sections of a course are always S-Focused (SF)). UHM has recently created an SUST cross-listing, so that students can easily identify these courses. The process and committee for approving SUST courses is under review.

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*ACROSS THE UNIVERSITY OF HAWAI'I SYSTEM, SUSTAINABILITY, RESILIENCE AND  
CLIMATE CHANGE ARE TAUGHT IN MANY DIFFERENT CLASSES,  
ACROSS ALL ACADEMIC DISCIPLINES.*

*CLIMATE CHANGE WILL IMPACT US ALL, REGARDLESS OF DISCIPLINE, SECTOR, RACE OR  
GENDER. IT'S UP TO US TO EQUIP OUR STUDENTS WITH AN EDUCATION  
RELEVANT TO THE FUTURE THEY FACE.*

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## **Catalog Language**

It is recommended that campuses work towards streamlining and using consistent catalog language. Here is what currently is used:

### **Windward CC**

#### **SUSTAINABILITY OR S-FOCUSED (SF) COURSES**

**Sustainability (S) designated courses** are designed to teach students about sustainability across a variety of academic disciplines. They are part of a growing system wide effort to teach students ecological literacy and make the University of Hawai'i system a leader in sustainability. These courses are not a graduation requirement, but the designation can steer students towards courses that address issues of sustainability.

Sustainability designated courses encourage students to learn about the social, cultural, economic, political, scientific, and artistic approaches to sustainability, recognizing the valuable contributions from each academic discipline to thinking about the health of the planet and local communities. Sustainability designated courses may be either S-Focused (SF) or S-related.

**S-Focused (SF)**- these courses focus primarily on sustainability from within a given academic discipline and/or the course will examine an issue or topic using sustainability as a lens. Course content is at least 60% focused on sustainability.<sup>17</sup>

**S-related**- these courses incorporate a unit, module, or assignment on sustainability. A minimum of 10% of the course content is S-Focused (SF) on sustainability.

#### **S-Designation Hallmarks**

A significant component of readings, assignments, and other course materials address sustainability in its intersections with socio-cultural, economic, political and environmental issues. The course teaches students to think critically and examine environmental challenges and debates on an international, national, and local level.

Students learn the underlying causes of environmental challenges and explore ways to address these challenges.

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<sup>17</sup> Note that AASHE no longer includes a quantitative number but uses "primary and explicit focus," which is determined by the campus faculty committee.



## Kapi‘olani CC

### SUSTAINABILITY DESIGNATION (S-FOCUSED (SF) AND S-RELATED)

Sustainability designated classes contain content and assignments related to issues of sustainability in all its dimensions: socio-cultural, economic, political and environmental. Sustainability designated classes will expose students to some of the core concepts of sustainability and their application to issues such as climate change, social justice, biodiversity, as well as the transition of Hawai‘i’s food, water, energy, and transportation systems to a more sustainable delivery model.

The sustainability designation is specific to individual instructors who have chosen to integrate sustainability into their content. Sustainability designated classes come from a wide range of disciplines across campus, and are part of our *Sustainability Across the Curriculum* (SAC) initiative. Choosing S-designated classes supports students in all career fields and may help guide decisions about emerging sustainability fields in the workforce as well as academic study.

A sustainability designated class may be either S-Focused (SF) or S-related. A class that is S-Focused (SF) will concentrate on sustainability, including its social, economic, and environmental dimensions and/or will examine an issue or topic using sustainability as a lens. A class that is S-related is one where some assignments and content will concentrate on issues of sustainability. For more information please visit:

<http://kccsustainability.com/Sustainability/S-designation.html>

## Honolulu Community College<sup>18</sup>

Some Honolulu Community College classes offered are designated as sustainability-related or sustainability focused. Sustainability designated classes expose students to some core concepts of sustainability and their application to issues such as climate change, social justice, biodiversity, as well as the transition of Hawai‘i’s food, water, energy, and transportation systems to more sustainable delivery models.

This designation is indicated in the explanatory notes for the class as listed on Banner (Class Availability site). Sustainability-Related courses introduce topics of sustainability through assignments and content, addressing sustainability issues through distinct course components or emphasizing a sustainability principle or issue throughout the course. Sustainability-Focused courses embody sustainability as a core requirement, and the course

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18 (approved, will be included in 18-19 edition of catalog)

concentrates on sustainability topics, issues, and principles, including social, economic, and environmental dimensions, and/or will examine course content using sustainability as a lens.

Sustainability-related classes are offered for students who have an interest in this focus. Taking a sustainability-related class is **not** required for graduation or as a requirement for any programs. For more information about other sustainability activities and opportunities on campus, visit <http://www.honolulu.hawaii.edu/sustainability>

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## PART 3: COURSE CONTENT

### What is a Sustainability Course?

It should be noted that, while transforming and updating the curriculum overall is a goal, not every course needs to relate to sustainability. According to AASHE STARS 2.1 manual:

While a foundational course such as chemistry or sociology might provide knowledge that is useful to practitioners of sustainability, it would not be considered a sustainability course. Likewise, although specific tools or practices such as GIS (Geographical Information Systems) or engineering can be applied towards sustainability, such courses would not count as sustainability courses unless their primary and explicit focus is on sustainable applications. If there is a sustainability unit, module or activity within one of these courses, but it is not the main focus, the course may be counted as a “course that includes sustainability” [i.e., S Related].

The goal is to create transformative sustainability learning embedded in courses across the curriculum, in order to amplify what is being taught, and facilitate peer to peer faculty development at the same time.

So what is a Sustainability Course? The UH Sustainability Curriculum criteria go beyond AASHE stars to capture a multifaceted conversation about not just what is taught, but how. The goal is to develop both sustainability mindset and sustainability literacy, along with a sense of place and genealogy. The course content criteria have been embedded into this “talk story protocol.”

Coherence is very important to sustainability curriculum. If students are viewing a particular film in many Eng 100 sections, it might not make sense to show that film in second year courses. If students are completing a carbon footprint exercise in Pacific Island Studies, they would be familiar with those concepts in a later Economics course. Knowing when and how environmental topics are introduced across the curriculum helps to avoid creating “green fatigue” or “dooming and glooming”. If uncoordinated, the student experience across the curriculum can lead to cynicism, overwhelm, defeat, or even documented psychological disorders such as “climate anxiety” and “environmental grief.”

## **Background and Context of UH “Core Concepts” and “Key Terms” of Sustainability**

The core concepts have evolved from system-wide discussion since 2009, and are regularly reviewed, expanded, and updated by the System Sustainability Curriculum Council. For example, in 2015 the (then committee) changed concept 5 from Net Zero Energy to Renewable Energy and Climate Change Mitigation, expressing a conceptual focus on sustainable energy, with language evolving to emphasize the significance of climate change. Concept 5 was further adapted in 2017 to include Mitigation, Adaptation, and Resilience without specific language around Energy, because renewable energy is now understood as part of these efforts.

In 2009, Core Concept 7 was “Ahupu’a’a and Carrying Capacity” which was felt to be an oversimplification; it was then Resilience, which is now generally used in tandem with mitigation. Social Justice and Indigenous Wisdom entered the list of core concepts in 2017 as system-wide dialogue around the teaching and inclusion of Indigenous knowledge, values, and practices has become more widely understood as a critical aspect of sustainability as well as a unique epistemological perspective that the UH is uniquely positioned to support, preserve, develop, and share via teaching and scholarship. The point of this discussion is that a common vocabulary and shared understanding of both global and local concepts and key terms is central to the UH Sustainability Curriculum.

The Core Concepts are intended to:

- create common vocabulary across courses, levels, and disciplines in the system.
- represent “google friendly” umbrella terms that help students to enter into the global discourse on sustainability
- connect clusters of topics to create coherence
- evolve as understandings of sustainability continues to evolve

NOTE: An online orientation or set of modules is underway, to present the core concepts and an overview of sustainability in the context of the Hawaiian islands. Please contact UHOS if you are interested in contributing to or accessing this online module, which is under development for Fall 2018.

## Talk Story Process / Protocol

1. The interested faculty member completes a google form questionnaire to include their course in the UH Sustainability Curriculum. This prepares them for the intake meeting, is used as a guide to the conversation, and creates a record of learning outcomes and materials being used. Suggested questions are below. This process may be tailored to suit campus needs and culture.
  - Timestamp/Name/Department/Course Alpha, Number, and Title
  - Personal statement : why are you seeking to include your course in the UH Sustainability Curriculum?
  - Provide a brief statement relating current perspectives on sustainability through your disciplinary lens. How is sustainability discussed in your discipline?
  - Indicate ONE OR TWO Sustainability Learning Outcomes that will be added to the course syllabus (in addition to existing course competencies/outcomes). (A list of sample outcomes may be provided.) Describe how this outcome will be incorporated into the course.
  - Indicate if the course will be sustainability "Focused" or "Related".
  - Select one or more of the Sustainability Core Concepts that will be included in the syllabus. Describe an assignment that will integrate this concept.
  - Describe one or more forms of active pedagogy that will be used in the course.
  - Describe any readings and resources related to sustainability that are used in the course.
2. The talk-story intake is also an opportunity to introduce Hawaiian cultural components and to develop a sense of place. Localized issues and established community partner relationships can be shared, creating synergies with existing projects. A relaxed ambiance can be created with music, food, and water to drink. If appropriate, an oli or setting of intention can connect participants with the larger values and purpose of the meeting. This could also be accomplished with an inspirational quote, moment of silence, or whatever feels comfortable. *The process should not feel like extra paperwork, or a bureaucratic rubber stamping.* (Pizza also works well!)

3. All members of the committee and guests should briefly introduce themselves and share their relationship to sustainability curriculum and how they teach it.

30 minutes to 60 minutes is ideal to discuss each course, with committee members taking turns asking questions from the application form. Notes are taken directly into the google forms spreadsheet. Allow all members of the committee to share ideas and create interdisciplinary connections. The intake interview may be condensed or expanded to whatever time is available.

4. A vote is taken; a quorum of committee members must be present to vote.  
Note: It is okay to “hold” a course, putting it in the S READY category to follow up later with the faculty member after they have had a chance to develop their assignments or course design.
5. Faculty are asked to submit their syllabus, course materials (texts, films), and an assignment. This can be held at the Laulima SYS Sustainability Curriculum or internally on campus. A resource bank of texts, articles, and films can be developed from this list.
6. Be sure to acknowledge the faculty member and follow up by sharing with the relevant department chair and campus administrators, as well as with department secretaries and person responsible for schedule input.
7. Campus chair inputs S Focused or S Related course information into Master S Des spreadsheet; the course then appears on UHOS website at beginning of semester.

Here’s a little more information on the intake questions and how they are designed to elicit and help the faculty think through their course content:

### **Personal statement**

Provide a brief statement relating current perspectives on sustainability through your disciplinary lens.

Allowing faculty to articulate and share their perspective on sustainability is an important part of creating a shared culture around sustainability. They may discuss their personal commitments or behaviors, or which aspects of sustainability issues matter most to them. Teaching is personal, and faculty values come across in their teaching. Articulating this statement helps these values become visible to the teacher. This ultimately helps to reduce cognitive dissonance.

### **Sustainability Learning Outcomes**

*Indicate which of the following Sustainability Learning Outcomes will be added to the proposed S Designation course syllabus (in addition to existing course competencies/outcomes). We ask faculty to limit their choice to one or two learning outcomes.*

For the Sustainability Learning Outcome(s) you checked off above, describe how they will be incorporated into the course.

*Indicate which of following Sustainability Learning Outcomes will be added to the proposed S Designation course syllabus (in addition to existing course competencies/outcomes). We ask faculty to limit their choice to one or two learning outcomes.*

For the Sustainability Learning Outcome(s) you checked off above, describe how they will be incorporated into the course.

NOTE: Faculty teaching a Sustainability course should include one or more of these learning outcomes for their course, in addition to the regular learning outcomes in the course outline.

(If the Sustainability Learning Outcome is added to the course outline, that is a way of designating ALL sections of that course; see: Alternative Models)

1. Define sustainability on local, national, and international levels.
2. Identify the personal values and attitudes that can facilitate sustainable living.
3. Describe how the individual relates to the wider issues of sustainability.
4. Measure one's impact on the triple bottom line: People, Planet, Profit.
5. Identify the sociocultural values and attitudes that facilitate sustainable living at the local, regional and global levels.
6. Apply concepts of sustainability to local, regional and/or global challenges.
7. Demonstrate how concepts of sustainability are connected to local, regional and global issues.
8. Describe how traditional and indigenous perspectives inform practices of sustainability.

These learning outcomes were developed by a KCC Faculty C4ward group "Sustainability Across The Curriculum" in 2011- 2012. The group researched syllabi from universities across the US and internationally, and consolidated their findings into this "bank" in order to streamline and simplify. **Faculty are welcome to write a new learning outcome, and add it to the bank!**

## Sustainability Literacy: Core Concepts and Key Terms

Select one or more of the Core Concepts of Sustainability that will be included in the syllabus.

### AY 2017-2018 Core Concepts and Key Terms of Sustainability

1. Sustainable Economics: Triple or Quadruple Bottom Line, Alternatives to GDP, Circular Economy
2. Ecosystem Services: Biodiversity, Conservation, Ecological Restoration, Invasive Species Impacts
3. Ecological Footprint: Carbon Footprint
4. Sustainable Materials Management: Cradle to Cradle, Zero Waste, Life Cycle Assessment
5. Climate Change: Mitigation, Adaptation, Resilience
6. Sustainable Food Systems: Food Sovereignty, Food Security, Food Miles, Local First
7. Equity: Indigenous Wisdom, Traditional Ecological Knowledge (TEK), Spiritual Ecology, and Environmental Justice

This list could expand forever. Remember that in order for a course to be recognized as Sustainability-focused (SF), the goal is to make a “primary and explicit” connection to sustainability. These terms establish that connection.)

## Sustainability Glossary of Key Terms

### Sustainability Curriculum: University of Hawai‘i System

Sustainability is here defined as serving the needs of the present without jeopardizing the needs of the future. These core concepts refer to sustainability in all its dimensions: environmental, economic, social, political, and cultural.<sup>19</sup>

#### Sustainable Economics

(Triple/Quadruple bottom line, Gross National Happiness)

Sustainable (or ecological) economics is defined by its focus on nature, justice, and time, as well as Issues of [intergenerational equity](#), [irreversibility](#) of environmental change, [uncertainty](#) of long-term outcomes

#### Ecosystem Services

Ecosystem services describe what nature does for “free”. These services fall into four broad categories: *provisioning*, such as the production of food and water; *regulating*, such as the control of climate and disease; *supporting*, such as [nutrient cycles](#) and crop [pollination](#); and *cultural*, such as spiritual and recreational benefits.

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<sup>19</sup> University of Hawai‘i Executive Sustainability Policy EP 4.202

## **Ecological Footprint**

These terms have to do with measuring one's behavior and consumption habits.

An **ecological footprint** is a measure of human impact on [Earth's ecosystems](#). It is typically measured as the amount of [natural capital](#) consumed by a person, community, or nation each year.

A **carbon footprint** is a measure of the amount of CO<sub>2</sub> that a person, community, or nation produces each year.

A **nitrogen footprint** quantifies the amount of reactive nitrogen released to the environment as a result of an entity's (e.g. individual, institution, country) resource consumption, particularly energy use and food production and consumption. Nitrogen is a key element necessary for life. However, human activities have more than doubled the amount of reactive nitrogen in the environment. Excess amounts of reactive nitrogen in the environment contributes to a variety of environmental and human health problems, including smog, biodiversity loss, acid rain, impaired water quality, habitat degradation, destruction of the ozone hole, and global climate change.

## **Sustainable Materials Management**

(Cradle to Cradle, Regenerative Design)

**Cradle to Cradle** is a [holistic](#) economic, industrial and social framework that seeks to create systems that are not only efficient but also essentially waste-free. O'ahu deals with 1.6 million tons of waste per year. (9 lbs. per day, per person.) Recycling and waste-to-energy combined for a total waste landfill diversion rate of nearly 73% for 2014.

## **Climate Change Mitigation / Adaptation / Resilience**

Carbon neutrality is used in the context of carbon dioxide-releasing processes associated with transportation and energy production, and industrial processes such as production of [carbon neutral fuel](#). Carbon neutrality is related to energy, net zero energy, and renewable energy.

**Resilience** is the capacity of an [ecosystem](#) or community to respond to a perturbation or [disturbance](#) by resisting damage and recovering quickly.

**Adaptation, or Adaptive resilience** uses a disruption or threat of such to move beyond "business as usual" to do things differently or more sustainably.

## **Local First**

Local first means that the local economy and wellbeing of local communities is important, as in "Buy local." Food sovereignty and Food Miles are "local first" concepts applied to food, but local first can also apply to construction and housing, urban planning, and local entrepreneurship.

## **Social Justice**

Environmental catastrophes disproportionately affect poor people in undeveloped regions, deforestation and desertification make access to resources even more difficult for those already in need at the same time as they create barriers to gender equality, and conflict over quickly disappearing resources is an undeniable cause of violence and war (Bryn Mawr College website)



## **Traditional Ecological Knowledge (TEK)**

describes aboriginal, indigenous, or other forms of [traditional knowledges](#) regarding sustainability of local resources. TEK has become a field of study in anthropology, and refers to "a cumulative body of knowledge, belief, and practice, evolving by accumulation of TEK and handed down through generations through traditional songs, stories and beliefs. [It concerns] the relationship of living beings (including human) with their traditional groups and with their environment."

## **"Meeting of wisdoms"**

is a phrase used at UH to describe the complex discussion about how Native Hawaiians sustained a population without imports, and how cultural practices and modern empirical science can each contribute to sustainable futures.

## **Active Pedagogy**

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*SUSTAINABILITY CURRICULUM IS NOT JUST ABOUT WHAT WE TEACH;  
BUT HOW WE TEACH.*

---

Research indicates that there is a strong potential for students to become overwhelmed by sustainability and environmental issues. Cognitive dissonance occurs when students are told one thing by teachers but then see something else on campus -- for example, "we should conserve energy" (while wearing sweaters inside because the AC is too cold.) This also represents a rich teaching opportunity to transform our campuses into living laboratories where students can help to solve real-world challenges in real time.

The best way to teach self-efficacy and develop sustainable behavior change is to give students an opportunity to see solution-based thinking in the real world. They become inspired and see new career paths when they work with nonprofits, community organizations, and leaders in the community.

In fact, extensive research is emerging on the cognitive science of climate change, and why it is so hard to talk about. See *Don't Even Think about It: Why Our Brains are Wired to Ignore Climate Change* by George Marshall. "Most of us recognize that climate change is real yet we do nothing to stop it. What is the psychological mechanism that allows us to know something is true but act as if it is not?"

Faculty teaching an S-Designated course should be able to talk about how their pedagogy supports teaching sustainability, through any of the following:

- Service-learning
  - 'Āina-based learning
  - Place-based learning
  - Problem-based learning
  - Project-based learning
  - Undergraduate Research
  - Other
-

## Appendix 1:

### Timeline of Sustainability Curriculum at UH

- **2001** systemwide sustainability asset mapping begins by KapCC faculty and UH Mānoa students interested in sustainability (recycling, transportation, energy)
- **2003** UH Mānoa adopts [Charter of Sustainability](#)<sup>20</sup>, outlining 9 strategic goals
- **2005** Hawai'i 2050 Sustainability Plan - UH Mānoa College of Social Sciences supports State Legislature-appointed Hawai'i *Sustainability Task Force* to develop the state's first long-range plan in 30 years
- **2006** Association for the Advancement of Sustainability in Higher Education (AASHE) is established
- **2006** Student-led [Sustainable Saunders](#)<sup>21</sup> initiative strives to "make Saunders Hall a model of workplace sustainability", Mānoa establishes [campus Energy Plan](#)<sup>22</sup>
- **2007** [Student Organic Farm Training \(SOFT\)](#)<sup>23</sup> club established at UHM
- **2008** Kapi'olaniCC hosts first multi-campus meeting on sustainability across the curriculum with 32 attendees from various disciplines and campuses.
- **2009** Leeward CC establishes *Sustainable Community Food Systems* undergraduate certificate in partnership with MA'O Farms
- **2010** first UHCC system-funded sustainability meeting with reps from each campus at Kapi'olani CC
- **2010** AASHE launches STARS (Sustainability Tracking, Assessment & Rating System™), a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.
- **2012** UHWO hires full-time Sustainability Coordinator to help establish campus sustainability programs and *Sustainable Community Food Systems* degree program in partnership with MA'O Farms and Kamehameha Schools
- **2012** first cohort of students enroll in Sustainability Science Management BAS at UHMC
- **2013** 1<sup>st</sup> Annual Hawai'i Sustainability in Higher Education Summit at UHWO seeks input on draft executive sustainability policy from students, faculty and staff representing all 10 UH campuses
- **2013** Kapi'olani CC includes strategic plan item related to sustainability curriculum
- **2014** UH Board of Regents adopt BOR Policy [RP 4.208](#)<sup>24</sup>, Sustainability Policy
- **2014** first cohort of students enroll in *Sustainable Community Food Systems* BAS at UHWO

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20 manoa.Hawaii.edu/sustainability/wp-content/uploads/2003/07/Charter-of-Sustainability-UH-Manoa.pdf

21 publicpolicycenter.Hawaii.edu/projects-programs/sustainable-saunders.html

22 imina.soest.Hawaii.edu/UHMEnergy/Draft%20UHM%20Energy%20Policy%20for%20posting%2010-17.pdf

23 ctahr.Hawaii.edu/sustainag/soft/

24 Hawaii.edu/policy/docs/temp/rp4.208.pdf

- **2014** 2<sup>nd</sup> Annual Hawai'i Sustainability in Higher Education Summit at WindwardCC, faculty convene from all ten UH campuses to advance development of sustainability curriculum utilizing the S-Designation framework
- **2015** UH President David Lassner convenes ~50 UH faculty, students and staff at UH Hilo to work on exploring the resonances between *'ike Hawai'i, Mālama honua, and Sustainability* initiatives across UH campuses
- **2015** 3<sup>rd</sup> Annual Hawai'i Sustainability in Higher Education Summit at UHM, UH President David Lassner formalizes [Executive Sustainability Policy 4.202](#) and establishes the Office of Sustainability
- **2016** Interim System Sustainability Curriculum Coordinator position established
- **2016** 4<sup>th</sup> Annual Hawai'i Sustainability in Higher Education Summit at WindwardCC, faculty from all ten UH campuses convene to *"craft a compelling vision for sustainability curriculum across UH campuses"*. Arnim Wiek<sup>25</sup> is keynote speaker, introduces key sustainability competencies to general assembly, and participates in summit working sessions.
- **2017** UH Office of Sustainability identifies 250 courses that campuses have identified as sustainability-focused or sustainability-related utilizing S-Designation framework
- **2017** SENCER Hawai'i Institute - faculty from across multiple UH departments and campuses convene at UHM to share knowledge across disciplines and develop curriculum exploring the "Grand Challenges of Water" and participate in the "Make the Ala Wai Awesome" project.
- **2017** 5<sup>th</sup> Annual Hawai'i Sustainability in Higher Education Summit at UHWO, students, faculty and staff from all ten UH campuses convene to explore *"the meeting of wisdoms between indigenous ancestral knowledge and modern empirical sciences."*
- **Fall 2017** Sustainability Focused (SF) code created in Banner.

---

*SEE A CRITICAL MOMENT THAT IS MISSING?  
LET US KNOW - HELP US TO HOLD THIS INSTITUTIONAL HISTORY.*

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<sup>25</sup> [schoolofsustainability.asu.edu/person/arnim-wiek/](http://schoolofsustainability.asu.edu/person/arnim-wiek/)

# Appendix 2: Campus Implementation Updates

## “THIS IS HOW WE DO IT”

**Each campus is invited to share updates or whatever material they want to in this section.**

Suggestions of information to include:

- Contact person
- Committee Charters
- An informal “how it’s going” type of statement
- What they have changed about the intake process
- How the S Designation works on their campus
- Suggestions to overcome obstacles
- Model courses
- Links to campus websites, further information, ETC.
- This information can be valuable to faculty ON your campus, as well as on OTHER campuses.

## **Hawai‘i CC**

<<placeholder>>

## **UH Hilo**

<<placeholder>>

## **Honolulu CC**

### **Honolulu CC Charter**

Approved by FSEC

February 12, 2016

Sustainability Designation Review Committee

Committee Details

\_Tenure/Non-Tenure: T/N

\_Full Time/Part Time: F/P

\_Elected/Appointed: A

### **Composition**

The Committee is made up of faculty from the following divisions. The Committee will be appointed by the Committee on Committees in consultation with the Chair of the Sustainability Committee, to be staffed as follows:

\_Four representatives from University College (UC), one each from the following areas: Math/Natural Sciences; Language Arts; Humanities, and Social Sciences; Kulana Hawai'i.

\_One representative from Student Services (Counselor)

\_One representative from Tech I

\_One representative from Tech II

\_Staggered two-year terms are recommended to provide continuity.

### **Purpose**

The Sustainability Related Designation Course Application Review Committee will ensure courses receive the S-Designation in alignment with campus and system curriculum standards.

### **Function**

This committee:

\_Reviews and approves applications for S-Designation in sustainability related courses.

\_Ensures that the appropriate information as required by system and college procedures be included in each curriculum and course proposal.

\_Submits an annual report to Committee on Programs and Curricula listing those courses granted S-designation.

### **Workload**

The committee will meet as needed to review proposals submitted based on a submissions timeline established by the Committee each year.

## **Kapi'olani CC**

### CHARTER AND BYLAWS OF THE KAUA'I COMMUNITY COLLEGE Sustainability Designation Committee

#### **ARTICLE I. PURPOSE AND FUNCTION OF THE SUSTAINABILITY DESIGNATION COMMITTEE**

This committee was created to have a mechanism to review course outlines to insure that courses receive the Sustainability Designation (S-Designation) in alignment with campus and system curriculum standards.

This committee:

- Reviews and approves applications for S-Designation in sustainability related courses.
- Ensures that the appropriate information as required by system and college procedures be included in each curriculum and course proposal.
- Submits an annual report to Committee on Programs and Curricula listing those courses granted S-designation.

It is also responsible for creating, regularly reviewing, and, if necessary, updating the S-Designation Criteria; for creating the forms and procedures for applying for such designations; and for creating policies and forms for student waivers and for meeting the criteria through equivalent activities.

## **HISTORY**

During Fall Term, 2016, an ad hoc committee was established to create criteria from which it could be determined which classes fulfilled the S-Focused (SF) and S-Related Criteria. As the ad hoc committee began defining the criteria for the S-designations, a Draft of the System S-Designation Handbook was released. The committee has done its best to be in alignment with the handbook and its criteria.

## **ARTICLE II: COMPOSITION**

### **ARTICLE III: MEETINGS**

The S-Designation Committee shall meet at least twice each semester. Additional meetings may be called by the chairperson based on need.

### **ARTICLE IV: BYLAWS**

The S-Designation Committee may adopt bylaws as it deems necessary for its actions. All bylaws must be approved by a majority of its members, that is, by a vote of three or more.

Section 1. Parliamentary Authority - The S-Designation Committee meetings will follow Robert's Rules of Order in all voting situations that are not otherwise provided for in its Charter and Bylaws.

Section 2. Quorum – At least three members must be present to conduct an official S-Designation Committee meeting. All votes regarding course designations by the committee must be determined by a vote of three members.

## ARTICLE V: AMENDMENT OF CHARTER

Section 1. Proposing Amendments - Amendments may be proposed by any member of the S-Designation Committee. Such proposals shall require a vote of at least three members to constitute an effective vote. For an amendment to be adopted, it must receive a majority of votes.

### **Kap CC Academic Subject Certificate (ASC) in Sustainability**

In September 2017, Kap CC submitted for approval a 14 credit (minimum) Academic Subject Certificate in Sustainability. This unique certificate uses SF courses to create a sustainability pathway through existing general education courses. Any faculty member from any department is eligible to design a sustainability course with a primary and explicit emphasis on sustainability, and be included in the certificate.

An online orientation and overview of sustainability in Hawai'i will be created to introduce students to the certificate. A science course is required. 3 SF courses are required. SF courses from other campuses are accepted. A capstone course or project (HNRS, independent study) or 60 hours (3 semesters) of service-learning is required.

The certificate will be administered by the Campus Sustainability Curriculum Coordinator, a 3 credit reassigned time position requested in the [Kapi'olani Sustainability & Climate Action Plan](#). The certificate is under review, and is anticipated be available starting Fall 2018.

---

*THE ASC IS MINOR EQUIVALENT WHICH PROVIDES STUDENTS WITH A COHERENT INTRODUCTION TO SUSTAINABILITY IN THE CONTEXT OF HAWAIIAN ISLANDS.*

---



<b>ACADEMIC SUBJECT CERTIFICATE CURRICULUM, SUSTAINABILITY (14-18 credits)</b>						
					* = Suggested Semester	
Course	Title	Credits	1	2	3	4
<b>General Education Requirements</b>						
<i>The requirements for the Academic Subject Certificate (ASC) in Sustainability are embedded within general education requirements for the AA degree. Students may obtain the ASC while meeting the General Education requirements for the AA in Liberal Arts at Kapi'olani CC. A minimum of one (1) sustainability science course is required plus three (3) sustainability courses from the AA general education requirements. Examples of sustainability focused (-S) sections planned for AY 2018-2019 are listed below. Please note that course offerings in any given semester are subject to change.</i>						
<b>General Education Foundation Requirements</b>						
<b>KCC AA/FS, KCC AA/FW Krista, this should be the first entry because completion of ENG 100 is a system priority.</b>						
ENG 100	Composition I - S	3	*			
<b>Required Science Course in Sustainability</b>						
BIOL 124	Ecology & Environment - S	3	*			
BOT 130	Plants in Hawaiian Environment - S	3	*			
<i>The corresponding science Lab section is recommended, but you can take any Sustainability Focused (S) lab section (1 credit)</i>						
BIOL 124 L	Ecology & Environment Lab - S	1	*			
BOT 130L	Plants in Hawaiian Environment Lab - S	1	*			
<i>Select any three (3) sustainability focused courses (9 credits) from the following areas of general education diversification. Please note that available class sections (CRNs) may vary from semester to semester. You must ensure that your class section has - S (for Sustainability Focused) in the title listed in class availability. Class section titles without -S do not fulfill the requirements for the ASC in Sustainability.</i>						
<b>General Education Diversification Requirements, DA (The Arts)</b>						
IS 151	Creative Thinking - S	3	*			
<b>General Education Diversification Requirements, DH (Humanities)</b>						
PHIL 103	Environmental Philosophy - S	3	*			
<b>General Education Requirements, HAP (Hawaiian, Asian and Pacific Issues)</b>						
PACS 108	Pacific Worlds - S	3	*			
<b>General Education Diversification Requirements, DL (Literature and Language, also WI)</b>						
ENG 272P	WI-Landscapes in Literature - S	3		*	*	

<b>General Education Requirements, Writing Intensive</b>						
ENG 209	WI-Business Writing – S	3		*	*	
<b>General Education Diversification Requirements, DS (Social Sciences)</b>						
ECON 130	Principles of Economics – S	3		*	*	
SSCI 260	Society & Food – S	3		*	*	
<b>A one-credit sustainability capstone course is required (295). Students may work with an faculty adviser to complete a) an undergraduate research project, b) an internship, or c) supervised service learning project with a minimum of 60 service learning hours completed in sustainability focused courses.</b>						
<b>SCI 295 Independent Study</b>	<b>Any adviser</b>	<b>1</b>			*	*
<b>TOTAL</b>		<b>14</b> minimum				
<ul style="list-style-type: none"> <li>•The issuance of the Academic Subject Certificate requires that the student must earn a grade of “C” or higher for all courses required in the certificate.</li> <li>•Students participating in the ASC in Sustainability will complete a co-curricular orientation module: Introduction to Sustainability in Hawai’i.</li> <li>•Students who successfully completed one or more Sustainability Focused courses at Kapi’olani Community College since 2014 may petition for the back credit to be applied to the ASC in Sustainability.</li> </ul>						

## Kaua’i CC

<<placeholder>>

## Leeward CC

<<placeholder>>

## Windward CC

<<placeholder>>

## UH Mānoa

<<placeholder>>

## UH Maui College

<<placeholder>>

## UH West O‘ahu

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Prior to coming on campus, all students and employees must complete a daily check-in via [LumiSight UH](#). Visit [COVID-19 Campus Operations & Updates](#) to view updated information, including reopening guidelines, and campus resources.

Please Report COVID cases using the COVID-19 Student Report Form: [Form for UH Users](#) | [Form for Non-UH Users](#)



## COURSES WITH S-DESIGNATION

**Sustainability Related (SR)** - Some portion of the course content addresses sustainability terminology, knowledge, issues, and concerns.

**Sustainability Focused (SF)** - A course includes sustainability as a major theme of the course. A significant portion of course content is directly and explicitly related to addressing concepts of sustainability such as the social, economic and environmental dimensions, or examining an issue or topic using sustainability as a lens.

If you are interested adding your course to the list please see the [Sustainability Designation Application](#).

### S-RELATED COURSES

- [AMT 143](#) (SR) - Silva, R.
- [BOT 105](#) (SR) - DeLay, J., Smith, I.
- [CHEM 105](#) (SR) - Mediat, M.
- [CHEM 105C](#) (SR) - Birkmire, Derek; Rubio, B.
- [CHEM 161L](#) (SR) - Birkmire, D., Rubio, B., Shinsato, D., Mendiati, M.
- [CHEM 162L](#) (SR) - Birkmire, D., Rubio, B.
- [ECED 115](#) (SR) - Takeno, L.
- [ENG 209](#) (SR) - Shaffer, E.
- [ENG 257E](#) (SR) - Shaffer, E.
- [GEO 122](#) (SR) - DeLay, J.
- [GG 103](#) (SR) - Aryal, A.
- [HWST 105](#) (SR) - DeLay, J., Smith, I.
- [HWST 107](#) (SR) - Kaleoaloha, K., Flores, P., Luke M., Murphy, K.
- [HIST 151](#) (SR) - Smith, C
- [HIST 152](#) (SR) - Matsumoto, M., Smith, C
- [OCN 201](#) (SR) - Gasc, A.

### S-FOCUSED COURSES

- [AEC 236](#) (SF) - Takeya, N.
- [AG 100](#) (SF) - Smith, I.
- [ART 196](#) (SF) - Hart, D.
- [CARP 41](#) (SF) - Crowell, D.
- [CHEM 100](#) (SF) - Birkmire, D, Rubio, B.
- [CHEM 100L](#) (SF) - Birkmire, D., Rubio, B.
- [CHEM 105](#) (SF) - Birkmire, D., Rubio, B., Shinsato, D.
- [ENG 100](#) (SF) - Coston, B.
- [ENG 100S](#) (SF) - Coston, B.
- [GEO 101](#) (SF) - DeLay, John
- [GEO 102](#) (SF) - DeLay, J., Mudd, R.
- [HWST 107](#) (SF) - Akeo-Basques, T.
- [HWST 107](#) (SF) - Murphy, K.M.
- [HWST 207](#) (SF) - Kaleoaloha, K.
- [HIST 296E](#) (SF) - Smith, C.
- [OCN 102](#) (SF) - Nathan, M.
- [OCN 201](#) (SF) - Nathan, M.

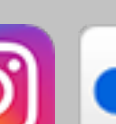
### SPRING 2022 S-DESIGNATION COURSES

- [AG 100](#) (SF) - Smith, I.
- [AMT 143](#) (SR) - Silva, R.
- [BOT 105](#) (SR) - Delay, J., Smith, I.
- [CHEM 100](#) (SF) - Birkmire, D.
- [CHEM 100L](#) (SF) - Birkmire, D.
- [CHEM 105](#) (SF) - Rubio, B., D., Shinsato, D.
- [CHEM 105C](#) (SR) - Rubio, B.
- [CHEM 161L](#) (SR) - Mendiati, M.
- [ENG 100](#) (SF) - Coston, B.
- [ENG 100S](#) (SF) - Coston, B.
- [ENG 209](#) (SR) - Shaffer, E.
- [GEO 101](#) (SF) - DeLay, John
- [GEO 102](#) (SF) - Mudd, R.
- [GG 103](#) (SR) - Aryal, A.
- [HIST 151](#) (SR) - Smith, C
- [HIST 152](#) (SR) - Smith, C
- [HIST 296E](#) (SF) - Smith, C.
- [HWST 105](#) (SR) - Delay, J., Smith, I.
- [HWST 107](#) (SR) - Flores, P.K., Kaleoaloha, K. Luke, M.S.
- [HWST 107](#) (SF) - Akeo-Basques, T.
- [OCN 102](#) (SF) - Nathan, M.

### FALL 2021 S-DESIGNATION COURSES

- [AG 100](#) (SF) - Smith, I.
- [AMT 143](#) (SR) - Silva, R.
- [BOT 105](#) (SR) - Smith, I.
- [CARP 41](#) (SF) - Crowell, D.
- [CHEM 100](#) (SF) - Birkmire, D.
- [CHEM 100L](#) (SF) - Birkmire, D.
- [CHEM 105](#) (SF) - Birkmire, D., Shinsato, D.
- [CHEM 105C](#) (SR) - Rubio, B.
- [CHEM 161L](#) (SR) - Mendiati, M.
- [CHEM 162L](#) (SR) - Rubio, B.
- [ENG 100](#) (SF) - Coston, B.
- [ENG 100S](#) (SF) - Coston, B.
- [ENG 209](#) (SR) - Shaffer, E.
- [GEO 101](#) (SF) - DeLay, John
- [GEO 102](#) (SF) - Mudd, R.
- [GEO 122](#) (SR) - DeLay, J.
- [GG 103](#) (SR) - Aryal, A.
- [HIST 151](#) (SR) - Smith, C
- [HIST 152](#) (SR) - Smith, C
- [HWST 105](#) (SR) - Smith, I.
- [HWST 107](#) (SR) - Kaleoaloha, K., Murphy, K.
- [HWST 107](#) (SF) - Akeo-Basques, T.

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#### UH SYSTEM

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- [UH Community Colleges](#)
- [UH System](#)
- [Alumni](#)
- [Make a Gift](#)

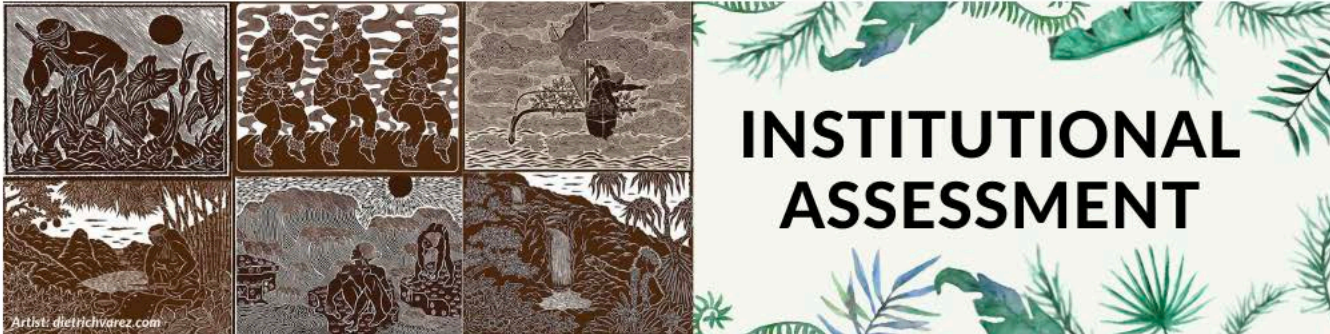
#### ADDITIONAL RESOURCES

- [Consumer Information - Student's Right to Know](#)
- [Institutional Research](#)
- [Student Concerns and Complaint Process](#)
- [Sustainability](#)
- [Title IX](#)
- [Veterans Information](#)



	A	B	C	D	
1	<b>Course Map Template ENG 100 (Spring 2020)</b>				
2	Please read the notes in the cells (black triangle in upper right corner)				
3	<b>Course Learning Objectives (CLO)</b>	<b>Week</b>	<b>Learning Objectives (LO)</b>	<b>Learning Materials</b>	<b>Learning Activities</b>
4	<p><b>CLO1:</b> Demonstrate clear, logical, and inventive thinking through writing.</p> <p><b>CLO2:</b> Gather and evaluate information purposefully from electronic and print sources.</p> <p><b>CLO3:</b> Produce writing whose form, organization, syntax, diction, style, and tone are appropriate for college writing.</p> <p><b>CLO4:</b> Write a research paper that supports a thesis, integrates expert opinions from various sources, and documents sources appropriately.</p> <p><b>CLO5:</b> Revise, edit, and proofread for correctness, clarity, and effectiveness.</p>	<b>Week 1</b>	<b>Essay 1 Article Analysis</b>		
5			LO1: Write an effective thesis that includes an argument, controversy, and sophisticated topic. (4)	Video V1.1 Article Analysis; PDF 1.1 How to do an article analysis essay (LO3, 4, 5)	Assignment 1.1 A
6			LO2: Prepare an effective introduction to a paper that gives the reader an overview of the issue, defines terms, and argues the thesis. (3)	Video V1.2 Thesis; PDF 1.1 How to do an article analysis essay (LO1)	Assignment 1.2 A Introduction
7			LO3: Write an essay analyzing a topic, showing logical, clear, inventive thinking. (1)	Video V1.3 Article Analysis Introduction; PDF 1.1 How to do an article analysis essay (LO2, LO1)	Forum 1.1 Reading Penny Debate
8			LO4: Prepare the organization of an essay in an outline. (3)	Video V1.4 Support Paragraphs; PDF 1.4 Support Paragraphs (LO3, 4, 5)	Forum 1.2 Reading for Thanksgiving
9			LO5: Write paragraphs that link to each other in logical order. (3) (1)	Video V1.5 How to Write (LO3, 4, 5)	
10			LO6: Write a paper in the MLA essay format that is appropriate for college writing. (3)	Video V1.6 Conclusion; PDF 1.5 Conclusion (LO3, 4,5)	
11			LO7: Provide a works cited list to a document. (4)	MLA document and citation format.pdf (LO6, 7)	
12			LO8: Proofread, edit, and revise writing for grammar correctness, sentence clarity, and logical effectiveness. (5)	Video 1.1 Subject-verb agreement	

# INSTITUTIONAL ASSESSMENT



E komo mai! Assessment is an ongoing and interactive process consisting of the following steps:

- I. Defining the outcomes.
- II. Determining appropriate methods to assess the outcomes.
- III. Gathering evidence of the outcomes.
- IV. Analyzing the evidence.
- V. Using this information to improve student learning and evolve the program/service.

## I. OUTCOMES

## II. METHODS

## III. EVIDENCE

## IV. ANALYSIS

## V. IMPROVEMENT

*A hewa no he hale kanaka, 'a'ohē hewa o ka hale kanaka'ole.* Fault can be found in an inhabited house and none in an uninhabited one.

Action plans related to assessment findings develop in a variety of contexts, including:

1. **Examples of how to use results towards improvement:** [Video](#), [Essay](#), [Handout](#) [PDF], [PowerPoint](#) [PDF].
2. **Assessment Discussions:** [Questions](#) to facilitate your departmental dialogues around assessment results.
3. **Assessment Series:** [Spring 2019](#) [PDF], [Fall 2019](#) [PDF], [Spring 2020](#) [PDF], [Fall 2020](#) [PDF], [Spring 2021](#) [PDF]
4. **Assessment Ambassadors:** [Flyer](#), [Participants' Projects](#) [PDF]
5. **Assessment Townhalls:** [Spring 2018](#) [PDF], [Fall 2018](#) [PDF], [Spring 2019](#) [PDF], [Fall 2019](#) [PDF], [Spring 2020](#) [PDF], [Fall 2020](#) [Slides, References, Recording], [Spring 2021](#) [PDF], [Fall 2021](#) [PDF]
6. **Assessment Committee:** [Charter](#), [Procedures](#) [PDF], [Membership](#), [Minutes](#).
7. **Assessment Consultations:** Call, email, or meet with me to set up one-on-one or departmental training.
8. **Faculty Development:** [Faculty Development Committee](#) or email Ross Egloria, Distance Learning Coordinator, at [egloria@hawaii.edu](mailto:egloria@hawaii.edu), <https://www.honolulu.hawaii.edu/distance>.
9. **UH-System Wide:** [Assessment Coordinators' Group](#), [Principles Statement](#) [PDF]

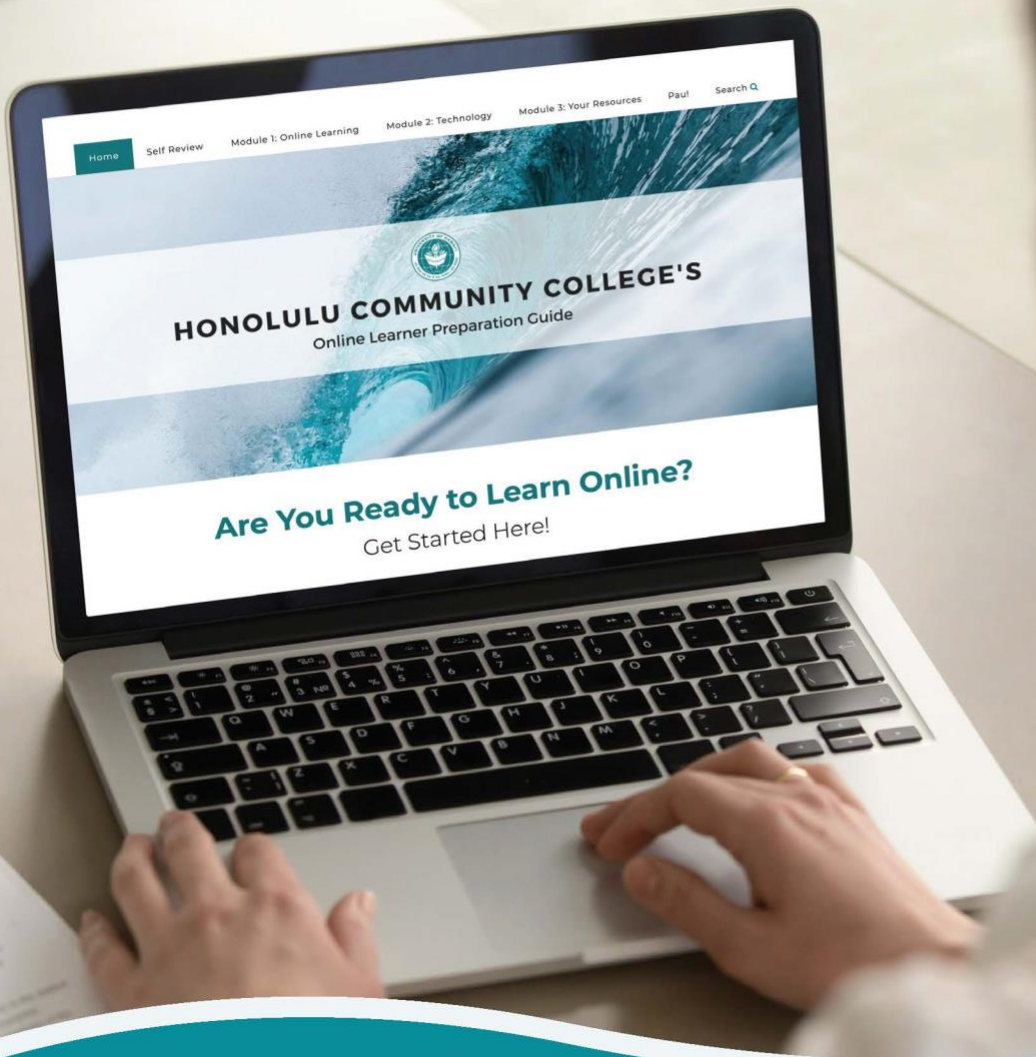
Degree	Gen Ed Category	Abbrev	Gen Ed Sub-Category	Gen Ed Category Linked to PLOs	Gen Ed Category Linked to ILOs
AA Degree	Foundations	FW	Foundations - Written Communication	1. Communicate effectively by means of listening, speaking, reading, and writing in varied situations and understanding basic quantitative information (mathematical skills).	Effective Communication – Actively express and exchange ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.  Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.
		FQ	Foundations - Quantitative Reasoning	1. Communicate effectively by means of listening, speaking, reading, and writing in varied situations and understanding basic quantitative information (mathematical skills).  2. Apply quantitative reasoning skills to solve problems, evaluate arguments and chains of reasoning, and interpret information.	Quantitative Reasoning – Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.  Critical Thinking – Effectively analyze arguments, assumptions, and problems and draw conclusions.  Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.
		FG	Foundations - Global and Multicultural Perspectives	5. Display knowledge of different groups and organizations in societies and respect for varied cultural values.	Community Awareness and Social Responsibility – Demonstrate and apply an understanding of moral and ethical issues that pertain to the environment, social justice, and cultural diversity.  Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.
	Diversification	DA	Diversification - Arts	8. Demonstrate a knowledge of one or more art forms and the role that the arts play in history and culture.	Effective Communication – Actively express and exchange ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.  Community Awareness and Social Responsibility – Demonstrate and apply an understanding of moral and ethical issues that pertain to the environment, social justice, and cultural diversity.  Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.
		DH	Diversification - Humanities	1. Communicate effectively by means of listening, speaking, reading and writing in varied situations and understanding basic quantitative information (mathematical skills).  5. Display knowledge of different groups and organizations in societies and respect for varied cultural values.  6. Demonstrate a greater ethical understanding and reasoning ability about contemporary ethical issues.  7. Identify and articulate in a reasoned manner the roots and causal basis of contemporary issues	Community Awareness and Social Responsibility – Demonstrate and apply an understanding of moral and ethical issues that pertain to the environment, social justice, and cultural diversity.  Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.  Effective Communication - Actively express and exchange ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.  Critical Thinking - Effectively analyze arguments, assumptions and problems, and draw conclusions.
		DL	Diversification - Literature	1. Communicate effectively by means of listening, speaking, reading, and writing in varied situations and understanding basic quantitative information (mathematical skills).	Effective Communication – Actively express and exchange ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.  Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.  Critical Thinking - Effectively analyze arguments, assumptions and problems, and draw conclusions.

	Diversification - Nat Sci	DB	Diversification - Biological Sciences	<p>3. Demonstrate an understanding of the life processes, individual development, thinking process, and behavior as well as an understanding of the natural environment of the planet and learn to utilize natural resources without damaging the environment.</p> <p>4. Demonstrate a comprehension and skill with research methods and scientific inquiry.</p>	<p>Critical Thinking – Effectively analyze arguments, assumptions, and problems and draw conclusions.</p> <p>Information Literacy – Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues surrounding information and information technology.</p> <p>Quantitative Reasoning – Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.</p> <p>Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.</p>
		DP	Diversification - Physical Sciences	<p>3. Demonstrate an understanding of the life processes, individual development, thinking process, and behavior as well as an understanding of the natural environment of the planet and learn to utilize natural resources without damaging the environment.</p> <p>4. Demonstrate a comprehension and skill with research methods and scientific inquiry.</p>	<p>Critical Thinking – Effectively analyze arguments, assumptions, and problems and draw conclusions.</p> <p>Information Literacy – Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues surrounding information and information technology.</p> <p>Quantitative Reasoning – Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.</p> <p>Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.</p>
		DY	Diversification - Lab	<p>3. Demonstrate an understanding of the life processes, individual development, thinking process, and behavior as well as an understanding of the natural environment of the planet and learn to utilize natural resources without damaging the environment.</p> <p>4. Demonstrate a comprehension and skill with research methods and scientific inquiry.</p>	<p>Critical Thinking – Effectively analyze arguments, assumptions, and problems and draw conclusions.</p> <p>Information Literacy – Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues surrounding information and information technology.</p> <p>Quantitative Reasoning – Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.</p> <p>Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.</p>
	Diversification - Soc Sci	DS	Diversification - Social Sciences	<p>3. Demonstrate an understanding of the life processes, individual development, thinking process, and behavior as well as an understanding of the natural environment of the planet and learn to utilize natural resources without damaging the environment.</p> <p>4. Demonstrate a comprehension and skill with research methods and scientific inquiry.</p>	<p>Critical Thinking – Effectively analyze arguments, assumptions, and problems and draw conclusions.</p> <p>Information Literacy – Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues surrounding information and information technology.</p> <p>Quantitative Reasoning – Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.</p> <p>Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.</p>
	Focus	WI	Writing Intensive	<p>1. Communicate effectively by means of listening, speaking, reading, and writing in varied situations and understanding basic quantitative information (mathematical skills).</p>	<p>Effective Communication – Actively express and exchange ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.</p> <p>Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.</p>

		HAP	Hawaiian, Asian, and Pacific Issues	5. Display knowledge of different groups and organizations in societies and respect for varied cultural values.	Community Awareness and Social Responsibility – Demonstrate and apply an understanding of moral and ethical issues that pertain to the environment, social justice, and cultural diversity.  Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.
		E	Ethics	6. Demonstrate a greater ethical understanding and reasoning ability about contemporary ethical issues.	Critical Thinking – Effectively analyze arguments, assumptions, and problems and draw conclusions.  Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.
	Speech	SP	Speech	1. Communicate effectively by means of listening, speaking, reading, and writing in varied situations and understanding basic quantitative information (mathematical skills).	Effective Communication – Actively express and exchange ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.  Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.
AS, AAS, ATS Degrees	CTE - Communications			1. Communicate effectively by means of listening, speaking, reading, and writing in varied situations and understanding basic quantitative information (mathematical skills).	Effective Communication – Actively express and exchange ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.  Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.
	CTE - Quantitative or Logical Reasoning			1. Communicate effectively by means of listening, speaking, reading, and writing in varied situations and understanding basic quantitative information (mathematical skills).  2. Apply quantitative reasoning skills to solve problems, evaluate arguments and chains of reasoning, and interpret information.	Quantitative Reasoning – Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.  Critical Thinking – Effectively analyze arguments, assumptions, and problems and draw conclusions.  Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.
	CTE - Humanities and Fine Arts			5. Display knowledge of different groups and organizations in societies and respect for varied cultural values.  6. Demonstrate a greater ethical understanding and reasoning ability about contemporary ethical issues.  7. Identify and articulate in a reasoned manner the roots and causal basis of contemporary issues.  8. Demonstrate a knowledge of one or more art forms and the role that the arts play in history and culture.	Community Awareness and Social Responsibility – Demonstrate and apply an understanding of moral and ethical issues that pertain to the environment, social justice, and cultural diversity.  Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.
	CTE - Natural Sciences			3. Demonstrate an understanding of the life processes, individual development, thinking process, and behavior as well as an understanding of the natural environment of the planet and learn to utilize natural resources without damaging the environment.  4. Demonstrate a comprehension and skill with research methods and scientific inquiry.	Critical Thinking – Effectively analyze arguments, assumptions, and problems and draw conclusions.  Information Literacy – Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues surrounding information and information technology.  Quantitative Reasoning – Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.  Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.



	CTE - Social Sciences			<p>3. Demonstrate an understanding of the life processes, individual development, thinking process, and behavior as well as an understanding of the natural environment of the planet and learn to utilize natural resources without damaging the environment.</p> <p>4. Demonstrate a comprehension and skill with research methods and scientific inquiry.</p>	<p>Critical Thinking – Effectively analyze arguments, assumptions, and problems and draw conclusions.</p> <p>Information Literacy – Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues surrounding information and information technology.</p> <p>Quantitative Reasoning – Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.</p> <p>Career Preparation – Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.</p>
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UNIVERSITY of HAWAII®  
**HONOLULU**  
COMMUNITY COLLEGE

# DISTANCE EDUCATION

**Faculty Handbook**  
Updated 9/28/2021

**\*Please note that any policies or procedures in the COVID-19 Supplemental Guidelines supersede the contents of this handbook until further notice\***

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# **I. Distance Education at Honolulu Community College**

## **A. Definition**

Distance Education (DE) is instruction delivered synchronously or asynchronously using one or more technologies that support regular and substantive interaction between students who are separated from the instructor.

## **B. Mission of HCC's Distance Education**

The mission of DE at Honolulu Community College (HonCC) coincides with the mission of the University of Hawaii by making HonCC programs and courses available to all students within the State of Hawaii and to students outside of the State of Hawaii.

DE at HonCC extends the College's rich array of quality instructional resources to students anywhere in the state who prefer remote study or are constrained by factors which prevent their participation as on-campus students. DE at HonCC may involve credit courses at the undergraduate levels and/or non-credit, professional, and community services courses.

The DE format provides students with access to formal education either synchronously or asynchronously through a network of various technologies. Instructor and students interact at a distance without having to be physically present in the same location. DE provides students greater flexibility in achieving their educational goals through audio, video, and computer technologies.

Providing quality DE courses and programs is a fundamental requirement of DE. DE courses and programs must meet and maintain standards comparable to on-campus instructional courses and programs of the college, and have the same curriculum and student learning outcomes as those taught on campus

Mechanisms for course planning, delivery, and evaluation of DE classes are carried out to assure of standards and quality. Distance Education courses are offered by all programs on campus. There are many courses offered both as face to face as well as in a DE format in order to give students options of their preferred course modalities.

## II. Policies and Standards

### A. Accrediting Agency Requirements

#### 1. Background

Ensuring the integrity of DE offerings is an integral part of the College's cyclical re-accreditation and day-to-day operations. The Accrediting Commission for Community and Junior Colleges (ACCJC) has published guidelines for institutions that provide Distance Education.

The ACCJC Distance Education Policy, updated February 2021, can be found [ACCJC website](#).

The ACCJC policy emphasizes that institutions must have “same high expectations for quality, integrity, and effectiveness for distance education and correspondence education as in traditional modes of instruction. The Accreditation Standards require that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery.”

#### 2. Definition of Distance Education

Distance Education as defined by the ACCJC as:

- (1) “Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s)<sup>1</sup>, either synchronously or asynchronously.
- (2) The technologies may include:
  - a) the internet;
  - b) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
  - c) audioconferencing; or other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).
- (3) For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.”

#### 3. Definition of Substantive Interaction

Substantive interaction is defined by the ACCJC as:

- (4) “For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—
  - (a) Providing direct instruction;

- (b) Assessing or providing feedback on a student's coursework;
- (c) Providing information or responding to questions about the content of a course or competency;
- (d) Facilitating a group discussion regarding the content of a course or competency; or
- (e) Other instructional activities approved by the institution's or program's accrediting agency.”

#### **4. Definition of Regular Interaction**

Regular interaction is defined by the ACCJC as:

- (5) “An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—
  - (a) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
  - (b) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.”

#### **B. Federal Disability Law**

All DE courses must follow federal disability law. This includes, but is not limited to, ensuring that courses meet accessibility standards and providing students with documented disabilities reasonable accommodations.

For more information on federal disability law, see the U.S. Department of Education’s information pages regarding [Section 504 of the 1973 Rehabilitation Act](#) and the [Americans with Disabilities Act](#).

#### **C. University of Hawai’i Policies**

##### **1. Distance Education Policies**

The goal of DE at the University of Hawai’i is to provide access to the rich array of instructional resources already available to on-campus students and to students anywhere in the state who are committed to higher education, but unable to attend the UH campus offering their program of choice. This is consistent with the goals of the [University of Hawai’i Strategic Plan](#). As part of the strategic planning process the [University of Hawai’i Distance and Distributed Learning Action Plan](#) was drafted to lay out the specific actions UH should take to move forward. In addition, UH endeavors to apply the [Principles of Good Practice for Electronically Offered Degree Programs](#). More information can be found in [Executive Policy E5.204, University of Hawai’i, Distance Learning Plans, Policies, and Procedures](#) and [BOR Policies Chapter 5, Academic Affairs](#). You may also refer to the [University of Hawai’i Distance Education site](#).

## **2. Intellectual Property Rights**

The University of Hawaii Intellectual Property Policy states that Faculty Members retain intellectual property rights over their instructional materials that they create. For more information, see the [University of Hawaii Professional Assembly Contract, Section XI](#).

## **3. Training of Faculty**

According to the University of Hawaii Professional Assembly contract: “Faculty Members engaged in technology mediated instruction or DE require adequate training, equipment and technical support. Where these are not available the Faculty Member may not be required to engage in technology mediated instruction or distance programs.” For more information, see the [University of Hawaii Professional Assembly Contract, Section XI](#).

## **D. Honolulu Community College Standards**

HonCC promotes the “one college” concept. Faculty members teaching DE courses follow the same College policies, procedures, and administrative rules as faculty members teaching on-campus courses. In addition, in compliance with Accreditation and UH System requirements, HonCC has approved a specific DE [policy](#).

### **1. Integrity and Comparability of Instruction and Student Learning**

Each DE course provides for appropriate interaction between instructors and students, and among students. Faculty-student interaction may occur during faculty office hours; it may take place via telephone, email, electronic chats, on-site meetings, video teleconferencing, or other methods. Student-student interaction may occur by means of email, electronic chats, video teleconferencing, or other methods. Appropriate interaction for a course depends upon the course delivery mode and the technology used by the faculty member.

### **2. Need for authentication and evaluation**

ACCJC is very clear on the need for individual instructors to have in place the means of verifying enrolled students are those doing the work. Using a learning management site that requires student credentials, such as Lulima, is considered authentication of student identification.

### **3. Requirements for Meeting Needs of Students with Documented Disabilities**

In accordance with the [Rehabilitation Act of 1973, Section 504](#) and [the Americans with Disabilities Act of 1990 and its amendments](#), all HonCC classes are expected to provide necessary accommodations for students with documented disabilities. Faculty work throughout the College’s Student ACCESS office, which provides a checklist and key resources at [www.honolulu.hawaii.edu/disability](http://www.honolulu.hawaii.edu/disability).

### III. Distance Education Course Logistical Support Information

#### A. DE Orientation and Updates

Each semester, there is a mandatory faculty orientation for instructors teaching DE courses. This meeting provides professional development around best practices in DE, updates to software and technology, and general overviews and reminders of policies and procedures.

Additionally, DE instructors receive reminders throughout the semester of upcoming instructional calendar items, professional development opportunities, events, websites of interest, and support services and resources provided by DE. For lecturers teaching only DE courses, these project updates are particularly important in providing time-sensitive information. They also create and support a sense of community within DE and the College.

#### B. DE Tools and Technical Support Information

There are several DE support tools and services to assist faculty teaching DE at HonCC. Refer to the sites below for more information:

- [UH System Distance Education Site](#)
- [UHM Information Technology \(IT\) Homepage](#)
- [UHM Accessibility Guidelines Information](#)
- [Laulima/Sakai \(LMS\) System](#)
- [Information on Laulima as an LMS](#)
- [Faculty Manuals for Laulima](#) - Longer form reference materials regarding Laulima and its tools
- [Faculty Tutorials](#) - Shorter articles on specific tasks and tool usage in Laulima
- [Faculty Videos](#) - Video of previous TALENT workshops (QuickTime format)
- [Faculty FAQ's](#) - Frequently Asked Questions about Laulima
- [HCC Technical Help](#) - IT Assistance for Faculty at HCC
- [MyUH](#) – HonCC instructors can use MyUH to check their teaching schedule, input office hours, generate current class rosters, and submit student final performance grades.
- [MyUH - Faculty Tutorials](#)



## IV. Distance Education Course Criteria

Online courses are the equivalent of onsite classes in rigor, quality, and duration of instructor-student interactions. Interactions must be demonstrable and documented and must be regular and substantive. An online course aligns with its approved SLOs and employs multiple assessment measures. An instructor using a third-party or publisher's website is equally subject to the guidelines surrounding accessibility, privacy, and interactions.

### A. Course Development and Rubric

[The Course Development Rubric](#) guides development and implementation of a DE course. It is recommended that instructors follow the guidelines in this rubric when they are assessing the quality of their own course.

### B. Course Content and Syllabus

In designing a DE course, the instructor ensures that academic standards for the courses offered via distance are the same as those for sections delivered in-person. A complete and thorough syllabus is essential for students to maximize their time and efforts and complete any college course successfully. Instructors post their course syllabus in the LMS. Please refer to information from the VCAA distributed at the beginning of each semester for required syllabus language, including accessibility statement.

### C. Student Orientation

Communication with DE students is critical to create a supportive learning environment. Faculty members make every effort to ensure students receive the necessary "first day of class" information and support materials. An orientation establishes the foundation and sets the tone for student-instructor communication for the entire semester. A good orientation session is well structured, purposeful, and interactive. It provides students with the course overview, components, communications, resources, parameters, and expectations. It welcomes all DE students and encourage them to pursue and attain their individual educational goals. Information includes:

- Welcome students to HonCC and the DE course.
- Establish an instructional context by sharing your teaching background, particular interests in the discipline, or unique experiences relating to the field of study.
- Explain how student-instructor communication is expected to occur during the semester.
- Express a desire to be responsive to students throughout the semester.
- Provide established office hours on site and/or online, contact information (e.g., phone number, Hawaii.edu email address), preferred method of contact, and expected response times.
- State the required elements of the course (e.g., syllabus, assignment and testing schedules, other orientation materials).

- Emphasize course grading criteria as well as academic and administrative rules affecting students (e.g., attendance and withdrawal policies, HonCC Student ID card procedures).
- Describe all instructional materials that are required for the course. Use specific terminology (e.g., textbook ISBN) when describing items students are required to purchase. Inform students of textbook purchasing options and HonCC Bookstore location and hours of operation.
- Identify testing procedures as well as acceptable means of submitting assignments.
- List the HonCC and DE support services and resources available to students

## **D. Regular and Substantive Interaction**

### **1. Defining Regular Interaction**

Instructors commit to interacting with online students for a duration equivalent to onsite classes. Every week instructors interact substantively and personally with online students through activities (e.g., academic or problem-solving discussion boards, video conferences, synchronous or asynchronous Q&A). Instructors send class-wide announcements, emails, or messages weekly at a minimum and interact with students on issues related to these activities. Instructors also maintain regular deadlines and due dates. *A significant amount of the interaction takes place prior to grading to ensure that students have feedback related to assessment of learning outcomes.*

### **2. Defining Substantive Interaction**

The definition of “substantive” means that an instructor’s feedback is academic rather than administrative only. Online instructors must initiate scholarly dialogue with individual students. Examples of substantive and effective contact include personalized, scholarly, discipline-specific feedback (as opposed to generic praise) on a student’s particular strengths and weaknesses, critical reasoning, argumentation, organization, and grammar and may include citations, links, articles, research, and other academic content. Separately, substantive interaction also facilitates community-building by requiring student-to-student interactions.

### **3. Examples of Interactions That are Considered Substantive**

When initiating weekly contact with students, instructors use a variety of activities and multiple assessment measures to accommodate different learning styles. Interactions are demonstrable and documented. In accord with the definitions of substantive interaction, the following provide, but are not limited to, examples of dynamic synchronous or asynchronous interactions:

- Announcements that are academic, timely, and proactive in terms of leading to further dialogue on student learning objectives
- Chat rooms or messaging systems when instructor dialogues actively with students

- Discussion board forums that are guided by the instructor with participation by the instructor
- Email responses that are a regular part of the course
- Feedback that is academic and personalized on student blogs, wikis, quizzes, papers, portfolios, exams, and other assignments
- Office hours when instructor meets with student(s)
- Phone calls
- Q&As about academic content
- Review sessions
- Social networking
- Video conferences when instructor meets with student(s)
- Webcasts, webinars, podcasts, and recordings that are timely, customized, and reactive

### **E. Accessibility**

HonCC classes are expected to be in compliance with regulations concerning providing necessary accommodations for students with documented disabilities. The HonCC's Chief Information Officer is the designated "Rehabilitation Act of 1973, 508 section" contact point. Student Access works with students and faculty on academic accommodations under "Rehabilitation Act of 1973, Section 504." Students with disabilities may potentially be in every course. It is not required to anticipate every accommodation that any student with a disability might need prior to the request. However, it is advisable to be prepared for the fact that some requests for accommodations are made. Another source for reference is "[Building from Content to Community: \[Re\] Thinking the Transition to Online Teaching and Learning.](#)"

### **F. Availability of Grades**

DE faculty post and update grades using the Laulima Gradebook, so students are informed about their progress within a given course. Faculty do not transmit grade information to students via email or phone.

### **G. Holidays and Weekends**

DE faculty members have the flexibility of scheduling due dates and deadlines as appropriate. These dates are stated in the syllabus. Faculty do not assign due dates that fall on recognized holidays when the college is closed.

### **H. Inclement Weather**

Faculty are flexible in serving students who are experiencing inclement weather at their location and provide options and directions to the student. During inclement weather, online courses continue to meet their deadlines unless the course involves travel to campus during the weather incident. Allowances are made in the event of severe weather that results in major power

outages. Faculty consider the possible problems that may arise and provide options and directions for students in the course syllabus.

## I. Exams

When developing course multiple-choice tests or exams, faculty members build a question pool. All created questions are searched in Google to ensure that the solutions are not easily found within Google. For assistance in developing test questions, refer to [Constructing Good Test Questions](#) and [Evaluating DE Courses](#). Faculty may use their best judgement in the type of exam selected:

- A non-proctored exam is defined as one that a student takes online and is unmonitored by any individual during the exam. This is typically done through the learning management system.
- A proctored exam is defined as one that is overseen by an impartial individual, called a proctor, who monitors a student during the exam.

The University of Hawaii has Academic Testing Centers at all major campuses and at some of the satellite campus locations. All exams are free if taken on a UH-campus. Students desiring to take an exam and not on island may have to pay a proctoring fee to utilize a proctoring service at another institution. For further information about UH System policies and proctoring: [UH System Testing Guidelines](#) and [UH Proctoring Sites](#).

All non-proctored or proctored exams are included in the course syllabus with clearly marked dates and any additional requirements, prior to the beginning of the course. Faculty cannot add a non-proctored or proctored exam as a course requirement once the course has begun.

## J. Course Access

Only authorized HonCC personnel, the course faculty member, and enrolled students have access to a DE course. However, college accreditation evaluators may be given authority to review current or past courses to determine whether they meet regular and substantive interaction initiated by the instructor or other aspects of the course instruction.

## K. Course Caps

Enrollment in a DE course is generally capped at a number similar to that of the number of seats in the corresponding traditional course.

## L. Course Cancellation

The College reserves the right to cancel any class due to insufficient enrollment, limitation of funds, lack of qualified staff availability, or lack of facilities. Determination of course cancellation will be made prior to the first class and is the purview and responsibility of the Division Chair and/or Dean. Faculty and students are notified via email.

## **V. Distance Education Student Support Services Information**

Faculty, staff and administrators of HonCC's DE Program are committed to providing DE students equal access to College instructional and administrative support services. Faculty are required to use the syllabus language provided by the VCAA at the beginning of every semester detailing student supports. Links to Student Support websites are below.

[ACCESS \(Disability Services\)](#)

[Academic Counseling](#)

[C.A.R.E. Program](#)

[HonCC Bookstore](#)

[Hūlili Ke Kukui Hawaiian Center](#)

[IT Assistance](#)

[Library Services](#)

[DE Library](#)

[Testing and Tutoring](#)

[TRIO-SSS](#)

[Wellness Center](#)

[Writing Center](#)

[Additional Campus Services](#)

## **VI. Distance Education Certification Process**

### **A. Faculty Training**

All new faculty desiring to teach online are required to understand how to design and teach a course in Lulima, build engaging content, use interaction to form online learning communities, as well as effectively implement best practices in assessment, accessibility, and pedagogy.

To assure that all DE faculty are prepared and able to deliver quality instruction and facilitate student learning online, all full-time and adjunct faculty interested in teaching online must successfully complete training on DE course design and delivery.

Additionally, professional development workshops are hosted throughout each semester to provide faculty with further guidance in best practices for online learning and teaching. The workshops dates and times are emailed regularly by the Faculty Development Committee.

### **B. Procedures to Teach Online**

All persons teaching online first receive a DE certification. The procedures to be DE certified are as follows:

- 1) Successfully complete an approved training on DE course design and implementation. DEAC provides a list to faculty of approved trainings; check with the DEAC Chair or DE Coordinator for the most current list.
- 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, which contains all faculty who are approved to teach DE Courses.

### **C. Scheduling of Courses**

Division chairs are responsible for verifying that all instructors teaching in a DE modality have received DE certification or supporting them in accessing training.

## **VII. Distance Education Advisory Committee (DEAC)**

The purpose of the DEAC is to ensure that DE instructors are adequately certified and re-certified in order to maintain high quality instruction. In addition, the committee also assists in fostering a coordinated effort of the various campus units that are affected by the delivery of DE offerings, which includes instruction, assessment, student services, technology support, and faculty development.

You can find the updated charter, with details of the membership and responsibilities of DEAC, on the [DEAC website](#).

## VIII. DE Assessment Information

The institution evaluates program and course effectiveness, including assessments of student learning, student retention, and student and faculty feedback. At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course. The course evaluates the adequacy of access to learning resources and the cost to students for access to those resources. It also documents the use of electronic resources.

Policies for faculty evaluation include appropriate recognition for teaching and scholarly activities related to programs or courses offered electronically. The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period sufficient for students to complete a degree or certificate.

DE instructors submit data on course attainment of Student Learning Outcomes (SLOs) in the institution's assessment website, eLumen. These assessments measure that students are achieving learning outcomes, pointing to areas where improvements are needed and enable the instructor to measure that *comparability* of learning is taking place. For more information, refer to the [HonCC Assessment](#) webpage.

The institution regularly compares outcomes of students in courses of all modalities and works to address any discrepancies that arise between instructional modalities.



## **IX. Timeline of Document Approvals**

- 1. Approved by DEAC Committee, 10/5/2021**
- 2. Endorsed by CPC Committee, 10/15/2021**
- 3. Acknowledged by FSEC Committee, 11/12/2021**



UNIVERSITY OF  
**HONOLULU**  
COMMUNITY COLLEGE

# DISTANCE EDUCATION FACULTY HANDBOOK

**Honolulu Community College**  
**2018-2019**

5018-5019

# ONLINE DISTANCE EDUCATION HANDBOOK

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- I. Distance Education at Honolulu Community College
- II. Policies and Standards
- III. Distance Education Course Logistical Support Information
- IV. Distance Education Development and Training Information
- V. Distance Education Student Support Services Information
- VI. Distance Education Course Review Processes
- VII. Distance Education Advisory Committee (DEAC)
- VIII. Distance Education Assessment Information

## I. Distance Education at Honolulu Community College

### *Definition*

Distance Education refers to educational programs and activities designed to serve clientele other than regular on-campus students and/or deliver such courses and programs in ways and/or at times and locations suited to the needs and convenience of those to be served. Distance Education at HCC may involve credit courses at the undergraduate levels, and/or non-credit, professional, and community service courses.

### *Mission of HCC's Distance Education*

The mission of Distance Education at Honolulu Community College is to support the mission of the University of Hawaii by making Honolulu Community College programs and courses available to all students within the State of Hawaii and to students outside of the State of Hawaii.

The primary purpose of distance education at Honolulu Community College is to extend the College's rich array of quality instructional resources to students anywhere in the state who are committed to higher education but are constrained by diverse factors which prevent their participation as regular on-campus students. The College is committed to delivering such courses and programs in ways and/or times and locations suited to the needs and convenience of those being served. Distance education at HCC may involve credit courses at the undergraduate levels and/or non-credit, professional, and community services courses.

The Distance Education format provides students with access to formal education either synchronously or asynchronously through a network of various technologies. Instructor and students interact at a distance without having to be physically present in the same location. Distance education provides students greater flexibility in achieving their educational goals through audio, video, and computer technologies.

Providing quality Distance Education (DE) courses and programs is a fundamental requirement of DE. DE courses and programs must meet and maintain standards comparable to other non-DE instructional courses and programs of the University. DE credit courses and programs must and do result in learning outcomes appropriate to the degree or certificate to be granted and course requirements are of equal rigor and breadth as those required of on-campus programs and classes. Mechanisms for the planning, delivery, and evaluation of DE programs are carried out to assure the maintenance of standards and quality. It is the responsibility of faculty to maintain in their distance courses, those instructional standards that apply to all instructional programs of the-campus.

### ***Description of HonCC Distance Education Courses***

Distance education courses are offered by several programs on campus including those in Liberal Arts, Early Childhood Education (ECED), FIRE, MELE, and AEC. There are many courses offered both as face to face as well as DE format. Three degree granting programs – Associate of Arts, MELE and FIRE – have received approval from ACCJC-WASC to offer more than 50% of program courses via distance. For more information, refer to the [Accreditation](#) site. Also visit the College's [DE website](#).

## II. Policies and Standards

### ***TEACH Act***

The "Technology, Education and Copyright Harmonization Act" (TEACH Act), redefines the terms and conditions on which accredited, nonprofit educational institutions throughout the U.S. may use copyright protected materials in distance education-including on websites and by other digital means--without permission from the copyright owner and without payment of royalties. the law calls on each educational institution to undertake numerous procedures and involve the active participation of many individuals. For more information, visit the [TEACH Act and UH site](#).

### ***ACCJC-WASC Requirements***

Ensuring the integrity of Distance Education offerings is an integral part of the College's cyclical Institutional Self-Study report. Note, the Western Association of Schools and Colleges (WASC) has determined that a student's act of logging in to a password protected website is sufficient confirmation of a student's identity. As best practices in DE evolve, interpretation of how to interpret and apply this policy will continue to evolve.

### ***Background***

Recognizing that most institutions must make use of the growing range of systems for delivery of instruction, including various electronic means, the Accrediting Commission for Community and Junior Colleges (ACCJC) has adopted a policy based on principles of good practice to help ensure that distance education is characterized by the same concerns for quality, integrity, and effectiveness that apply to more traditional modes of instruction. As methods used to facilitate/conduct distance education evolve, the ACCJC policies that address distance education also change. This policy statement has drawn from several previous policies and is intended to replace those policies with a single, unified, and up to-date statement. Further development of this policy may well be appropriate in the not-so-distant future.

### ***Definition of Distance Education***

"Distance Education means:

Education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

- (1) the internet;
- (2) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

- (3) audioconferencing; or
- (4) video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (4).”

For more information, visit to the [ACCJC Distance Education](#) webpage [PDF]

### ***Definition of Correspondence Education***

“Correspondence education means:

- (1) education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
- (2) interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.
- (3) correspondence courses are typically self-paced.
- (4) correspondence education is not distance education.”

For more information, visit to the [ACCJC Distance Education](#) webpage [PDF]

### ***Policy***

The ACCJC policy “specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.”

For more information, visit to the [ACCJC Distance Education](#) webpage [PDF]

### ***Policy Elements***

- Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution’s total educational mission.
- Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.
- Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

- Institutions are expected to provide the resources and structure needed to accomplish these outcomes.
- Institutions are expected to demonstrate that their students achieve these outcomes through application of rigorous assessment.
- Institutions are expected to provide the ACCJC reasons to believe that these outcomes will continue to be accomplished.
- Institutions are expected to provide the ACCJC advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the Substantive Change process.
- Institutions are expected to provide the ACCJC advance notice of intent to offer a program in which 50% or more of the courses are via distance education or correspondence education, through the Substantive Change process.
- Institutions which offer distance education or correspondence education have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution's discretion, such methods as a secure log-in and password, proctored examinations, and/or new or other technologies and/or practices that are developed and effective in verifying each student's identification. The institution must also publish to their students, policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.

For more information, visit to the [ACCJC Distance Education](#) webpage [PDF]

## *University of Hawaii Policies*

### **Resources**

The University of Hawai'i is committed to providing distance education opportunities to allow access to quality higher education for the State of Hawai'i. This site brings together the large amount of information available to aid the newcomer on distance education at the University of Hawai'i.

Some of these links lead to web pages outside the DE area, if this is the case they will open in new windows. To get back to our site please close the newly created windows or move them aside. Some links may be to [Portable Document Format](#) files, indicated by a (PDF). For these types of files, you will need PDF reader such as the free [Adobe Reader](#) software.

### **DL Policies**

The goal of distance education at the University of Hawai'i is to provide access to the



rich array of instructional resources already available to on-campus students and to students anywhere in the state who are committed to higher education, but unable to attend the UH campus offering their program of choice. This is consistent with the goals of the [University of Hawai'i Strategic Plan](#). As part of the strategic planning process the [University of Hawai'i Distance and Distributed Learning Action Plan](#) was drafted to lay out the specific actions UH should take to move forward. In addition, UH endeavors to apply the [Principles of Good Practice for Electronically Offered Degree Programs](#) (PDF). More information about the structure of distance education can be found in [Executive Policy E5.204, University of Hawai'i, Distance Learning Plans, Policies, and Procedures](#) (PDF) and [BOR Policies Chapter 5, Academic Affairs](#) (PDF).

## **SPIT2000**

University of Hawai'i Strategic Plan for Information Technology outlines the vision and planning context for moving forward with information technology for the University of Hawai'i system. For more detailed information visit the University of Hawai'i [Strategic Plan 2000](#) or [SPIT2000](#) sites. Also, refer to the [University of Hawai'i Distance Education site](#).

## ***Honolulu Community College Standards***

### **General Overview**

In order to comply with Accreditation and UH System policies and standards, specific College standards can and have been approved by the Faculty Senate Executive Committee (FSEC), the Committee on Programs and Curricula (CPC), and the Distance Education Advisory Committee (DEAC) in order to implement and maintain high Distance Education standards and practices. These standards are in force as long as they aid in the compliance with Executive Policy or Board of Regents (BOR) Policy and the requirements of the Western Association of Schools and Colleges - Association of Community Colleges and Junior Colleges (WASC-ACCJC), or other oversight bodies.

Honolulu Community College (HCC) promotes the "one college" concept. Faculty members teaching Distance Education courses **follow the same** College policies, procedures, and administrative rules as faculty members teaching on-campus courses, with exceptions only where the specific needs of one mode are different from those of the other. The following overview of general guidelines should help familiarize new instructors and serve as a refresher for experienced DE faculty members. Whenever possible, a reference to the original source documents and/or website URL is provided. Instructors should review the appropriate policy or administrative rule if they have specific questions. For more information, please visit [HCC's DE Policies](#) site.

HCC 's Distance Education Program is committed to providing the highest quality Distance Education courses. Faculty members developing and teaching Distance

Education courses should refer to this handbook and the DE website links provided throughout.

### **Integrity and Comparability of Instruction and Student Learning**

Each Distance Education course must provide for appropriate interaction between instructors and students, and among students. Faculty-student interaction may occur during publicized faculty office hours; it may take place via telephone, email, electronic chats, on-site meetings, video teleconferencing, or other methods. Student-student interaction may occur by means of electronic mail, electronic chats, on-site meetings, video teleconferencing, or other methods. Appropriate interaction for a course depends upon the course delivery mode and the technology used by the faculty member. Instructor attention to this need is part of the DEAC process. According to ACCJC, its “policy specifies that all learning opportunities provided by our accredited institutions have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means (ACCJC-WASC Policy on Distance Education and Correspondence Education).

### **Need for authentication and evaluation**

ACCJC-WASC is very clear on the need for individual instructors to have in place the means of verifying enrolled students are those doing the work. Instructor attention to this need is part of the DEAC process. According to ACCJC-WASC Policy on Distance Education and Correspondence Education:

“Institutions which offer distance education or correspondence education have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution’s discretion, such methods as a secure log-in and password, proctored examinations, and/or new or other technologies and/or practices that are developed and effective in verifying each student’s identification. The institution must also publish to their students, policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.”

### **Requirements for Meeting Needs of Students with Documented Disabilities**

In accordance with the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990 and its amendments, all HCC classes are expected to be in compliance with regulations concerning providing necessary accommodations for students with documented disabilities. Faculty will work throughout the College’s

Student ACCESS office. Below is the checklist<sup>1</sup> posted by the ACCESS office for faculty to carry out for these students in all classes, including DE classes.

This checklist is provided to assist faculty in creating an accessible learning environment in their courses. Students with disabilities may potentially be in every course. It is not required to anticipate every accommodation that any student with a disability might need prior to the request; however, it is advisable to be prepared for the fact that some requests for accommodations will be made.

1. Hold students with disabilities accountable to the same standards you hold every other student.
2. Provide notice to your students of these standards and of your willingness to accommodate. This can be done verbally or within your course syllabus as in the following examples:
  - "Students with disabilities may obtain information on available services online at <http://honolulu.hawaii.edu/disability>. Specific inquiries may be made by contacting Student ACCESS at (808) 844-2392 voice/text, by e-mail at [accesshcc-l@lists.hawaii.edu](mailto:accesshcc-l@lists.hawaii.edu), or simply stopping by Student ACCESS located in Bldg. 7, Rm. 302.
  - Qualified students with disabilities will receive appropriate accommodations in this course. Please see me after class or during my office hours and be prepared to provide a verification letter from the HCC Student ACCESS Office. For more information, go to the Student ACCESS office in Bldg. 7, Rm. 319 or call 844-2392 voice/text.
  - Students in this class who need accommodations for a disability should submit documentation and requests to the Student ACCESS offices in Bldg. 7, Rm. 319. Phone: 844-2392 voice/text for more information. If you have already registered your requests with Student ACCESS this semester, please see me after class or during my office hours and be prepared to provide a current verification letter from Student ACCESS.
3. Verify the existence of disability and need for accommodations with Student ACCESS by calling 844-2392 voice/text. Student ACCESS will provide the information necessary for an instructor to assure program access while protecting student privacy.
4. Grant reasonable accommodations as recommended by Student ACCESS. Accommodations are reasonable as long as course standards are not fundamentally altered and there is a logical link between the student limitations and the accommodation.
5. Permit the students to use auxiliary aids and technology that ensure access. Depending on the disability, students may use note takers, sign language interpreters, readers, scribes, and lab assistants. Others may use tape recorders/players, computers, assistive listening devices and other technologies for the same purpose.

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<sup>1</sup> "Disability Access Checklist for Faculty (Adapted from *The University of Montana's Faculty Guide to Making Accommodations for Students with Disabilities*.)

6. Grant testing accommodations as recommended by Student ACCESS. Testing accommodations include but are not limited to extended time, alternative format, distraction-reduced environment, readers, and scribes.
7. Treat disability-related information with the strictest confidentiality. Refrain from identifying students with disabilities unnecessarily to their peers or other colleagues without student consent.

Other tips which may enhance access to your courses:

1. Select course texts early. Blind and other students with print disabilities must begin early to obtain their texts in alternative formats.
2. When requested, provide alternatives to printed information such as class handouts or reserve materials in the library. Alternatives to print include Braille, computer electronic text, large print, and tape cassettes. If internet resources or other technologies are used, then they must be accessible. Student ACCESS coordinates provision of alternative formats.
3. Make academic accommodations in instruction. For students with hearing impairments, face the audience while speaking or use an FM receiver if requested. For students with visual impairments, read aloud or describe written or graphic information.
4. Consult with the student and/or Student ACCESS for more helpful information on making your courses accessible.

### **When Are Accommodations Not Provided?**

The College must provide reasonable accommodations unless they fall under one of the following three categories:

1. *Fundamental Alteration*: If an accommodation lowers the academic standards of the College, its programs, or courses, the College denies the accommodation and deems it unreasonable. Academic standards are essential for any student. It is unreasonable to alter these fundamental standards as an accommodation for a student with a disability.
2. *Personal Service*: If a request for an accommodation falls under the definition of a personal service, the College denies the request because it is unreasonable. Personal services are those that a person with a disability must use regardless of college attendance. In addition, personal services are those for which no correlation between the disability's functional limitation and program access can be established. The college, for instance, does not purchase wheelchairs or other assistive technologies used in every setting to compensate for mobility impairment. Other examples of personal services include independent living, mental health, rehabilitation, tutoring, hygiene, grooming, transportation, etc."

### III. Distance Education Course Logistical Support Information

#### *DE Updates*

DE instructors receive reminders throughout the semester of upcoming instructional calendar items, professional development opportunities, events, websites of interest, and support services and resources provided by DE. For adjunct faculty members teaching only DE courses, these project updates are particularly important in providing time-sensitive information. They also create and support a sense of community within Distance Education and the College. Project Updates are generally disseminated via the DE Faculty Listserv.

#### *Distance Education Tools and Technical Support Information*

There are several distance education support tools and services to assist faculty teaching DE at HCC. Refer to the sites below for more information:

- [UH System Distance Education Site](#)
- [UHM Information Technology \(IT\) Homepage](#)
- [UHM Accessibility Guidelines Information](#)
- [Laulima/Sakai \(LMS\) System](#)
- [Information on Laulima as an LMS](#)
- [Faculty Manuals for Laulima](#) - *Longer form reference materials regarding Laulima and its tools*
- [Faculty Tutorials](#) - *Shorter articles on specific tasks and tool usage in Laulima*
- [Faculty Videos](#) - *Video of previous TALENT workshops (QuickTime format)*
- [Faculty FAQ's](#) - *Frequently Asked Questions about Laulima*
- [HCC Technical Help](#) - *IT Assistance for Faculty at HCC*
- [Use of Banner - MyUH](#) - *HCC instructors can use BANNER/MyUH to check their teaching schedule, input office hours, generate current class rosters, and submit student final performance grades.*
- [MyUH - Faculty Tutorials](#)

## IV. Distance Education Teaching Criteria

Each semester, the DE Coordinator provides a mandatory faculty orientation for people teaching DE courses. The PowerPoint presentations for these orientations are available on [HCC's DE Intranet](#) site.

### *Teaching Criteria for a Successful Distance Course*

#### **Student Orientation**

The primary responsibility of all HonCC faculty members is to provide quality instruction to their students. For DE instructors, providing access to quality instruction often presents unique challenges beyond those faced by traditional classroom instructors. First, there usually isn't a classroom, or there may be multiple sites several miles, counties, or countries apart. As such, **communication** with DE students is critical and relies on meaningful educational activities assigned by responsive faculty members. DE faculty members take on additional responsibilities essential to providing a creative, supportive learning environment. Faculty-student communication is typically initiated by the course orientation, posting course syllabus information and/ or initial assignments. The orientation should provide students with immediate access to relevant course communications and resources, and a general overview of course components. Both instructor and student have a strong, established support system available to them at HCC. ***It is up to the instructor*** to ensure student awareness of these resources in the orientation information and through online course materials.

The orientation process is critical to the student's successful completion of the course. Faculty members should make every effort to ensure students receive the necessary "first day of class" information and support materials. Whether on-site or online, a well-structured orientation establishes the foundation and sets the tone for student-instructor communication for the entire semester. A good orientation session should be purposeful and interactive. For DE courses, the orientation should establish the parameters of the class and state the expectations of the instructor. It should welcome all DE students and encourage them to pursue and attain their individual educational goals.

The following guidelines are offered to help faculty members structure an effective orientation. Opening information should include:

- Welcome students to HCC and the Distance Education course.
- Establish an instructional context by sharing your teaching background, particular interests in the discipline, or unique experiences relating to the field of study.
- Explain how student-instructor communication is expected to occur during the semester.
- Express a desire to be responsive to students throughout the semester.

- Provide established office hours on site and/or online, contact information (phone number, HCC email address, etc.), preferred method of contact, and expected response times.
- State the required elements of the course. Present course documents such as the syllabus, assignment and testing schedules, and other orientation materials.
- Emphasize course grading criteria and academic and administrative rules affecting students, such as attendance and withdrawal policies and HCC Student ID card procedures.
- Describe all instructional materials that are required for the course. Use specific terminology (i.e. textbook ISBN) when describing items students are required to purchase. Inform students of textbook purchasing options and HCC Bookstore location and hours of operation.
- Identify testing procedures as well as acceptable means of submitting assignments.

And finally, list the HCC and Distance Education support services and resources available to students at the following sites:

- [HCC Student Life](#)
- [HCC Resources for DE students](#)
- [HCC Student and Academic Support Services for all students](#)
- [University of Hawaii Academic Testing Centers](#)

## **Course Content and Syllabus**

In designing a DE course, the instructor must ensure that academic standards for the courses offered via distance are the same as those for other courses or programs delivered at the institution where they originate. Student learning in programs or courses delivered electronically should be comparable to student learning in programs or courses offered at the campus where they originate.

The course syllabus is an especially important resource for Distance Education students since faculty contact is less frequent than in traditional on-campus classes. A complete and thorough syllabus is essential for students to maximize their time and efforts and complete any college course successfully. The HCC Faculty Development website provides information about how to create and format [Class Syllabi](#) site.

## **Regular and Substantive Interaction**

University of Hawaii Board of Regents (BOR) Policy 5-210 stipulates that distance education courses at UH campuses “support regular and substantive interaction” between students and instructors. BOR Policy 5-210 is in line with ACCJC’s 2012 Policy on Distance Education and Correspondence Education. ACCJC’s policy defines distance education as education using specific technology that delivers “instruction to students who are separated from the instructor and which supports regular and

substantive interaction between the students and instructor, either synchronously or asynchronously.”

Online courses are the equivalent of onsite classes in rigor, quality, and duration of instructor-student interactions. Interactions must be demonstrable and documented. A course is required regular and substantive interactions and regular and effective contacts are codified in the Online Course Rubric. An online course aligns with its approved SLOs and employs multiple assessment measures. An instructor using a third-party or publisher’s website is equally subject to these Guidelines. Said instructor will load a syllabus and orientation module into the Lulima LMS shell communicating how the instructor-student interactions will transpire in the publisher’s site.

### *Defining substantive interaction*

The definition of “substantive” means that an instructor’s feedback is academic rather than administrative only. Online instructors must initiate scholarly dialogue with individual students. Examples of substantive and effective contact include personalized, scholarly, discipline-specific feedback (as opposed to generic praise) on a student’s particular strengths and weaknesses, critical reasoning, argumentation, approach to a problem, organization, and grammar and may include citations, links, articles, research, and other academic content. Separately, substantive interaction also facilitates distance education and community-building by requiring student-to-student and student-to-instructor interactions. For more information, see 34 CFR 602.3.

### *Defining regular*

Instructors commit to interacting weekly with online students for a duration equivalent to onsite classes. Every week instructors interact substantively and personally with online students through activities (i.e. academic or problem-solving discussion boards, video conferences, synchronous or asynchronous Q&A). Instructors send class-wide announcements, emails, or messages weekly at a minimum and interact with students on issues related to these activities. Instructors also maintain regular deadlines and due dates. A significant amount of the interaction should take place prior to grading to ensure that students have feedback related to assessment of learning outcomes.

### *Examples of interactions that are considered substantive*

When initiating weekly contact with students, instructors use a variety of activities and multiple assessment measures to accommodate different learning styles. Interactions are demonstrable and documented. **In accord with the definitions of substantive interaction, the following provide, but are not limited to, examples of dynamic synchronous or asynchronous interactions:**

- Announcements that are academic, timely, and proactive in terms of leading to further dialogue on student learning objectives



- **Chat rooms or messaging systems** when instructor dialogues actively with students
- Discussion board forums that are guided by the instructor with participation by the instructor
- **E-mail responses that are a regular part of the course and not just open-ended**
- Feedback that is academic and personalized on student blogs, wikis, quizzes, papers, portfolios, exams, and other assignments
- Office hours when instructor meets with student(s)
- Phone calls
- Q&As about academic content
- Review sessions
- **The use of rubrics to guide detailed feedback on student work**
- Social networking
- Video conferences when instructor meets with student(s)
- Webcasts, webinars, podcasts, and recordings that are timely, customized, and reactive

## Intellectual Property Rights

Honolulu Community College actively encourages faculty members to develop instructional materials and to improve their expertise using available state-of-the-art instructional technology and software. The University of Hawaii Intellectual Property Policy states:

“Faculty Members shall own all rights to materials prepared on their own initiative for classroom, educational or professional purposes, and shall be exclusively entitled to the benefit of any royalties derived there from.

For personal educational purposes, students may record classroom lectures or other presentations, using tape recorders or other electronic or mechanical devices, unless the Faculty Member denies permission for such recording. Permission shall not be denied when the student requires such devices as the result of a physical disability”.<sup>2</sup>

In regard specifically to Distance Education, the UH policy is that

“The Employer may transmit or record for transmission any classroom instruction, lecture or other instructional or performance event produced by Faculty as a part of a program of Distance Education, e.g., HITS and SkyBridge, where the Faculty Member has received either an equivalent reduction in other classroom assignments or overload compensation as set forth in Article XXI, Salaries. The Employer, however, may not sell or re-transmit in future semesters any such recording except under the terms of a written Agreement

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<sup>2</sup> University of Hawaii Faculty Assembly, “Article XI, Intellectual Property, Patents and Copyrights.” Viewed July 14, 2009 at <http://www.uhpa.org/uhpa-bor-contract/article-xi-intellectual-property-patents-copyrights/>

between the Employer and the Faculty Member providing each party with a fifty percent (50%) interest in the net profits from either the sale or rebroadcast.”

Faculty Members engaged in technology mediated instruction or Distance Education require adequate training, equipment and technical support. Where these are not available the Faculty Member may not be required to engage in technology mediated instruction or distance programs.

For more specific information on faculty intellectual property policies, see the [University of Hawaii Professional Assembly Contract, Section XI](#) site.

### ***ADA Compliance - Rehabilitation Act of 1973***

Honolulu Community College requires that all courses abide by the Americans with Disability Act (ADA) policies and Rehabilitation Act of 1973, Section 508. So, 508 compliance for electronic and information technology access, as issued by WCAG 2.0. This means, all documents, photos, video clips, links, and any other materials used in the course meet accessibility standards.

In addition, all HCC classes are expected to be in compliance with regulations concerning providing necessary accommodations for students with documented disabilities. Mike Meye's is the designated 508 compliance officer. Student Access will work with students and faculty on academic accommodations under Section 504. Students with disabilities may potentially be in every course. It is not required to anticipate every accommodation that any student with a disability might need prior to the request; however, it is advisable to be prepared for the fact that some requests for accommodations will be made.

- Another source for reference is [“Building from Content to Community: \[Re\] Thinking the Transition to Online Teaching and Learning.”](#) This is a CTE White Paper article written by Britt Watwood, Jeffrey Nugen, and William “Bud” Deihl. This paper presents very good information and examples/scenarios and tools faculty can use to build a course and interact with students. It is worth the read.

### ***Availability of Grades***

Distance education faculty should post and update grades using the Lulima Gradebook, so students are informed about their progress within a given course. Faculty should not transmit grade information to students via email or phone.

### ***Office 365***

All faculty and students are provided with free access to Microsoft Office products. Accessing the products and services are simple and can be completed by viewing [HCC 365](#) site.

### ***Holidays, Breaks, and Weekends***

Distance education faculty members have the flexibility of scheduling due dates and deadlines as appropriate. These dates should be clearly stated in the syllabus. Faculty may not assign due dates that fall on recognized holidays when the college is closed (i.e., Martin Luther King, Jr. Day, Independence Day, Labor Day, etc).

### ***Inclement Weather***

In addition to the college's policy on inclement weather, faculty clearly indicate in the course syllabus their policy concerning inclement weather. Online courses can pose unique problems with inclement weather because students may not physically be on O'ahu. This makes it possible for the student to be experiencing inclement weather when the college is not. Faculty are flexible in serving students who are experiencing inclement weather at their location and provide options and directions to the student.

During inclement weather, online courses continue to meet their deadlines unless the course involves travel to campus during the weather incident. Allowances are made in the event of severe weather that results in major power outages. Faculty consider the possible problems that may arise and provide options and directions for students in the course syllabus.

### ***Exams***

Distance education faculty are permitted to conduct exams within a distance education course. Faculty may use their best judgement in the type of exam used, whether non-proctored or proctored.

- A non-proctored exam is defined as one that a student takes online and is unmonitored by any individual during the exam.
- A proctored exam is defined as one that is overseen by an impartial individual, called a proctor, who monitors a student during the exam.

If using a proctored exam format, faculty should be aware that Honolulu Community College has a partnership with [ProctorU](#), which is an online proctoring site. However, students must pay a fee to utilize this service.

Students can also take a proctored exam for an online learning course at any UH-campus. The University of Hawaii has Academic Testing Centers at all major campuses and at some of the satellite campus locations. Specific campus hours of operation and locations are available on the [UH Testing Centers](#) site page. All exams

are free, if taken on a UH-campus. Also note, students desiring to take an exam and not on-island may have to pay a proctoring fee to utilize a proctoring service at another institution.

All non-proctored or proctored exams must be included in the course syllabus with clearly marked dates and any additional requirements, prior to the beginning of the course. Faculty cannot add a non-proctored or proctored exam as a course requirement once the course has begun.

When developing course multiple-choice tests or exams, faculty members should build a question pool. Plus, all created questions should be searched in Google to ensure that the solutions are not easily found within Google.

For assistance in developing test questions, refer to this website: [Constructing Good Test Questions](#). Faculty can also refer to this resource on [Evaluating Distance Education Courses](#).

### ***Course Access***

Only authorized Honolulu Community College personnel, the course faculty member, and enrolled students have access to a distance education course. In addition, college accreditation evaluators may also be given authority to review current or past courses to determine whether they meet regular and substantive interaction initiated by the instructor or other aspects of the course instruction.

### ***Course Caps***

Enrollment in a distance education course is generally capped at a number similar to that of the number of seats in the corresponding traditional course.

### ***Course Cancellation***

The College reserves the right to cancel any class due to insufficient enrollment, limitation of funds, lack of qualified staff availability, or lack of facilities. Determination of course cancellation will be made prior to the first class meeting and is the purview and responsibility of the Division Chair and/or Dean. Faculty and students will be notified by email.

### ***Course Assessment***

Each semester, all distance education faculty must submit data on their course Student Learning Outcome (SLO) assessments. These assessments measure that students are achieving learning outcomes, pointing to areas where improvements are needed and enable faculty to measure that comparability of learning is taking place.

## **Distance Education Student Support Services Information**

Faculty, staff and administrators of Honolulu Community College's Distance Education Program are committed to providing DE students equal access to College instructional and administrative support services.

### ***Student Support Services***

#### **Library Services**

The Library supports the mission of Honolulu Community College by assisting students, faculty, and staff in obtaining and using information resources effectively to enable and promote student learning. Distance education students can access online resources such as e-book, [film](#), [image](#), [academic journal](#), magazine, and newspaper subscription databases, [research](#) guides, and more directly from the [Library's homepage](#). Most electronic resources that the library manages are **RESTRICTED** to registered HCC students, faculty, and staff to comply with licensing agreements. Library instruction sessions for distance education courses are provided upon instructor request. Faculty are encouraged to contact the Distance Education Librarian for assistance. For more information on library services, visit the [DE Library](#) site.

#### **C.A.R.E. Program**

Students face many different obstacles to success. And, the College Achievement and Retention Experience (C.A.R.E.) team assists students through several ways: financial guidance and FAFSA applications, counseling, and guidance on programs and resources to best support students (i.e. tutoring, academic advising, etc.). For more information on C.A.R.E. services, visit the [C.A.R.E](#) site.

#### **Access (Disability Services)**

Student ACCESS is committed to ensuring equal access to Honolulu Community College facilities, programs, activities, and services by students with disabilities. It seeks to provide reasonable accommodations to qualified students, promote an informed and hospital learning community, and advocate for campus-wide ADA/504 compliance. For more information on accommodation services, visit the [Disability Access - Faculty Information](#) site.

#### **Tutoring**

Honolulu Community College has a variety of tutoring centers to assist students in virtually all subject areas at the College. Online tutoring support is offered at both the tutoring center and writing center. Honolulu Community College also has a contract with

Tutor.com, which offers access to tutors 24/7. More information on tutoring services can be found at the following websites:

- [Testing and Tutoring](#)
- [Writing Center](#)
- [Native Hawaiian Center](#)
- [TRIO-SSS](#)

## **HCC Bookstore**

In addition to being the authorized on-campus retailer for books, including used, new, and rental textbooks, as well as books by UH authors and UH Press-Honolulu Bookstore carries official UH spirit merchandise, school supplies, and commencement regalia. The HCC Bookstore also sells office supplies, sundries, and snacks. Students enrolled in distance education courses at Honolulu Community College can purchase their textbooks online from the HCC Bookstore. More information on bookstore services, visit the [Textbooks Information](#) page.

## **IT Assistance**

If a student comes across a hardware or software challenge (like using LauLima or UH Gmail), IT services can assist. Offering over the phone or email assistance, refer students to the ITS services at UH Manoa.

### *Contact Information*

- Phone: (808) 956-8883
- Toll Free: (neighbor isles) (800) 558-2669
- Email: [help@hawaii.edu](mailto:help@hawaii.edu)

## **Testing Services**

If you plan to require students to complete their exams while being proctored, you can choose to use the UH System testing centers or ProctorU. However, please be aware that ProctorU requires a student fee for each test. Refer to the websites below:

### *UH System Testing Websites*

- [UH System Testing Guidelines](#)
- [UH Proctoring Sites](#)

### *ProctorU*

- [ProctorU site](#)

## VI. Distance Education Course Review Process

Ongoing efforts are made to ensure the DE program as a whole continually improves. Distance Education continually seeks to identify external funding to augment the support of the HCC Distance Education offerings. Other Distance Education programs are reviewed with an eye to adopting and/or adapting good practices into the HCC program. DE faculty, staff and administrators meet with colleagues across the UH system to better coordinate offerings as well as exchange ideas to strengthen the present program.

### *Faculty Training*

All new faculty desiring to teach online are required to understand how to design and teach a course in Lualaba, build engaging content, use interaction to form online learning communities, as well as effectively implement best practices in assessment, accessibility, and pedagogy.

To assure that all distance education faculty are prepared and able to deliver quality instruction and facilitate student learning online, all full-time and adjunct faculty interested in teaching online must meet with the Distance Education Coordinator to be individually trained regarding areas for teaching online.

Additionally, professional development workshops are hosted throughout each semester to provide faculty with further guidance in best practices for online learning and teaching. The workshops dates and times are emailed every month by the Professional Development Coordinator.

### *Procedures to Teach Online*

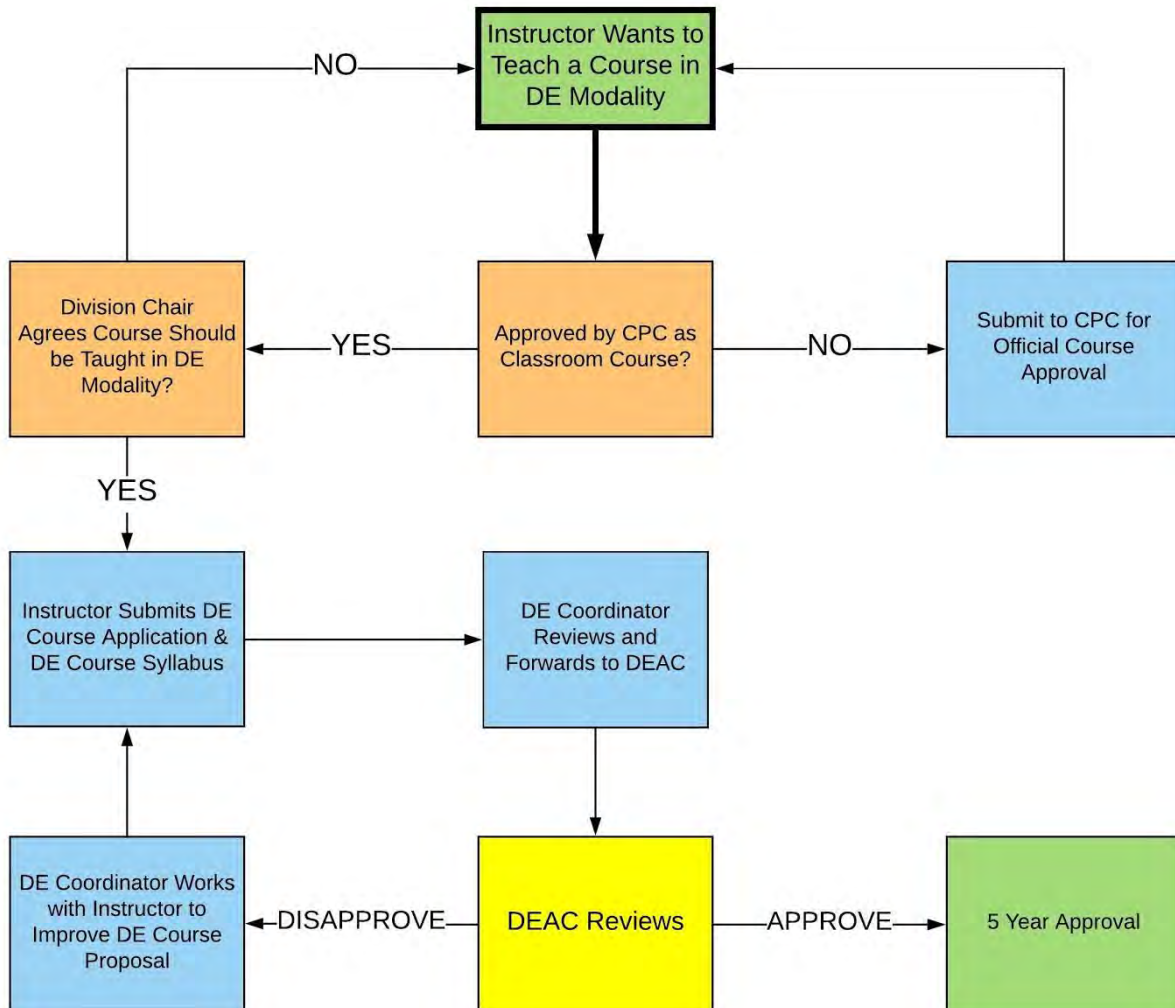
Faculty desiring to teach online need to follow the procedures in a chronological fashion. The procedures are as follows:

1. Refer to HCC Course Catalog and ensure course is listed and approved by CPC.
2. Gain written division approval and submit approval to the DE Coordinator or Educational Technology Coordinator.
3. Submit the [Online DE Course Application](#) and DE Course Syllabus.
4. DEAC Committee reviews the Online DE Course Application and Syllabus and assess if course follows policies set forth in faculty handbook. If course needs revisions, the Distance Education Coordinator will provide recommendations to faculty member.
5. If course is approved, a faculty member will be approved to teach the individual course for five years.

## Flowchart Review Process

The below image outlines the DE Course procedures and reviews to assist faculty in better understanding the process.

### DE Course Proposal Review Process



Created by Ross Egloria  
Version 2



### ***Scheduling of Courses***

Division Chairs, in conjunction with their faculty and Dean, make the decisions of which DE courses to schedule every semester. Faculty must communicate plans for offering courses with Division Chairs well in advance of schedule submission deadlines, to ensure coordination of schedule and that all approvals have been secured (i.e. DEAC, WI etc.) Any changes in DE scheduling, in particular the cancellation of classes, must be communicated to DE Coordinator as soon as possible. This is the responsibility of the Division Chairs.

## **VII. Distance Education Advisory Committee (DEAC)**

The purpose of the DEAC Committee is to ensure that Distance Education curriculum is adequately certified and recertified in order to maintain a high quality instruction. The committee uses a codified rubric to guide online course assessment. In addition, the committee also assists in fostering a coordinated effort of the various campus units that are affected by the delivery of distance education offerings, which includes: instruction, assessment, student services, technology support, and faculty development.

### ***Membership***

The Distance Education Advisory Committee provides for faculty input and oversight of online and hybrid course instruction. The committee is designed to be broadly representative of the entire campus. The membership includes the following:

- Three (3) faculty teaching distance education (DE) courses (2 UC, 1 CTE)
- The Accreditation Liaison Officer (ALO)
- One (1) representative from Academic Support
- One (1) representative from Student Services
- One (1) representative from ITS
- Distance Education Coordinator (Co-Chair)
- Educational Technology Coordinator (Co-Chair)
- Assessment Specialist or Assessment Task Force Chair
- Dean of University College
- Dean of Tech I
- Dean of Tech II
- Disability Specialist
- Additional members may be appointed as needed from year to year

### ***Responsibilities***

The DEAC meets several times during the fall and spring semesters. The committee duties and responsibilities include:

1. In conjunction with the Technology Advisory Committee, search and solicit information from multiple sources on new technology, software, and teaching methods that may improve delivery of DE courses.
2. Determine if personnel support is adequate in number and function.
3. Coordinate with Faculty Development and ITS to determine and provide the necessary training for faculty and support personnel.
4. Ensure that DE is assessed annually using approved assessment methods. Such assessment will include a determination as to whether the quality of a DE course is equal to the same classroom-based course.
5. Prepare budget requests for the College's planning cycle if it is determined that new equipment, software or personnel are required to adequately support Distance Education.

6. Keep distance education faculty advised of all major developments and findings.
7. For new courses, advise faculty on requirements for certification, and establish a timeline for that process.

### ***Criteria for Online Course Assessment***

The DEAC course review process is not meant as a mechanism to dissuade faculty from teaching online. Rather, its goal is to ensure quality courses are being provided. As part of the review process, courses are assessed using the Online Course Rubric. The rubric has been formulated using best practices from ACCJC, University and College policies, Quality Matters, as well as federal requirements. If a faculty member's course does not meet the rubric guidelines, then the faculty member is provided with recommendations and personalized support to meet the requirements of the rubric.

### ***Online Course Rubric***

The rubric used by the DEAC Committee to assess the standards of online course submissions was gleaned and synthesized from multiple sources that regulate, coordinate and assess online courses. For more information, refer to the [Online Course Rubric](#) page.

The following are additional web resources regarding the DEAC Committee:

- [Approval Procedures for New DE Course Offerings \[PDF\]](#)
- [DE Course Proposal & Review Form \[PDF\]](#)
- [Online Course Rubric \[PDF\]](#)
- [List of all DE Approved Courses \[PDF\]](#)
- [DE Faculty Directory](#)
- [Committee Details](#)
- [Committee Members](#)
- [Committee Minutes](#)
- [Committee Charter](#)

## VIII. DE Assessment Information

The institution evaluates program and course effectiveness, including assessments of student learning, student retention, and student and faculty satisfaction. At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course. The course evaluates the adequacy of access to learning resources and the cost to students for access to those resources. It also documents the use of electronic resources.

Policies for faculty evaluation include appropriate recognition for teaching and scholarly activities related to programs or courses offered electronically. The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period sufficient for students to complete a degree or certificate.

Each semester, all DE instructors submit data on their course to the Assessment Coordinator. These assessments measure that students are achieving learning outcomes, pointing to areas where improvements are needed and enable the instructor to measure that *comparability* of learning is taking place. For more information, refer to the [HCC Assessment](#) site.

## Timeline of Document Approvals

***Approved by DEAC Committee,***

XXXXXXXXXX XX, 2018

***Ratified by CPC Committee,***

XXXXXXXXXX XX, 2018

***Ratified by FSEC Committee,***

XXXXXXXXXX XX, 2018

# Kuali Student Curriculum Management (KSCM)

## Reference Manual

Developed By:

Kara Kam-Kalani

Coty Gonzales

Version 1.0

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# Course Form

## Proposal Details

### Effective Term

The Effective Term for proposals should always be Fall of the following academic year. Exceptions may include Experimental courses and non-substantive SLO changes. Select the term in the first drop down menu, and the year (next academic year) in the second drop down menu.

**Effective Term \***  
The Effective Term for new proposals should always be Fall of the following academic year. Exceptions may include Experimental courses.

Fall 2021

### Course Status

The Course Status field should be used to designate an active course, to make a course inactive, or retire a course. Active courses are those that you intend to offer in the near future, and will be printed in the college catalog. Inactive courses are those you do not plan on offering in the near future, and would like temporarily removed from the catalog. Retired courses are those you have no intention of offering again in the future, and will be removed permanently from the catalog.

**Course Status**

Active

### Previously Known As

If you are changing the course alpha or number of an existing course, the existing course alpha and number should be entered here. The new course alpha or number should be entered under the Course Data section later in this form.



### Previously Known As

If only the course alpha or number is changing, enter the previously used course alpha (subject code) and number.




Clicking on the plus (“+”) sign will reveal fields for you to enter the existing course alpha (i.e., Subject Code) and number.

### Previously Known As

If only the course alpha or number is changing, enter the previously used course alpha (subject code) and number.

Subject Code	Number
Code	Code



## SLO Changes

Check this box if the only modifications you intend to make with this proposal are “non-substantive” SLO changes. Non-substantive SLO changes are those that do not alter the content of the course. Do NOT check this box if:

- you are making substantive SLO changes that will significantly alter your course content.
- You are proposing other modifications in addition to SLO changes.

If you are submitting an SLO only change, please discuss your proposal with your division chair first.

### SLO Changes

This proposal is for SLO changes only.

## Summary and Rationale

If this is a new course proposal, please provide details about the new course, and an explanation for why HonCC should offer this course.

If you are proposing a change to an existing course, please detail the change(s) being proposed along with an explanation for why these modifications are being proposed.

Attach supporting documents as applicable. Support documents may include system-wide agreements for course alignment, cross-campus agreements, or initiatives requiring the development of new courses.

**Summary and Rationale \***  
Detailed description of your proposal. Attach supporting documentation as applicable

Summary and Rationale - Support Documents

[ADD FILE](#)

## Impact on Other Courses

Proposers should refer to the most current HonCC Catalog to check the impact of the proposed changes on other courses. Search the PDF of the [college catalog](#) to scan for courses that use the course you are modifying as a prerequisite or corequisite. You must contact affected parties if the changes that you are proposing are significant changes to the curriculum. If this proposal impacts other courses, select **Yes**. A text box will appear. Enter the affected program(s) or department(s) and the individuals contacted into the text box.

Select **Not Applicable** if there is no impact on other courses.

**Impact on other Courses; affected parties have been consulted \***

Yes

Not Applicable

**If YES, List the affected programs or departments, indicate the impact and the individuals contacted**

## Impact on Program/Departments

Search the PDF of the [college catalog](#) to scan for programs that might include the course you are modifying in their program degree requirements. Proposers should contact necessary programs and/or departments if the course modifications proposed might affect other programs and/or departments. For example, retiring a course or making a course inactive may be detrimental to students in another program if they are not able to take the course to satisfy program degree requirements. Therefore, it is imperative that you communicate with the affected programs/departments.

If this proposal impacts other programs or departments, select **Yes**. A text box will appear. Enter the affected program(s) or department(s) and the individuals contacted in the text box.

Select **Not Applicable** if there is no impact on other programs or departments.

Impact on Program/Departments; affected parties have been consulted \*

Yes

Not Applicable

If YES, List the affected programs or departments, indicate the impact and the individuals contacted

## Impact on Articulation with Other Campuses

Provide information here if there is any impact on articulation related to this course with other campuses. Enter **None** if there is no impact on articulation with other campuses.

Impact on Articulation with other Campuses \*

Enter "none" if no impact

## Impact on Resources

Provide justification here if any additional staff, faculty, equipment, facilities or other costs will be required due to this proposal. Enter **None** if there is no impact on resources.

Impact on Resources \*

## Course Data

### Course Alpha (Subject Code) and Number

The Course Alpha (Subject Code) is the course alpha/discipline the proposal will be associated with. Courses can only use course alphas that have already been approved for use at HonCC. Please contact the CPC Chair if you are proposing a course that requires a new alpha.

If the course is similar to another course in the system, you **MUST** use that alpha-number-title of that course. Otherwise, you should either change the alpha or number. Some general rules about course numbering:

- Courses ending in -97 or -98 are experimental courses. Experimental courses expire after two years.
- Courses ending in -93 are reserved for cooperative education courses.
- The suffix “A” should not be used since UH Mānoa uses this as a designation for Honors courses. If courses use the “A” suffix, it will be troublesome with system alignment.
- The suffix “H” is used to designate honors courses.
- The suffix “L” is used to designate laboratory courses which is a companion course to a given lecture course.
- The suffix “V” is used to designate courses carrying variable credit.

<b>Course Alpha (Subject Code) *</b> Select the Course Alpha from the list	<b>Number *</b>
<input type="text"/>	<input type="text"/>
	Max 5 characters (5 remaining)

## Division

Click on the empty field to select the correct Division from the drop down list. This is a mandatory field that must be filled out in order for your proposal to be routed through to the proper workflow nodes. If you leave this field blank, you will not be able to submit your proposal to the workflow for approval.

**Division \***  
Select the Division from the list

## Course Title

Enter the full course title here as you would like it to appear in the college catalog.

**Course Title \***

## Course Title (for Banner)

Here you will provide an abbreviated course title for Banner that matches or closely matches the Course Title. Banner titles are limited to 33 characters. However, if you intend to add focus-area requirements (i.e., WI, HAP, Ethics) to the course in the future, please do not exceed 25 characters.

**Course Title (for banner) \***

Provide an abbreviated title for Banner, if the Course Title exceeds 25 characters/spaces.

Max 25 characters (6 remaining)

The 25 character limit allows focus-area requirements to be added to the course titles on Class Availability. See example below.

C19,DH,HETH,WI [20329](#) REL 151 0 **WI,HCC-E-Rel & Meaning Exist** 3 [G D Panisnick](#) 15 5 TBA TBA [WWW](#) 08/24-12/18

Prerequisite: "C" or higher in ENG 100, OR ~~Placement in ENG 301-306~~

Courses designated HETH in the focus column and HCC-E before the course title fulfill the Contemporary Ethical Issues requirement for HCC's AA degree. Students transferring to UHM will also be required to pass an E-focus (ETH) course at the 300 or 400-level to fulfill their graduation requirements for a BA or BS degree.

This class is conducted online due to COVID-19. The class does not have a regularly scheduled meeting time. Students are required to participate in unscheduled online learning activities. Access to email and web browser are required. Before the first day of instruction, email your instructor panisnic@hawaii.edu for more information.

## Course Description

Enter the course description as you would like it to appear in the HonCC college catalog. Provide a clear and concise explanation of what the course will cover.

### Course Description \*

## Cross-listed/Equivalent Courses

Enter the equivalent course alpha and number. An equivalent course is a course that covers the same course content.

Start by typing in the equivalent course alpha. A list will auto populate, and you can then select the correct course.

### Cross-listed / Equivalent Courses

Select courses from the list

## Publish in Catalog

**Yes** is selected by default. Only select **No** for experimental or special studies courses.

### Publish in Catalog

Select "No" for Experimental and Special Studies courses

Yes

No

## Credits and Max Credit(s) for All Enrollments

This field lets you define the number of credits for the course. You can specify credits as fixed or by range. In most cases, Maximum Credit(s) for all Enrollments should be left blank. The schedule type, credits and contact hours will influence TEs.

**Credit(s) \***

Fixed

Range

**Maximum Credit(s) for all Enrollments ?**  
This maximum will determine repeatability

## Schedule Type

Select the type of schedule that will be used for the course. The schedule type, credits and contact hours will influence TEs.

**Schedule Type \***

Clinic Instruction (CLN)

Cooperative Ed/Work Experience (COP)

Credit by Exam (EXM)

Fieldwork (FLD)

Hybrid-Technology Intensive (HTI)

Independent/Directed Study (IND)

Individual Instruction (INV)

Internship Instruction (INT)

Laboratory (LAB)

Lecture & Lab Instruction (LAL)

Lecture (LEC)

Lecture/Discussion (LED)

Practicum Instruction (PRA)

Shop (SHP)

Studio (STU)

## Contact Hours Per Week

The schedule type, credits and contact hours will influence TEs. When completing this field only use whole numbers. Generally, students spend three hours per week in a 3-credit lecture course, four hours per week in a 4-credit lecture course. If you have lab hours in your course usually it is three hours per 1-credit.

Double check that the Contact Hours Per Week meets the requirements for the number of credits for the course.

Contact Hours Per Week *	
Activity Type	Contact Hours
Lecture	<input type="text"/>
Lab	<input type="text"/>
Other	<input type="text"/>

0

## Contact Hour Notes

Proposers should describe any special cases related to contact hours here.

Contact Hour Notes
Describe special cases
<input type="text"/>

## Grading Options

Select the correct grading options for your course.



### Grading Options \*

Select all that apply

- Standard Letter A-F (L)
- Credit/No Credit (C)
- Credit By Exam (M)
- Audit (A)

## Prerequisite, Prerequisite or Corequisite, Corequisite

Input any prerequisites prerequisites here. This will be published in the HonCC Catalog. Leave this blank if there are no prerequisites or corequisites for the course.

To begin adding a prerequisite, prerequisite or corequisite, or a corequisite, please click **Add Rules**.

<b>Prerequisite</b> <Rules specific descriptive text needed>	<a href="#">+ Add Rules</a>
<b>Prerequisite or Co-Requisite</b> <Rules specific descriptive text needed>	<a href="#">+ Add Rules</a>
<b>Co-requisite</b> Courses to take concurrently in the same term.	<a href="#">+ Add Rules</a>

## Recommended Prep

Input the recommended course preparation here. This will be published in the HonCC Catalog. Start typing the recommended course alpha and it will auto populate a list that you can then select from. Repeat as necessary.

Leave this field blank if no recommended preparation is needed.

### Recommended Prep

Recommended courses only

## Other Recommended Prep

Input any other recommended preparation that is not a course. This will be published in the HonCC Catalog.

Examples of other recommended prep:

- Recommended for prospective elementary education majors
- Students must have access to a digital camera
- Students must pass swim test
- Heavy lifting may be required Proof of medical insurance required

### Other Recommended Prep

## Student Learning Outcomes (SLOs)

Input SLOs here. All courses require SLOs. Please remember to link each SLO to one or more Program Learning Objectives (PLOs).

Click Add New to begin adding SLOs.

### SLOs (Student Learning Outcomes) \*

Courses must have SLOs which are linked to PLOs for assessment

 Add New

In the Linked Program Outcome field, search for applicable PLOs by typing in the program alpha (i.e. LBRT, HWST, OESM, AMT, etc.)

**SLOs (Student Learning Outcomes)** \* ⓘ

Courses must have SLOs which are linked to PLOs for assessment

<input type="text"/>	+
Linked Program Outcome	
<input type="text"/>	

## Additional Course Information

Any additional course information that the proposer feels is essential to the proposal can be inputted here.

**Additional Course Information, if essential**

## Linked Institution Subject Codes

This field auto-fills with UH System courses having the same alpha and number.

**Linked Institution Subject Codes**

This field auto-fills with UH System courses having the same alpha and number.

No Course Matches

## Admin Corrections/Changes for Administrative Use Only

Please leave this text box blank. This is used by the Committee on Programs and Curricula.

**Admin Corrections/Changes (For Administrative Use Only)**

Attach supporting documents as applicable.

Admin Corrections/Changes - Support Documents

ADD FILE

Program Form (Coming Soon)

Dependencies (Coming Soon)

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# INSTITUTIONAL ASSESSMENT

E komo mai! Assessment is an ongoing and interactive process consisting of the following steps:

- I. Defining the outcomes.
- II. Determining appropriate methods to assess the outcomes.
- III. Gathering evidence of the outcomes.
- IV. Analyzing the evidence.
- V. Using this information to improve student learning and evolve the program/service.

## I. OUTCOMES

## II. METHODS

## III. EVIDENCE

*'Ike 'ia no ka loea i ke kuahu. Experts are recognized by the altar they build.*

When you collect your assessment evidence, please review:

1. When you collect your assessment evidence, please keep in mind [these key questions \[PDF\]](#).
2. Assessment reports are stored in [eLumen](#).
3. eLumen: [Roles](#), [Coordinator list](#), FAQs: [Instructional](#), [Non-Instructional](#)
4. eLumen trainings:
  - a. **Faculty:** [Guide](#), [full training](#), [video tutorial](#) ([refresher on how to fill out a report](#))
  - b. **Unit/Area Coordinator (instructional):** [Guide](#), [full training](#), [video tutorial](#) ([refresher on how to map outcomes](#))
  - c. **Unit/Area Coordinator (non-instructional):** [Guide](#), [full training](#), [video tutorial](#) ([refresher on how to fill out a report](#))
5. **Assessment Reports: 2014-2018**
  - a. [Arts and Humanities, Social Sciences \[PDF\]](#): Received 62/67 SLO Reports.
  - b. [Communication and Services \[PDF\]](#): Received 127/164 SLO Reports.
  - c. [Hawaiian Programs \[PDF\]](#): Received 14/14 SLO Reports.
  - d. [Language Arts \[PDF\]](#): Received 57/57 SLO Reports.
  - e. [Math and Natural Sciences \[PDF\]](#): Received 69/89 SLO Reports.
  - f. [Transportation and Trades \[PDF\]](#): Received 198/230 SLO Reports.
  - g. [Academic Support \[PDF\]](#): Received 7/7 SAO Reports.
  - h. [Administration \[PDF\]](#): Received 4/4 SAO Reports.
  - i. [Communications and External Affairs \[PDF\]](#): Received 2/2 SAO Reports.
  - j. [Information Technology Services \[PDF\]](#): Received 6/6 SAO Reports.
  - k. [Office of Continuing Education \[PDF\]](#): Received 1/1 SAO Report.
  - l. [Student Services \[PDF\]](#): Received 7/7 SAO Reports.



## II. Method guidelines

Aloha. Today's tutorial is about the second step in the assessment cycle: Determining appropriate methods to assess the outcomes. How do you know that your outcomes have been met or not? What evidence do you provide?

Choose an assessment method that:

1. Brings you three types of information
  - (a) Number of students/participants who did, and did not, meet the outcome;
  - (b) One strategy that supported the mastery of the outcome (e.g., you may know from your own observations or by asking your students/participants directly via survey, course evaluation, or just a conversation);
  - (c) One change that you will implement to support the mastery of the outcome (e.g., you may want to update some of the readings, handouts, the way you explain a task, a quiz that is unclear for most participants, or a survey question that is not bringing you the information that you are seeking).
2. Is realistic in terms of your time and resources (do not create assessment plans that are too complicated or overwhelming)
3. Addresses each outcome separately (e.g., do not use one question to assess two outcomes)
4. Yields actionable results so you can use the results to improve student learning or office performance.
5. Is direct or indirect.
  - (a) **Direct assessment** requires participants to demonstrate knowledge and skills. For example,
    - Exam/quiz
    - Paper/report/writing activity
    - Oral presentation
    - Creative performance
    - Visual display
    - Observation
    - Project
    - Counting/tracking numbers (e.g., walk-ins, online hits, transactions for the non-instructional areas)
    - Note: **Embedded assessment** involves using work that students complete within their classes as assessment evidence.
    - Note: **Signature assignments** occur when students receive identical assignments across courses.



- (b) **Indirect assessment** requires participants to self-assess their knowledge and skills. For example,
- Survey
  - Interview
  - Focused group
  - Note: In the instructional area, indirect assessment can integrate direct assessment, but cannot be used alone.
6. Is formative or summative
- (a) **Formative assessment** takes place during a program or service (e.g., you follow how your students or office is doing week by week or month by month).
- (b) **Summative assessment** takes place at the end of the semester.
7. Is accessible for all students/participants. For instance, if students do not have a computer or a printer, or if they suffer of dyslexia, anxiety or language barriers we allow submissions that are hand-written, digital, audio recorded, or give options between a whole-class presentation or group work.
8. Is culturally responsive, meaning
- a) Is contextualized in the reality of Hawaii (e.g., replace textbook quizzes with localized questions; assign projects that connect students with Hawaiian organizations; design rubrics that evoke place-based images; use familiar metaphors like a rainbow to explain concepts; organize scavenger hunts in the community to test learning);
  - b) Involves students throughout the entire assessment process (e.g., give students options to choose among presentation, poster, debate, or exam; ask them what's working or needs to be adjusted);
  - c) Develops evaluation tools that are appropriate for different learners (e.g. diversify your assessment activities throughout the course—switch from quiz to reflection, group project, audio submission, video recording; make space for flexibility and student choice);
  - d) Uses results to improve the academic experience of all students/participants.
9. Measures outcome only, no other hidden skills. Be aware that projects require organizational challenges, papers require writing skills, and exams require test-taking skills, so switch them up and support students through scaffoldings so they can actually show you their mastery of the outcome.

Thank you so much for watching and please visit our assessment webpage under "Method" for resources.





# INSTITUTIONAL ASSESSMENT

E komo mai! Assessment is an ongoing and interactive process consisting of the following steps:

- I. Defining the outcomes.
- II. Determining appropriate methods to assess the outcomes.
- III. Gathering evidence of the outcomes.
- IV. Analyzing the evidence.
- V. Using this information to improve student learning and evolve the program/service.

## I. OUTCOMES

*O ke kahua mamua, mahope ke kūkulu.* The site first, and then the building.

Our institution has established outcomes for all units:

### 1. Non-instructional units: Service Area Outcomes (SAOs)

Units or participants achieve SAOs after experiencing a particular initiative. SAOs are stored in [eLumen](#) (or [quick preview \[PDF\]](#)).

### 2. Instructional units: Student Learning Outcomes (SLOs)

SLOs are stored in [eLumen](#) (or quick preview for [Liberal Arts \[PDF\]](#), [Tech 1 \[PDF\]](#), [Tech 2 \[PDF\]](#)). New courses and programs have their outcomes approved by the Committee for Programs and Curricula ([CPC](#) via [KualiCM](#)). SLOs take form at various levels:

- a. **Course Learning Outcomes (CLOs):** Students achieve CLOs after completing a course.
- b. **Program Learning Outcomes (PLOs):** Students achieve PLOs after completing a specific degree or certificate.
- c. **Institutional Learning Outcomes (ILOs):** Students achieve ILOs after completing any paths of study

When you develop outcomes, please follow:

1. **Defining Outcomes:** [Guide \[PDF\]](#) and [video tutorial](#).
2. **Assessable verbs:** For SLOs ([Bloom Taxonomy \[PDF\]](#)) and for SAOs ([Support Outcomes Taxonomy \[PDF\]](#)).



## I. Assessment: Outcomes

Aloha. This tutorial is about the first step of the assessment cycle: Defying the outcomes. How to write the outcomes for a course (SLO or CLO), an academic program (PLO), or a service (SAO). Outcomes are the foundations: they indicate what a course, degree, service is about; why it is important, unique, needed; and how it demonstrates to contribute to a high quality educational experience.

(a) **Outcomes guidelines:** Outcomes should be:

1. **Limited in number:**

- 2-4 for a service
- 4-6 for a course/program

Because they illustrate the ultimate goals (not tasks or topics) and they need to be assessed every semester.

2. **Broad** so they do not have to be revised as the instructor and discipline change.

3. **Brief** so students/participants can understand them quickly and easily.

4. **Assessable:**

- Each outcome contains **one verb only** (do not stack multiple verbs/outcomes in one sentence because it makes assessment impossible).
- Each outcome addresses a **different verb** (do not repeat the same verb within one list).
- Each outcome begins with a **measurable verb** according to a taxonomy (e.g., Bloom's Taxonomy for instruction or Support Outcome Taxonomy for non-instruction).
- Each list of outcomes draws from **2-3 domains per Taxonomy**. Let me give you a few examples.

✓ If you write the list of outcomes for your office, use verbs from two layers in the Support Outcome Taxonomy (e.g., from the delivery layer—your unit offers workshops for staff—and from the development layer—your unit creates informative resources for participants).

✓ If you teach a course at the introductory/beginner level, draw verbs from columns 1-2-3 in the Bloom Taxonomy.

✓ If you teach a course at the advanced level, draw verbs from columns 4-5-6.

✓ If you teach a course where students move from an introductory to an advanced level, just draw verbs from columns 4-5-6 because you want to focus on the ultimate goals.

5. **Unique** to each course or service (should not appear in multiple lists).

6. **Collectively agreed.**

- Instructors teaching the same course and department liaison agree on course outcomes.
- Faculty of a department agree on program outcomes.
- Staff of a unit agree on service outcomes.

7. **Formatted** so they do not create glitches in the database where they are stored:

- Start with a verb in capital letter (e.g., no bullet points, numbering, quotation mark).
- End with a period.



## 8. Mapped:

- Service outcomes link to their department mission only.
- Each CLO links to 1-2 PLO, ILO, certificate outcome, Gen Ed outcomes, and any Third Party objectives that may apply to your field.

The curriculum map ensures the integrity of the entire degree and institution—students have to learn what is needed in the correct sequence without redundancy.

### (b) Strategies to create outcomes

You can start drafting your outcomes through two lenses.

- Try a “top-down” approach: Think about the outcomes of other courses or services, program outcomes, institution outcomes, Gen Ed hallmarks, your department mission, state requirements for your certifications, national and international trends in your field.
- Try a “bottom-up” approach: Look at your lesson plans and daily tasks, and move up to create broad umbrella outcomes.

### (c) Examples of good outcomes

Finally, note a few examples of good outcomes, according to these guidelines:

- Compare and contrast *major perspectives* of political science.
- Explain political institutions *such as* Senate, Parliament, and Supreme Court.
- Apply mediation styles *in different circumstances*.
- Create a safe campus for students, faculty, staff, and community members.

### (d) Student’s quote

I want to end with a student’s quote to emphasize the importance of transparent outcomes and curriculum map for students:

“As a first-generation college student, I had no one to guide me. My major seemed like a good fit at first but I had a misconception about what the major was and what jobs could result from my degree. **If I had known the learning outcomes beforehand, I would have chosen a different major** and instead I felt trapped in what I had chosen.

**Learning outcomes help students be successful** in their learning and they need to be very transparent. **Students need to understand that outcomes are connected beyond the classroom** to their future career goals. Outcomes need to make sense and be integrated across campus, they need multiple touchpoints. Posting outcomes on the website and syllabus, and introducing them once to students, does not help, that’ll not stick. But if there’s **repeated exposure**, repeated saturation to this student, it will be valuable.” (Christina Ouellette, Bridgewater State University, presented at the National Institute for Learning Outcomes Assessment’s Beyond the looking glass: Tenets of meaningful transparency, 2020)”

Thank you so much for watching and please visit our assessment webpage under "Outcomes" for guidelines, checklist, tutorials, and other resources.

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Earn Your AA Degree Online  
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## Online AA Degree Program Overview



UNIVERSITY of HAWAII®  
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# UHCC Online Vision

Students in the University of Hawai'i Community Colleges' online programs will experience **equitable access** to **innovative, authentic, learner-focused** experiences that **empower** them with the knowledge and skills to **thrive** in their chosen career path.

Access	Equity & Diversity	Student-Centered, High-Quality Curriculum	Sustainability
<ul style="list-style-type: none"> <li>● Provide students in fully online programs with individualized, online student support services.</li> <li>● Remove barriers to students for applying, registering, participating in and receiving support for online programs, including alleviating issues with financial aid and having access to required technology.</li> <li>● Expand program offerings to include high-demand CTE programs that can be delivered in online and low residency formats.</li> <li>● Market accelerated online programs to working adult students that would not be able to return to school without the accelerated option, reaching a currently underserved market.</li> </ul>	<ul style="list-style-type: none"> <li>● Approach decision making with an equity lens for all online program development.</li> <li>● Emphasize diversity and culture in the curriculum (e.g. place-based learning).</li> <li>● Develop a communication strategy to reach residents of all islands who can benefit from the opportunity.</li> <li>● Expand Open Educational Resources (OER) offerings to ensure students from all economic backgrounds can succeed.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide students with intentional onboarding and support to prepare them for fully online learning.</li> <li>● Support a common course platform with common course features, such as templates and interactive tools to support student navigation and success.</li> <li>● Support all faculty teaching in fully online programs with professional development in relevant course design and development principles and best practices in online pedagogy.</li> <li>● Provide faculty access to consistent, regular assessment opportunities to ensure high-quality courses.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop new online programs in support of all student learning needs and ensure access to statewide programs.</li> <li>● Create fully online programs that target graduating high school students and working adults.</li> <li>● Encourage collaborative online program delivery among the CCs through performance funding and/or incentives.</li> <li>● Further develop seamless pathways from Associate to Bachelor degrees.</li> </ul>

2018 Honolulu CC Facilities Plan  
Addendum, as of January 2022

The purpose of this Addendum is to provide the latest update on the impact to Honolulu CC facilities due to the recent changes related to:

- A. Two major projects: (1) the HonCC Advanced Technology and Training Center (ATTC) with the anticipated construction cost of \$47M, and (2) the City and County of Honolulu’s planned Kapalama Transit Station; and
- B. The Honolulu Community College Sustainability Strategic Plan 2021-2026.

A. Major Projects:

(1) Elimination of the HonCC ATTC Building: As a result of the economic uncertainty due to COVID-19 starting in 2020, the State placed an emphasis on space efficiency and maximum usage of existing facilities. The Office of the Vice President for Community Colleges (OVPCC) determined that a better alternative to the creation of a brand-new building was to renovate and modernize existing classrooms and laboratories to become state of the art science labs, classrooms and collaboration spaces, designed to meet current and future educational needs. As a result, the following renovations are slated to take place to meet these needs, and funds to pay for these projects have already been requested or appropriated.

<u>Facility</u>	<u>Program</u>	
Building 2, 3 <sup>rd</sup> floor	CSNT	\$ 5,000,000
Building 12	EIMT/Apprenticeship	\$ 2,200,000
Building 24/20/5	Natural Science/STEM Student Services	\$15,000,000
	Total funding	<hr/> \$22,200,000

(2) The Honolulu Authority for Rapid Transit (HART) is still planning to place the Kapalama Rail Station on the corner of Dillingham Boulevard and Kokea Street on the HonCC property. While construction continued during the pandemic, concerns remain over the skyrocketing costs and lost tax revenue and their impact on future funding of rail. Deliberations are ongoing on the

relocation of utility lines under Dillingham Boulevard and the last 4-mile stretch of the rail. Although no construction plans have been provided to our campus to date, based on conceptual drawings and discussions, HART is recommending the shifting of the alignment, for the stretch fronting our campus, from the middle of Dillingham Boulevard to the mauka side of Dillingham Boulevard (referred to as the “Mauka Shift”). Based on the conceptual drawings, the guideway will be over the sidewalk and 10’ utility easement fronting our campus. Monthly discussions between HART and University of Hawaii representatives will continue to include impacts, both negative and positive, on our students, faculty, and staff.

- B. The HonCC Sustainability Strategic Plan, 2021-26, <https://www.honolulu.hawaii.edu/sites/www.honolulu.hawaii.edu/files/sustainability-strategic-plan.pdf>

The HonCC Sustainability Strategic Plan, 2021-26 was adopted by the HonCC Planning Council in December 2021. The second strategic objective focuses on sustainable operations such that facilities, infrastructure and operations would reduce emissions and cap resource consumption on the campus.



# **Honolulu Community College Facilities Plan 2018**

Prepared by:

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March 2019

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## Introduction

Honolulu Community College (HonCC) is an open-door institution dedicated to providing educational opportunities to the public through career, liberal arts, technology, transfer, and professional training programs. As expressed in its mission and core values, HonCC has a *kuleana* (responsibility) to Native Hawaiians and our community, fostering a student-centered and student-focused environment. In Fall 2018, enrollment in credit courses at the institution was about 3,500, but there is an equal number of students that attend the Apprenticeship/Journey-Worker Training Program that plays a vital role in supporting the state’s building and construction industry. The College’s enrollment is currently around 3,500 but has an enrollment goal of 4,010 by 2021.

HonCC is one of seven University of Hawai‘i Community Colleges (UHCC) and one of ten University of Hawai‘i (UH) System campuses.

This *Facilities Plan* is an updated extension of the *HonCC 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.

The *HonCC LRDP* addressed the requirements and issues related to two major near-term projects: 1. an Advanced Technology and Training Center (ATTC) and 2. the City’s planned Kapālama Transit Station. The training center, now termed the Science Building, has yet to be built due to delays in land preparation, while the transit system is in initial stages of construction on and around the campus.

## Planning Criteria

### College Mission

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

### Core Values

- **Student-Centered and Student Focused**  
Offering a supportive, high quality learning environment that guides students through their college pathway to become contributing members and leaders of our community.
- **Community and Industry Partnerships**  
Fostering educational partnerships with state-registered apprenticeship programs, local industries, and other organizations to create diverse academic and training opportunities.
- **Indigenous Serving**  
Supporting the Native Hawaiian community and its language, history, and culture.
- **Sustainability**  
Creating a culture of social responsibility around the conservation of resources and creating a foundation for environmental stewardship.
- **Diversity and Equity**  
Maintaining an equitable multicultural environment where all aspects of diversity are appreciated and respected.

## OVERVIEW

HonCC's *Facilities Plan* guides the campus in planning for near-term and longer-term developments. The main campus is located in the Kalihi-Pālama neighborhood, about two miles from Honolulu's commercial business district, on Dillingham Boulevard adjacent to the Kapālama Canal. It contains 27 major buildings with an average age of about 40 years on an area of 25.9 acres. The earliest buildings date back to the late 1940s and the latest major construction took place in the mid to late 1970s.

The Automotive Technology and Diesel Mechanics Facility is located several blocks from the main campus on Kōkea Street and contains two major buildings constructed in the mid-1980s. This Kōkea Street campus encompasses 6.4 acres. The College also has training centers at the Honolulu International and Kalaeloa Airports, Pearl Harbor Naval Shipyard, and the Sand Island Marine Education Training Center (METC).

The approximate gross floor area of the main and Kōkea Street campuses is 469,000 and 71,000 square feet, respectively, or 540,000 square feet total. The City and County of Honolulu regulate land use of the campus under its Plan Review Use (PRU) Permit process.



## VISION AND GUIDING PRINCIPLES

### Vision

To provide an environment to optimize student learning and educational support through positive and continuous improvement.

### Guiding Principles

- **Create an environment conducive to learning.**  
Learning spaces, both inside and outside classrooms, should support educational experiences.
- **Optimize buildings and facilities.**  
Endeavor to improve buildings and facilities to ensure best utilization.
- **Assure campus safety.**  
Provide a safe environment for the campus through procedures and policies.
- **Maximize efficiency and sustainability.**  
Strive to reduce utility costs and improve sustainability.
- **Plan with efficacy and utility.**  
Strategize to improve the campus and structures with effectiveness and usefulness.

**FACILITIES INVENTORY**

BUILDING SPACE INVENTORY COMMUNITY COLLEGES, UNIVERSITY OF HAWAI'I									
CAMPUS: Honolulu Community College								As of: 10/1/2017	
No.	Alpha	Name	Year Constructed	Assignable	Square Feet				
					Custodial	Circula.	Mech.	Constr.	Gross
8802		Campus Center/Classroom	1979	49,362	240	20,181	6,697	6,258	81,838
8803		Auto Body Shop	1962	28,613	63	228	776	1,325	30,903
8804		Cafeteria/Apprenticeship	1958	16,704	0	673	412	691	18,790
8805		Classrooms	1963	23,096	431	6,336	1,708	1,636	32,409
8806		Administration	1974	10,427	277	3,317	866	2,603	17,380
8807		Library/ Classroom	1974	66,753	228				112,141
8809		Office/Storage	1947						2,454
8810		Air Conditioning Plant	1974	0	0	0	2,236	101	2,596
8811		Child Care	1969	2,344	64	843	331	123	3,505
8812		Trades Lab	1961	4,851	9	648	89	324	5,912
8813		CENT	1961	6,264	0	0	243	404	6,901
8814		Trade Industrial Complex	1977	88,593	190	8,919	1,826	4,311	81,836
8816		Print Shop	1961	6,651	0	199	89	510	6,449
8817		Sheet Met & Plastic Tech	1964	5,119	27	291	486	342	9,294
8818		Facilities Maintenance	1947	5,393	0	463	191	426	6,403
8820		CENT	1962	7,247	62	2,882	467	555	11,203
8824		EIMT	1966	4,623	66	1,916	211	268	6,964
8827		Cosmetology	1972	19,419	244	8,580	1,744	3,493	33,480
8828		Pālama Station	1930	3,446	6	711	160	877	5,200
8832		Electric Vault No. 1					534	211	745

8843		Auto Mechanics Tech	1966	43,896	121	1,483	2,062	963	48,546
8844		Heavy Equip Maint & Rep	1988	13,006	32	652	670	1,677	15,919
8844	A	Storage	1988	120	0	0	0	26	146
8845	A	Kōkea Training Center	2008						960
8845	B	Kōkea Training Center	2008						528
8850		Marine Educ & Trng Cntr	1995	19,877	107	5,796	1,457	9,389	36,826
8851		Aquatic Facility	1995	666	0	466	0	246	1,387
8852		Airport Training Center	1996	21,697	111	5,302	1,685	10,305	36,980
8852	A	Mechanical Enclosure	1996	0	0	0	1,032	35	1,067
8857		Hangar 111	1942						105,000
8871	A	Classrooms & Offices	1969						1,834
8871	B	Classrooms & Offices	1969						1,784
8871	C	Classrooms & Offices	1969						1,742
8871	D	Classrooms & Offices	1969						3,036
8872	A	Modular A	2013						10,642
8872	B	Modular B	2013						11,825
8873		Switchgear Building	2015						1,445
8874		Construction Storage	1975	335				233	568
		Campus Totals							756,638

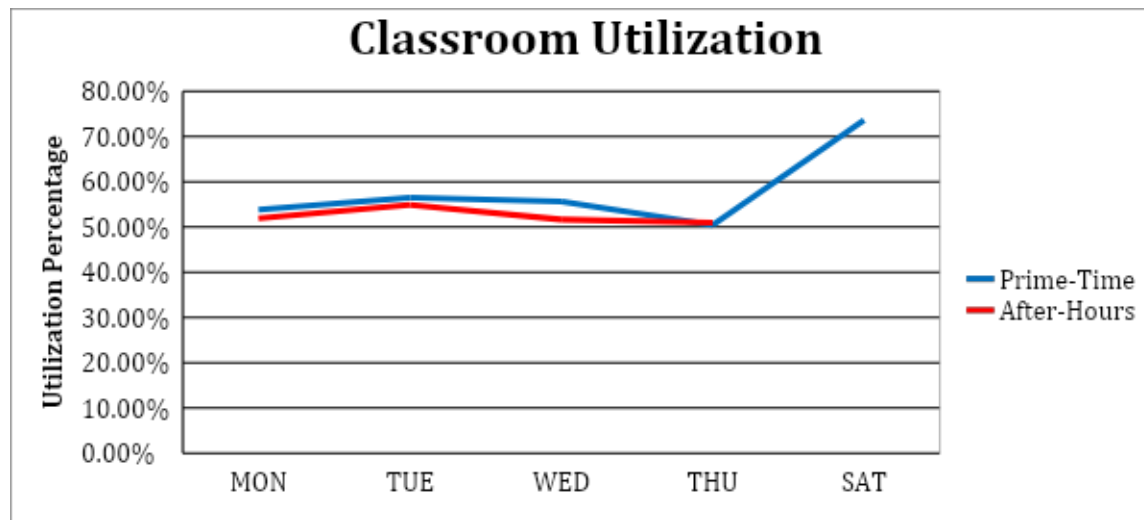




## SPACE UTILIZATION

The College had over 50% utilization of its classrooms during prime-time hours and after-hours in the Fall 2017 semester. Prime-time hours are Monday through Thursday, 8:30 a.m. - 2:30 p.m., and Saturday, 7:00 a.m. - 12:00 p.m. After-hours are Monday through Thursday 4:00 p.m. - 7:00 p.m., and Fridays (which are reserved for campus meetings).

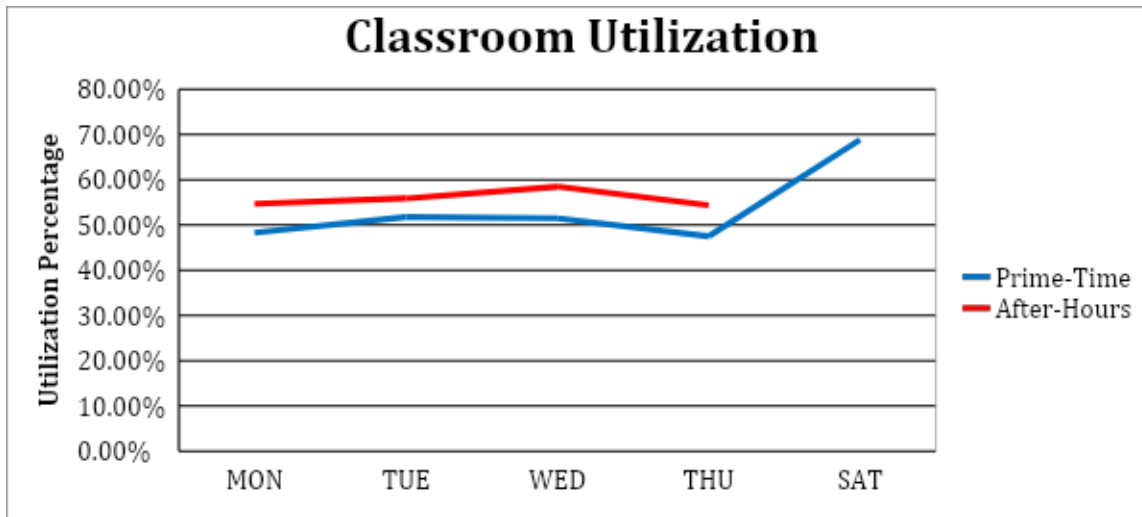
The chart below indicates the percentage of hours used compared with the total hours the classroom could be used.



*Fall 2017*

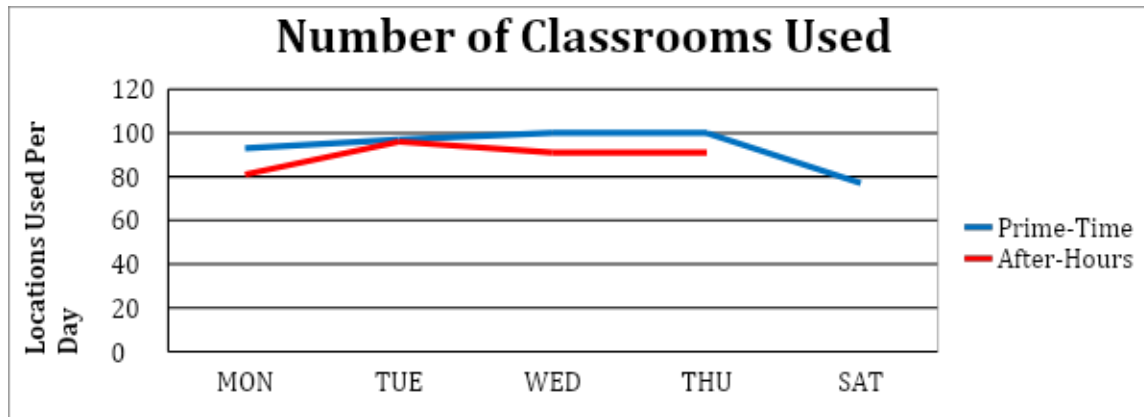
*Chart data provided by University of Hawai'i System  
Information Technology Services, Enterprise Systems*

The following chart uses the same parameters, but for the Spring 2018 semester. The utilization of classrooms are nearly the same percentages as the Fall semester.

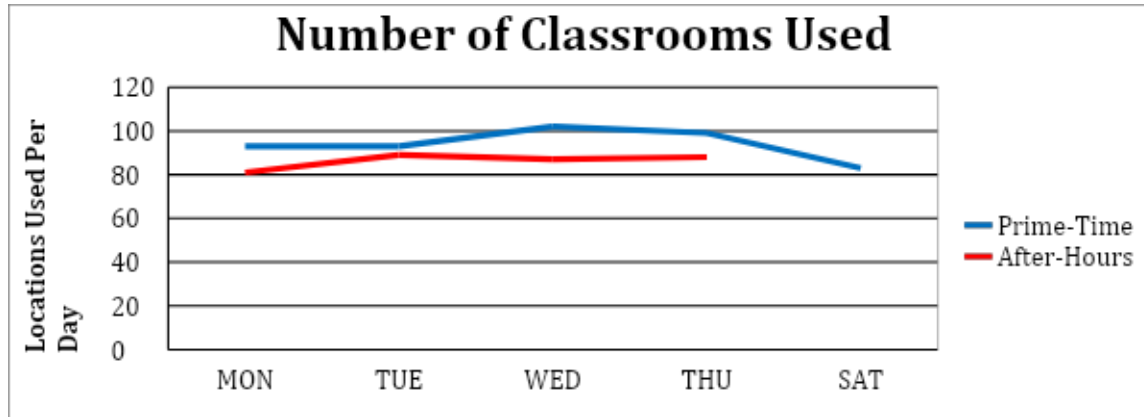


*Spring 2018*  
Chart data provided by University of Hawai'i System,  
Information Technology Services, Enterprise Systems

The following charts show the number of classrooms used during prime-time and after-hours during the Fall 2017 and Spring 2018 semesters.



*Fall 2017*



*Spring 2018*

*Chart data provided by University of Hawai'i System,  
Information Technology Services, Enterprise Systems*

## IMPACT FROM RAIL PROJECT

Under the city's rail development project, plans include a Kapālama station built on the HonCC property at the corner of Dillingham Boulevard and Kōkea Street, and a second Iwilei station near to the campus. HonCC, the UH System, and the UHCC System have been collaborating closely with the Honolulu Authority for Rapid Transportation (HART).

Construction of the station platform will require several buildings on the campus property to be demolished. Project plans will be reviewed by the UH Office of the Vice President for Administration and will require UH Board of Regents approval. Existing overhead electrical power lines along Dillingham will be moved underground, which will require a 10-foot wide utility power easement on the Campus property.

The HART rail construction project will impact the College, its students, employees, and the neighboring community; however, all parties involved are working at minimizing disruption. Key stakeholders at HonCC and UH attend periodic HART meetings to keep abreast of the latest project developments. Campus parking, traffic conditions, health, safety, and security are issues with the ongoing project that has an expected completion date of 2030.

The Kalihi and Downtown neighborhoods are envisioned to grow into an urban mixed-use neighborhood with housing, jobs, shopping, and services within easy walking distance of the rail stations. This transformation will require improvement of current infrastructure to support more transit-oriented land uses and densities. Costco Wholesale, Home Depot, Kapālama Satellite City Hall, and Kapālama Driver Licensing Center are in the same vicinity as the College.

The rail plans include the planting of trees in the rail station areas. These plans will consider utility conflicts, appropriate species and spacing, and alternative strategies where street trees are not feasible. This effort will help advance Mayor Caldwell's goal of 35 percent tree canopy cover in urban areas by the year 2035.

## Existing Conditions

The UHCCs are critical in expanding access to higher education. The community college mission is enabled by open admissions, affordable costs, easy geographic access, and robust programs and services to address college readiness. The UHCCs also play a major role in Hawai'i's workforce development by providing degree and certification programs in multiple career and technical fields.

The deferred maintenance backlog at the community colleges is scheduled to be eliminated over the next three years. As with the other campuses, ongoing modernization to ensure that teaching and learning spaces meet current needs is important.

## OVERVIEW

HonCC's main and Kōkea Street campuses are comprised of a variety of buildings that collectively total 540,000 gross square feet of floor area. The buildings on the main campus represent a diverse mix of building age, architectural style, construction type, and materials. Several buildings remain from the post-war years (1947 - 1951), as well as the 1960s and 1970s. Only three buildings have been constructed since 1979. All but two buildings are one- or two-stories in height.

The Campus Center (Building 2) and Library (Building 7), built in 1979 and 1974 respectively, are the tallest and most prominent buildings on campus, both at six-stories.

Buildings 72A and 72B are portables, while Building 71 is used by HART before being demolished. Building 11 is a temporary wooden structure used by the Early Childhood program, and the Kōkea Training Center is located in temporary, pre-fabricated structures (Buildings 45A and 45B). Permanent buildings were largely constructed of CMU and/or poured concrete and most have flat or gable roofs. The two- or three-toned beige- to light brown paint color scheme helps to visually unify the varied campus architecture.

HonCC also controls the state-owned former Pālama Fire Station (Building 28) on North King Street at Austin Lane. The two-story fire station was built in 1901, just after the devastating Chinatown Fire in 1900, and is on the National Register of Historic Places. The station has been remodeled to provide offices.

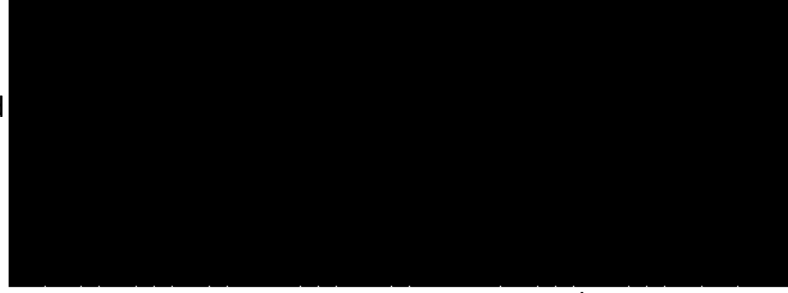
## CAMPUS DEVELOPMENT HISTORY

- 1920 – Territorial Trade School opens using buildings of Old Chinese Hospital in Pālama.
- 1927 – Institution changes name to Honolulu Vocational School.
- 1929 – Legislature appropriates \$40,000 for improvements in the physical plant of the campus. School expands property to Dillingham Boulevard.
- 1947 – First permanent building is constructed for Auto Mechanics.
- 1949 – Construction begins for Carpentry, Sheet Metal, and Machine shops.
- 1955 – Institution changes name to Honolulu Technical School.
- 1958 – Foods Building houses the bake shop and cafeteria.
- 1962 – Building 3 (Automotive) and Building 20 (Electronics) are completed.
- 1963 – Building 5 is constructed for engineering, drafting, building trades, cosmetology, and commercial sewing.
- 1965 – Honolulu Community College becomes part of Community College System under the University of Hawai'i (name officially approved 1966).
- 1966 – Building 24 (Electricity) adds to campus.
- 1972 – Building 27 houses Fashion and Cosmetology.
- 1974 – Building 7 (Liberal Arts and Library), air conditioning plant, Building 6 (Administrative and Student Services) are built.
- 1977 – Building 14 (Trade Industry Complex) is finished.
- 1979 – Building 2 (Campus Center) is erected.
- 1986 – Building 43 (Automotive Technology) is built at the end of Kōkea Street.
- 1988 – Building 44 (Diesel Mechanics) also added next to the Automotive Technology facilities.
- 1995 – Airport Training Center is built on Lagoon Drive near the Honolulu International Airport and Marine Education & Training Center opens on Sand Island.
- 1998 – Pacific Aerospace Training Center takes over hangar at Kalaeloa.
- 2005 – The institution acquires site of City and County of Honolulu incinerator.
- 2013 -- Portables 72A and 72B are added to the campus to be used for offices and classrooms during Building 7 renovation.
- 2018—A Courtyard, to include a traditional Hawaiian hale, is constructed by Building 5, Portables 71A-D are demolished as part of rail.



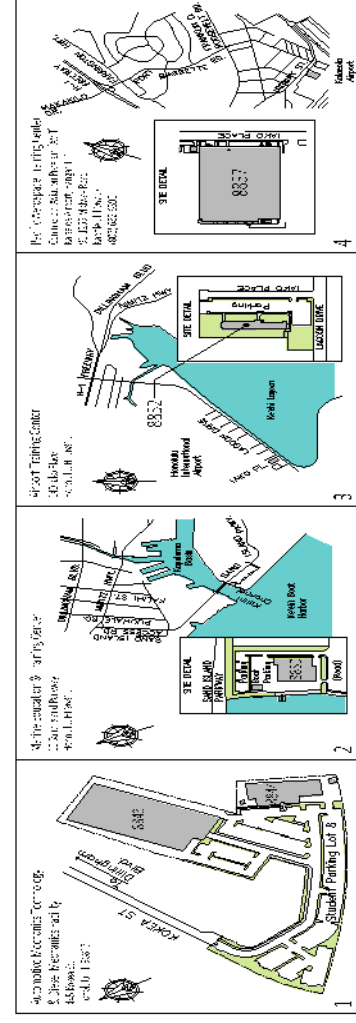
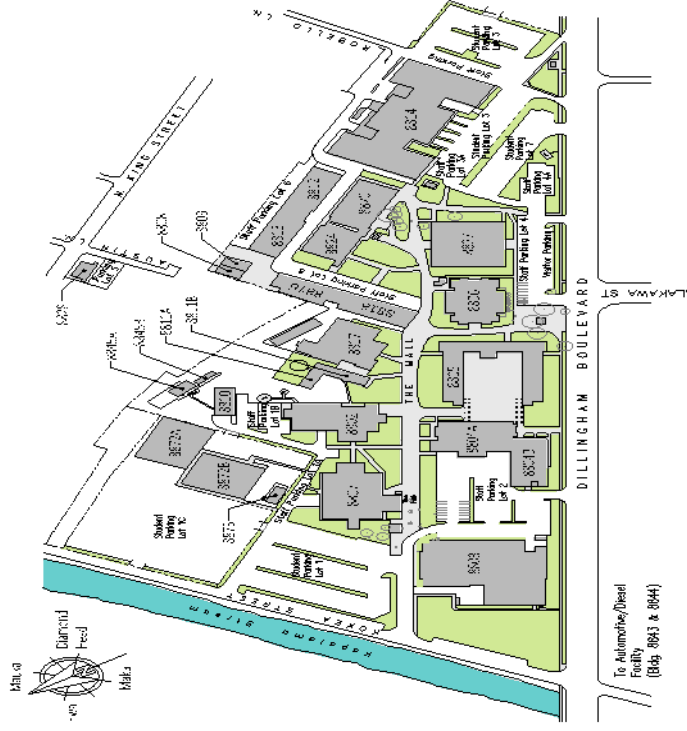
**EXISTING CAMPUS**

The College's facilities used



ications.

Honolulu Community College  
 874 Dillingham Boulevard  
 Honolulu, HI 96817



## CAMPUS LANDSCAPE

The open spaces on the main campus are primarily grass areas with clusters of shrubs and groundcover along the entranceways to some buildings. Shade trees are scattered throughout the campus lawns and parking lots. Open lawn areas on both sides of its length border the campus mall.

A large courtyard, conveniently located by Building 5 and the cafeteria, is designed with lawn, native (indigenous and endemic) plants, and a *hale* (traditional Hawaiian house). The landscaping in the area promotes Hawai'i's traditions for land, culture, spirit, and identity.

The campus also has a *māla*, a garden where Hawaiian *kalo* (taro) and other native plants are grown. Besides promoting Hawaiian values, the *māla* is also used for educational purposes.

## **BUILDING MAINTENANCE**

The Operations and Maintenance Department (O&M) is responsible for the management of buildings and services, which include grounds keeping, custodial services, and utility infrastructure. O&M personnel perform daily inspections and preventative maintenance of facilities and grounds to ensure access, safety, and security.

For programs located off the main campus, custodial staff is assigned at all facilities and grounds keepers are scheduled once week on a rotation for the Marine Education and Airport Training Centers and the automotive and diesel facilities. All campus personnel, regardless of location, are able to submit facility work requests online through the eFacilities AiM Work Order Management System.

## CAMPUS COMMUNITY

### Pedestrian Access to the Campus



As indicated on the map, pedestrians have several access points to the campus. Most students access the campus from the campus parking lots or bus stops along Dillingham Boulevard (fronting the campus) and along North King Street (on the backside of the campus).

## CAMPUS GATHERING PLACES

The major outside gathering places on the campus are 1. the new courtyard, located in front of the *Hulili Ke Kukui* Hawaiian Center and the Cafeteria, and 2. the mall area between Building 7 and Building 2, the two buildings with the most active classrooms.



The Hub is located along the mall, in front of Building 2, and is a source for coffee and other hot or cold drinks.



The courtyard fronts the cafeteria and is enclosed by Building 5, which is in the shape of a horseshoe. The courtyard was designed with native (endemic and indigenous) plants and spacious walkways, providing a peaceful area for students to relax and congregate. The courtyard includes tables with umbrella shades to sit, eat, or study.



Central to the courtyard is a *hale*, designed and erected as a traditional Hawaiian house. The intention of the *hale* is for it to be another campus gathering place. Faculty, staff, and students participated in the construction of the *hale*.

To embrace the historical roots of the land that the campus occupies, signs around the College indicate ancient place names. According to historical land documents, HonCC was divided into six 'ili (ancient Hawaiian land divisions). These include *Kumupali* (Building 2), *Niuhelewai (Māla)*, *Keone'ula* (Building 14), *Pulehu a i 'ole Kapulehu* (Building 27), *'Ōlani* (Building 6), and *Kaukahōkū* (Building 7).

UH's Hawai'i Papa o Ke 'Ao initiative recommended that all campuses incorporate Hawaiian cultural understanding to include significant place names.

## ADA SUMMARY

Annual facilities inspections guide the campus to ensure compliance with the *2010 ADA Standards for Accessible Design* by the Department of Justice. The regulations prioritize barrier removal and urges procedures are established for ongoing assessment of facilities. The priorities are listed as:

**Priority 1**

Accessible approach and entrance.

**Priority 2**

Access to goods and services.

**Priority 3**

Access to public toilet rooms.

**Priority 4**

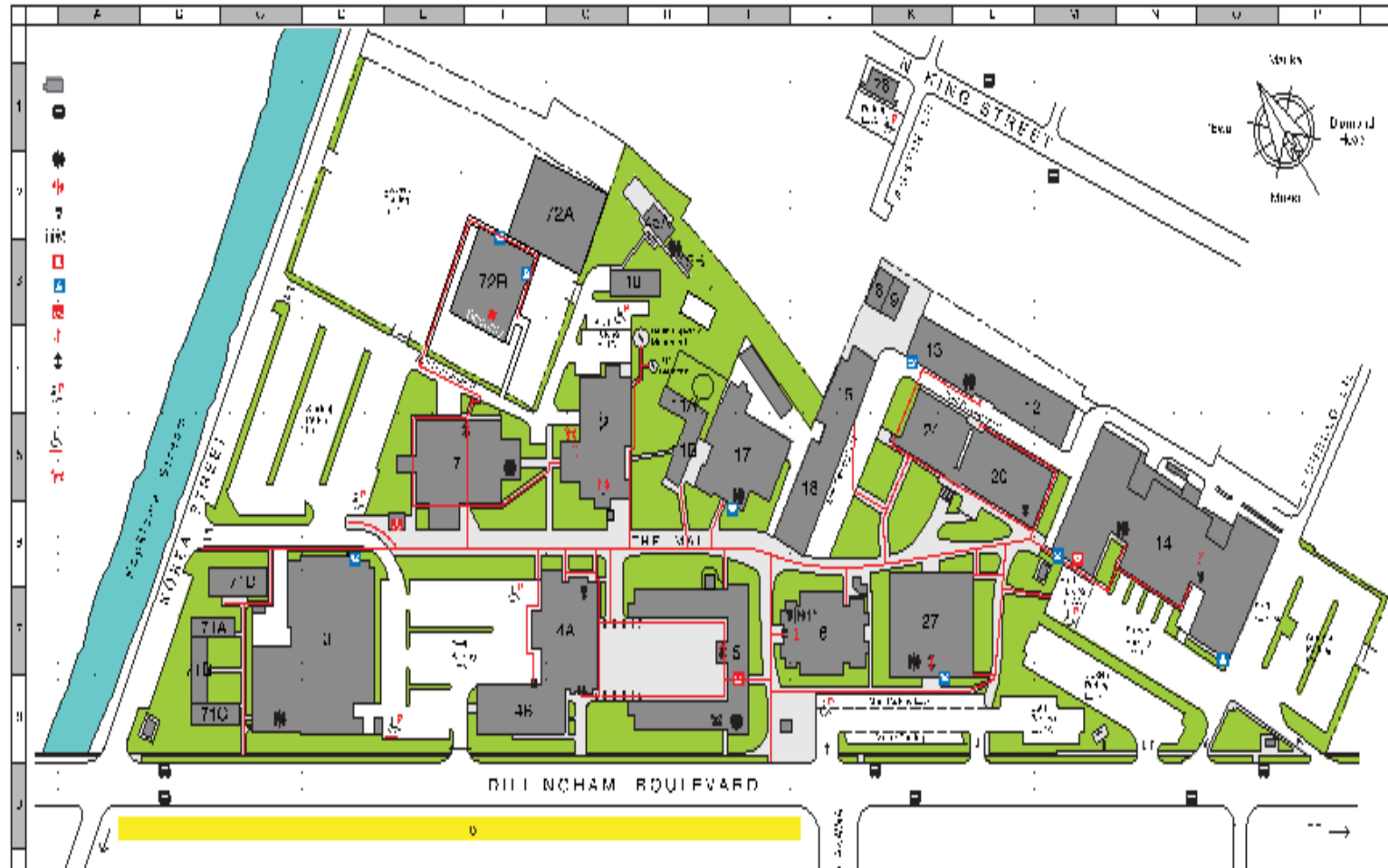
Access to other items (water fountains, public telephones, etc.).

**Priority 5**

Items to be addressed during a planned alteration; in which the space or element is included as part of the scope of work.

ADA compliant resources and furniture (desks, chairs, tables, keyboards, specialized software, etc.) are made available across campus to support students and employees that require accommodation. The Disability Specialist chairs the Committee on Disability Access, which meets every other month as a campus-wide group to improve information sharing and coordination of efforts to meet the needs and requirements of students with documented disabilities for compliance with ADA and Section 504.

A comprehensive assessment of ADA compliance for the campus was conducted by the UHCC and made available in a report in November 2018. The map from the report (see below) indicates aspects of ADA compliance, noted by the legend and symbols.



## EMERGENCY AND SECURITY

### ACCESS

The College ensures access to the main campus and all off-site locations to meet the needs of its students, employees, and the public during day and evening hours when classes are in session. Access to facilities on the main campus are ensured by posted hours of operation on map kiosks situated across the mall walkway and the campus website.

The general public is welcome to the library and to attend cultural and recreational events on campus. During times when the campus is officially closed, all buildings are locked and access is limited to authorized faculty and staff only.

Parking is available to students and employees with a parking pass, as well as visitors who are conducting official business on campus. The campus parking permits allow for parking in specified parking lots, which have respective hours of access.

### SAFETY AND SECURITY

The College places importance on maintaining a safe learning and working environment for its students and employees. The institution manages campus safety and security, with UHCC providing training and oversight for compliance with the federal Clery Act and workplace violence reporting and training. Detailed campus security information and protocols, in addition to the College's comprehensive *Annual Security Report*, are available in the college catalog to address the needs of the campus community and crime awareness.

The Clery Act requires all postsecondary institutions that participate in the Higher Education Act (HEA) Title IV student financial assistance programs to meet annual performance measure related to safety, security, and emergency management.

Campus Security is responsible for providing 24-hour security service and is staffed by a Security Manager and security officers. The main campus has security officers on duty 24 hours a day, 7 days a week. Although security personnel make routine random checks at the Marine Education Training Center (METC) and the Aeronautics Maintenance Technology Training Center (AERO), they do not have dedicated security offers providing on site coverage.

As part of daily operations at all site locations, building occupants, custodial and maintenance staff, as well as security personnel monitor campus buildings and grounds. Security officers regularly patrol the campus grounds and conduct internal checks of each building to monitor activity. Based on building activity and occupancy, the hours for locking doors may vary at different times of the year.



Security personnel ensure compliance with federal, state, and local laws, as well as the rules and regulations of the College. They patrol the campus by vehicle and on foot, and perform the full range of public safety services dealing with incident reports, campus investigations, medical and fire emergencies, traffic accidents, enforcement of laws regulating the use of alcohol, drugs, and weapons, and all other situations requiring Campus Security assistance.

### **KEY MANAGEMENT AND ALARM SYSTEMS**

Access control for all keys are issued and accounted for by the Business Office. In 2018, the campus carried out a project to replace door locks with a new high security key and lock system. The project included new wired electronic access control locks at building entrances and selected doors. Some doors and doorframes were replaced to accommodate the wired electronic access control.

Across the main campus, the College has installed blue emergency telephones that provide 24-hour direct communication to Campus Security. The College's Security Manager along with the Vice Chancellor of Administrative Services coordinates and communicates periodic campus emergency exercises, such as active shooter training and evacuation drills.

A third-party company monitors intrusion alarm systems during non-operational hours. Detected unauthorized access is relayed to the campus on-duty personnel for investigation and response.

A fire detection system alerts campus security, who will respond, assess, and call the fire department if needed.

### **EVACUATION PLANS**

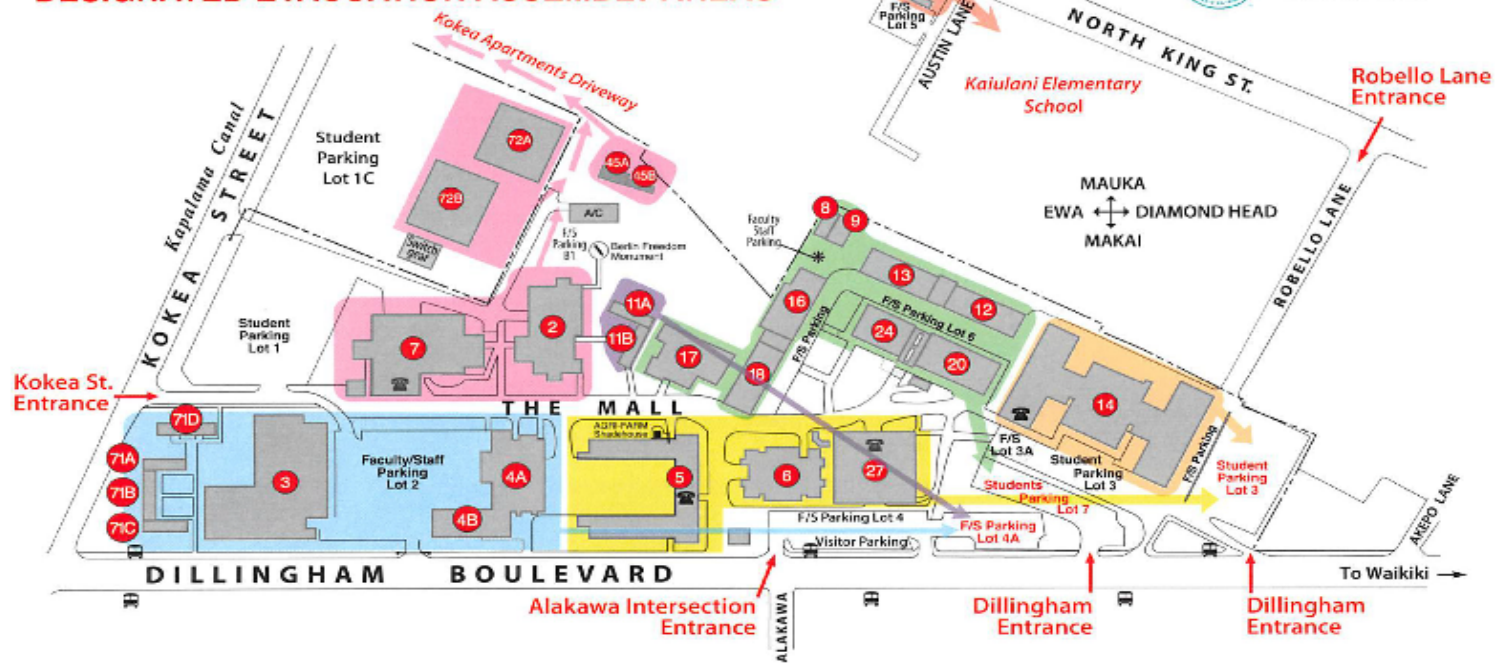
An *Emergency Action Plan* provides policies and procedures for addressing natural and man-made emergencies for all HonCC locations. Emergency response and notification along with evacuation and training guidelines are clearly set forth in the event such occurrences take place.

A fire detection system will sound an alarm if an evacuation from a structure is required due to a fire incident, hazardous material discharge, and so on. In such cases, signage or instructions provided by Campus Security personnel, faculty, or staff can guide all to safety.

In case of an imminent or potential threat, such as an active shooter, Campus Security may instruct those on the campus to seek shelter in a classroom or office for safety. The key replacement project upgraded the locks so that doors can be locked from the inside.

The UH Alert System, managed by the UH System, sends timely emergency information as text messages or email to subscribers with UH user accounts. Students, faculty, and staff are encouraged to sign up to receive notifications.

# Honolulu Community College Main Campus DESIGNATED EVACUATION ASSEMBLY AREAS



- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 20px; height: 10px; background-color: #ADD8E6; border: 1px solid black; margin-right: 5px;"></span> BLDGS 3, 4A, 4B, 5, 71A, 71B, 71C &amp; 71D<br/>GO TO: <i>F/S Parking Lot 4A</i></li> <li><span style="display: inline-block; width: 20px; height: 10px; background-color: #FFB6C1; border: 1px solid black; margin-right: 5px;"></span> BLDGS 2, 7, 72B, 72A, 45A &amp; 45B<br/>GO TO: <i>Kokea Apartments Driveway</i></li> <li><span style="display: inline-block; width: 20px; height: 10px; background-color: #FFFF00; border: 1px solid black; margin-right: 5px;"></span> BLDGS 5, 6 &amp; 27<br/>GO TO: <i>Student Parking Lot 3</i></li> </ul> | <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 20px; height: 10px; background-color: #FFA07A; border: 1px solid black; margin-right: 5px;"></span> BLDG 28<br/>GO TO: <i>Kaiulani Elementary School</i></li> <li><span style="display: inline-block; width: 20px; height: 10px; background-color: #90EE90; border: 1px solid black; margin-right: 5px;"></span> BLDGS 8, 9, 12, 13, 16, 17, 18, 20 &amp; 24<br/>GO TO: <i>Student Parking Lot 7</i></li> <li><span style="display: inline-block; width: 20px; height: 10px; background-color: #FFD700; border: 1px solid black; margin-right: 5px;"></span> BLDGS 14<br/>GO TO: <i>Student Parking Lot 3</i></li> </ul> | <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 20px; height: 10px; background-color: #800080; border: 1px solid black; margin-right: 5px;"></span> BLDGS 11A &amp; 11B<br/>GO TO: <i>F/S Parking Lot 4A</i></li> </ul> |
|---|--|---|

(Please Post)

Hon CC Main Campus Map rev 08/2016

## Sustainability

The HonCC *Educational & Strategic Plan 2016-2021* includes infrastructure and sustainability. To offer a high-quality learning experience, the campus focuses on infrastructure that lends itself to supporting 21st century learning environments. Campus sustainability addresses climate change, environmental preservation, and energy conservation. To effectively achieve its goals, sustainability is to be integrated into campus operations, including facilities design, maintenance and operations, purchasing and business operations, hiring and training of faculty and staff, and overseeing student activities and curriculum.

## OVERVIEW

Facilities Management focuses on reducing energy use as contribution towards Sustainability initiatives. HonCC has been in an Energy Savings contract with Johnson Controls Inc. (JCI) since 2011, which has led to a 26% decrease in energy consumption across campus. This contract guarantees the customer will save a certain amount of energy every year. If the guarantee is not met, JCI will reimburse the customer for the missed savings. This contract is scheduled to run until 2030. In addition, a service contract with JCI insures equipment function to effectively meet the guaranteed savings.

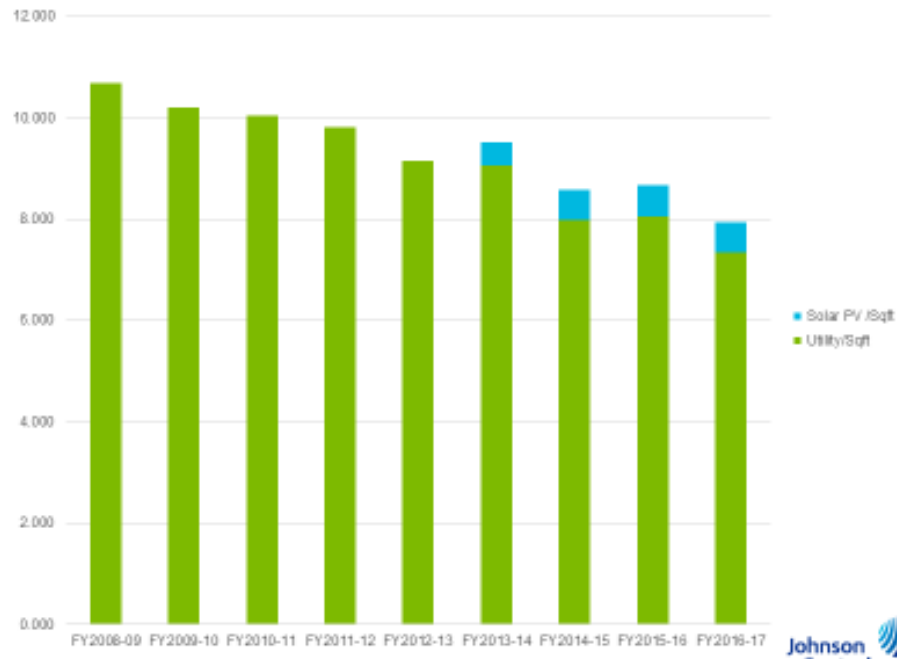
## ENVIRONMENTAL ANALYSIS

Approximately 2 million kWh of energy and 1800 kGal of water are saved every year due to conservation measures HonCC implemented in 2011. Interior and exterior lighting was upgraded with energy efficient equipment and lighting controls. Air conditioning systems were upgraded and retro-commissioned. PC and vending machine power management protocols were enacted. Low-flow plumbing fixtures were installed for water conservation. Solar hot water heating was installed in the cafeteria and cosmetology buildings. A large volume trash compactor was added to campus. Building submeters, building system controls, and energy management software were installed to monitor energy consumption and reduce building operating hours. HonCC Facilities Management supports the HonCC Sustainability Committee efforts to develop a baseline Greenhouse Gas assessment and annual monitoring of Greenhouse gas production based on campus energy usage.

## UTILITY USE

HonCC's actual utility usage has decreased 26% between 2008 and 2017, from 10.676 kWh/sqft in 2008 to 7.945 kWh/sqft in 2017. A small set of solar PV arrays have offset utility usage by 8% overall.

### Actual Utility Usage per square foot



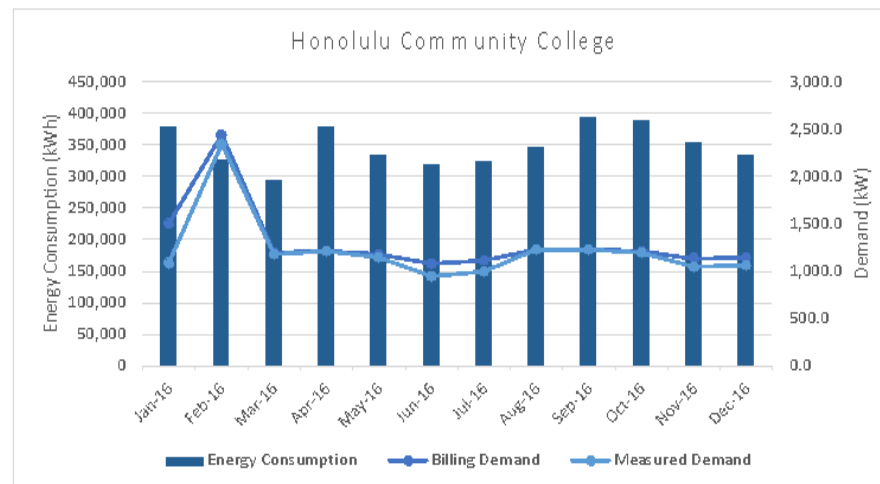
*Phase 2 – near-term and future  
Including chiller plant*

## Baseline Data

The following table presents a summary of the electric data for the Phase 2 base year period.

Honolulu CC									
Meter #	End Billing Period	# of Days Billed	Measured Demand KW	Billed Demand KW	Demand Charge \$	Energy Usage KWH	Net Bill \$	Utility	Rate Schedule
MPX000578116	1/26/2016	33	1,082.0	1,499.0	\$ 32,104	377,000	\$ 89,120	HECO	P
MPX000578116	2/24/2016	29	2,341.0	2,436.0	\$ 59,292	326,000	\$ 106,060	HECO	P
MPX000552008	3/24/2016	29	1,170.0	1,192.5	\$ 29,025	294,000	\$ 69,122	HECO	P
MPX000627444	4/25/2016	32	1,206.0	1,210.5	\$ 29,464	378,000	\$ 80,870	HECO	P
MPX000627444	5/24/2016	29	1,135.8	1,175.4	\$ 28,609	333,000	\$ 73,983	HECO	P
MPX000627444	6/24/2016	31	936.0	1,075.5	\$ 26,178	318,000	\$ 71,734	HECO	P
MPX000627444	7/26/2016	32	995.4	1,105.2	\$ 26,901	324,000	\$ 76,032	HECO	P
MPX000627444	8/25/2016	30	1,224.0	1,224.0	\$ 29,792	346,000	\$ 83,722	HECO	P
MPX000627444	9/26/2016	32	1,222.2	1,223.1	\$ 29,770	393,000	\$ 90,970	HECO	P
MPX000627444	10/26/2016	30	1,184.4	1,204.2	\$ 29,310	387,000	\$ 87,401	HECO	P
MPX000627444	11/25/2016	30	1,040.4	1,132.2	\$ 27,558	354,000	\$ 80,906	HECO	P
MPX000627444	12/27/2016	32	1,062.0	1,143.0	\$ 27,821	333,000	\$ 78,827	HECO	P
TOTAL		369	14,599.2	15,620.6	\$ 375,824	4,161,000	\$ 988,745		

The following Annual Electric Usage chart indicates the monthly consumption pattern of electricity at Honolulu Community College. The usage pattern tracks the academic calendar and the cooling requirement as would be expected.



Previous utility use

**ELECTRICITY USE BY CAMPUS BUILDING**

Utility Hours Per Month	8/1/2017	8/31/2017	9/30/2017	10/31/2017	11/30/2017	12/31/2017	1/31/2018	2/29/2018	3/31/2018	4/30/2018	5/31/2018	6/30/2018	7/31/2018	8/31/2018	9/30/2018
Building 2	272.43	228.32	1,861.81	282.44	248.72	227	248.87	227.48	161.04	241.92	242.02	228.87	212.44	224.41	142.44
Building 4	0	118.92	124.92	147.41	181.28	142.07	141.24	184.42	111.02	171.78	184.81	188.48	184.24	188.14	44.78
Building 8	272.21	248.14	242.13	272.31	261.83	248.24	241.74	244.13	0	222.1	278.42	242.48	244.42	222.47	142.24
Building 7	121	47.44	128.44	118.24	148.22	141.94	121.82	118.82	42.82	124.42	144.24	144.4	187.22	124.82	48.82
Building 12	482.11	124.2	224.42	227.22	422.24	444.2	478.78	244.8	218.48	282.88	224.27	222.82	242.4	222.41	222.28
Building 14	14.24	247.12	18.11	12.21	22.21	28.88	24.12	12.77	8.24	18.24	12.42	12.82	12.27	11.14	2.87
Building 27	0	142.22	272.22	224.22	241.22	222.21	274.24	224.24	142.4	228.24	222.24	212.24	227.72	212.71	142.7
total	1127.24	1424.27	2727.27	1442.88	1227.24	1222.27	1427.27	1222.27	221.27	1424.24	1442.24	1442.27	1427.24	1224.27	222.27

Watts by Month	8/1/2017	8/31/2017	9/30/2017	10/31/2017	11/30/2017	12/31/2017	1/31/2018	2/29/2018	3/31/2018	4/30/2018	5/31/2018	6/30/2018	7/31/2018	8/31/2018	9/30/2018
Building 2	22,124	14,248	124,242	22,724	24,122	22,222	22,227	14,222	18,248	14,712	21,227	18,248	21,227	18,248	12,124
Building 4	0	2,274	2,242	2,777	2,422	2,224	2,227	2,247	2,227	2,227	2,227	2,227	2,227	2,227	1,224
Building 8	2,722	2,422	2,224	2,724	2,822	2,448	2,221	2,124	0	2,224	2,227	2,227	2,227	2,227	2,227
Building 7	12,242	4,222	12,422	11,427	14,122	14,742	12,242	12,222	4,222	12,422	12,227	12,227	12,227	12,227	12,227
Building 12	2,727	24	1,427	1,422	2,221	2,441	2,427	2,242	1,277	2,222	2,227	2,227	2,227	2,227	1,227
Building 14	1,274	22,221	1,222	1,224	2,227	2,221	1,474	1,127	827	1,222	1,222	1,222	1,222	1,222	2,227
Building 27	0	2,222	4,214	12,222	12,222	12,224	12,222	11,222	2,221	2,222	11,224	12,227	12,224	12,227	2,227
total	22,227	22,227	122,227	22,224	22,122	22,227	22,227	22,227	22,227	22,227	22,227	22,227	22,227	22,227	22,227

HonCC Specific Building Electricity Use Data



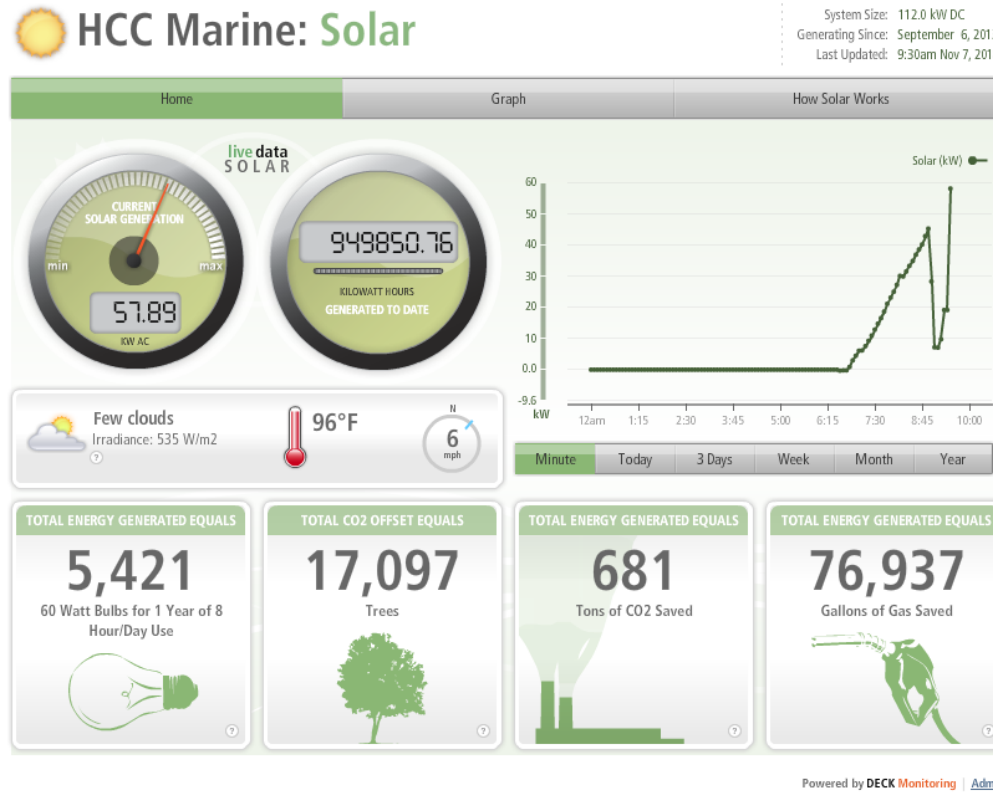
## MONITORING OF CAMPUS ELECTRICITY USAGE/CO2 EMISSIONS

The Johnson Control Building Management Portal displays information about HonCC's electricity usage & CO2 emissions across the entire campus.



## MONITORING OF SOLAR ENERGY

Automotive and Marine live data are available to show how much power is generated over a period of time. Visitors of the site can also learn how solar power works.



[http://live.deckmonitoring.com/?id=hcc\\_automotive](http://live.deckmonitoring.com/?id=hcc_automotive)

# HCC Automotive: Solar

System Size: 112.0 kW DC  
Generating Since: August 29, 2013  
Last Updated: 9:30am Nov 7, 2018



Powered by DECK Monitoring | [Admin](#)

[http://live.deckmonitoring.com/?id=hcc\\_marine](http://live.deckmonitoring.com/?id=hcc_marine)

**GOALS**

HonCC’s goal is to reduce 97% of the energy purchased from the power company, Hawaiian Electric (HECO). Future Sustainability measures that Facilities Management will implement to reduce energy consumption include adding a building to the chiller loop, replacing transformers, and other measures. In addition, HonCC will add significant amounts of solar PV with battery storage to offset HECO energy consumption and reduce demand charges. It is a goal to track and report energy consumption and production annually.

Proposed Energy Conservation Measures  
Honolulu Community College

ECM #	Recommended Energy Conservation Measure(s) (ECM)	Leeward Community College	Honolulu Community College	Windward Community College	Kapi'olani Community College	Dole St Office
1	Interior LED Lighting and Controls	X	X	X	X	X
2	Exterior Pole Lighting Re-design	X				
3	Replace interior transformers	X	X	X	X	
4	Replace exterior oil filled transformers		X			
5	Install Window Film	X	X	X	X	
6	Chiller replacements			X		
7	Extend chilled water loop		X	X		
8	New Chilled Water Plant and Loop					
9	Install new poly chiller		X			
10	Roof Mount / Canport / Covered Walkway Solar PV+ Energy Storage	X	X	X	X	

## Improvements

The College strives to ensure that all physical resources are accessible, safe and secure, and provide a healthful learning and working environment. Ongoing and long-term planning and assessment are tied directly to the Administrative Services Annual Review, in addition to the College's mission and its *Educational & Strategic Plan 2016-2021*. The College works collectively with the UHCCs to assure that physical resources meet program needs and support and promote student learning. Strategic goals and objectives identify and address areas in need of growth and development, and the College is working toward these physical resource improvement goals through open dialog with all constituents via committees, governance practices, and campus meetings.

While scheduled maintenance and renovation projects have begun to modernize the campus, its aging infrastructure remains a challenge with budget restrictions across the UHCCs. Major capital projects are managed by the UHCC, and the College manages minor projects, including all repair and maintenance and health and safety repairs. Recent facility improvements (completed and ongoing) include renovation of the cafeteria, renovation of the Building 5 area and its central courtyard, and elevator replacements at multiple building locations.

## OVERVIEW

The College assists the UHCC in conducting and coordinating the planning, budgeting, construction, repair, and maintenance of physical resources. The College's personnel and financial resources undertake small-scale repairs and maintenance; however, the UHCC Office of Facilities and Environmental Health (FEH) manage larger projects, typically requiring professional design consultants. The FEH, when appropriate, assigns its Environmental Safety Specialist to investigate and recommend remediation of code and safety needs. The FEH informs the UHCC administration of the projects' scope, cost estimate, and schedule.

The College participates in the annual *UH Facilities Renewal Reinvestment Model (FRRM)* that documents the backlog of maintenance and estimates the annual funding required for on-going capital reinvestment. The FRRM uses campus building information (e.g., building name, gross square feet, construction date) and life-cycle methodology based on building sub-system and campus infrastructure life-cycles and replacement costs to estimate deferred maintenance and future capital repair needs. The UHCC also supports the College by acquiring and allocating Capital Improvement Program (CIP) funding and implementing construction projects on the campus.

UHCC centrally drives planning for the College's physical resources through its *Strategic Plan 2015-2021* along with a *6-Year Capital Improvement Projects (CIP) Plan 2018-2023*. To accomplish its goals for a modern teaching and learning environment, the UHCC addresses three key components: 1. instructional classrooms, laboratories, and support facilities; 2. capital equipment replacement; and 3. high-speed digital infrastructure. Learning space standards are adopted to evaluate physical layout in addition to digital/media, furniture, laboratory, and shop requirements. The strategic directives come with the understanding that some improvements will require major renovations while others will have lower cost solutions.

Sustaining and acquiring sufficient physical resources to support programs and services are defined within the College's *Educational & Strategic Plan 2016-2021*, which details the goals and objectives and provides guiding principles for facilities planning. "Goal E" of the plan identifies opportunities where the Campus will make progress in addressing areas related to infrastructure (facilities), sustainability, and technology. The College aims to eliminate its deferred maintenance, replace and upgrade program equipment, and ensure facilities are designed and maintained to meet teaching and laboratory learning. Strategic directions for the College are aligned with those from the UHCC and UH Systems.

The UHCC System is committed to a planned equipment replacement program that will consider the expected life span, cost, and a system-wide budget for capital equipment replacement. Currently, campus programs and services that seek budget allocation requests for large-scale physical resources, such as new or replacement equipment, must justify and submit a formal annual budget request which must address program needs and align with the College's mission. This process, however, does not guarantee that needed new or replacement

equipment will be acquired since College funding is dependent on many factors including enrollment, tuition, and obtaining performance-based funding.

By approaching the replacement of equipment as a system through its new strategic planning goals, the impact on the College's budget will be modulated so that large items do not impact the budget in unexpected ways. While the UHCC has created a high-speed digital network connecting all campuses, proposed guidelines are aimed to ensure that on-campus networks are constructed and maintained in a manner that takes full advantage of this intercampus network. Campus projects will be prioritized at the UHCC level by weighing the relative importance of each project against the needs of the seven UHCC campuses. Project priorities are determined by considering multiple factors, which include work order occurrences, failure of systems, complaints from users, Sightlines backlog/useful life information, long-range plans for the campuses, and space needs.

Long-range building and land-use planning is managed by the UHCC and UH System, with input from the campus. CIP funding is appropriated by the State Legislature in three categories: 1. Capital Renewal and Deferred Maintenance; 2. Minor CIP; and 3. Line Item Projects. For capital renewal and deferred maintenance, the UH System utilizes Sightlines' Facilities Renewal Reinvestment Model (FRRM). FRRM is a web-based budget-modeling tool designed to support campuses in documenting the backlog of maintenance and estimating the annual funding required for on-going capital reinvestment. The FRRM's 2016 executive summary presents HonCC's *Institutional Self-Evaluation Report 2018* information on the Current Replacement Value (CRV) for buildings on each campus, provides an overview of the maintenance backlog, an estimate of capital repair needs over the next ten years, and an estimate of probable costs with an assumed inflation rate. Minor CIP implies that projects are relatively small in scope. For the current budget, Minor CIP includes projects that are estimated at less than \$5 million, where priority is focused on modernization of classrooms and learning environments.

New construction and renovations of existing facilities exceeding \$5 million are typically budgeted and appropriated as line item projects. In 2013, the University of Hawai'i Board of Regents adopted a resolution supporting a moratorium on new construction projects; however, the Regents specifically exempted several CIP projects for the community colleges, which included HonCC's Advanced Technology Training Center (ATTC). The new building is slated to house the campus' science and technology programs. The \$30 million-plus allocation approved by the State Legislature to fund construction is currently on hold while the City and County of Honolulu upgrades and installs water, sewer, and drainage systems, which will soon be underway along the Kōkea Street side of the main campus. The ATTC's building plan specification will achieve a minimum rating of Silver in the LEED Certified Green Building Rating Systems.

The College's *Long-Range Development Plan (LRDP)* guides physical development based on academic needs and objectives. Program planning in the document identifies space needs for the growth of the Campus. As noted in the LRDP, most student support and service areas are dispersed among multiple buildings. Plans to centralize two key student services departments (Financial Aid and Academic

Counseling), as well as relocate the Hulili Ke Kukui Hawaiian Center materialized in 2014 when the College received a \$2 million US Department of Education Title III Program Grant. The two-year renovation project has allowed the center to re-imagine its program and expand capacity to directly support Native Hawaiian programs on Campus. The co-location of these critical services and instructional programs allow the College to maximize critical functions that support student success.



## PLANNING PRINCIPLES

- Establish a 6-year outlook on capital project priorities, timelines, and budgets.
- Anticipate capital investment needs to promote successful long-term financing, planning, entitlements, and space management.
- Consider the institution's vision for academic and research growth or consolidation.
- Be guided by working principles to allow to be responsive to unanticipated shortfalls in funding, opportunities with limited windows, or unanticipated facility needs.

## WORKING PRINCIPLES

- Target those facilities with the highest utility use and poorest conditions through upgrades to the interior/exterior structures, building roofs, mechanical and electrical systems, pedestrian pathways, and roadways.
- Prioritize classrooms, laboratories, and student spaces with a focus on improving the learning and research environment.
- Rethink space as University space, rather than departmental space, and evaluate whether areas can be repurposed or consolidated to support priority programs and address facility needs through flexible and adaptable space management.

**CAPITAL IMPROVEMENT CATEGORIES**

<p>Major Capital Improvement Projects (Major Projects)</p>	<p>Typically whole building renovations or new structures.</p>
<p>Renew, Improve, &amp; Modernize Projects (CRDM Projects)</p>	<p>Repair and/or improve campus buildings and infrastructure through modernization efforts. They prioritize classrooms, laboratories, and student spaces centered around improving the learning environment, as well as target those facilities with poorer conditions, through modernizing interior/exterior structures, building roofs, mechanical &amp; electrical systems, pedestrian pathways and roadways.</p>
<p>Minor Capital Improvement Projects (Minor Projects) – UHCC Only</p>	<p>A subset of RIM Projects that are separately categorized for the Community Colleges only. They address smaller improvements that prioritize classrooms, laboratories, and student spaces targeted at modernizing the learning and research environment through flexible spaces and shared programming.</p>
<p>Planning Projects</p>	<p>Initiatives that support or deliver long-term development plans for future capital investments in the physical plant that strategically align with the core mission and vision of the campus.</p>

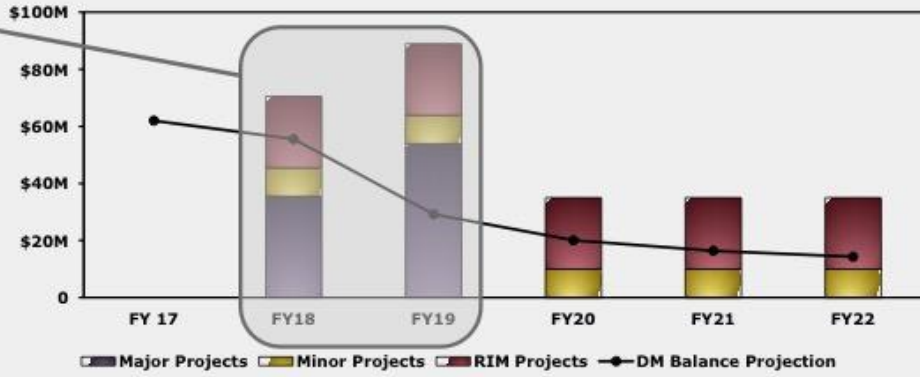
BUDGET REQUEST FOR CAPITAL IMPROVEMENT

## UHCC 6-Year Capital Improvement Budget Request (FY 2018-2023)

**Total: \$299.4 Million**

Category/Project	6-Year Budget Request (in Millions)							6-Year Total
	FY17	FY18	FY19	FY20	FY21	FY22	FY23	
Minor Projects		\$10	\$10	\$10	\$10	\$10	\$10	\$60
RIM Projects		\$25	\$25	\$25	\$25	\$25	\$25	\$150
Kap CC Culinary		\$30						\$30
Hon CC Science Building			\$45.1					\$45.1
Haw CC Campus Development		\$0.002	\$0.002	\$0.002	\$0.002	\$0.002	\$0.002	\$0.012
LCC Fascia and Sidewalks		\$5.5						\$5.5
WCC Hale Alaka'i			\$8.8					\$8.8
<b>Total Per Year</b>		<b>\$70.5</b>	<b>\$88.9</b>	<b>\$35</b>	<b>\$35</b>	<b>\$35</b>	<b>\$35</b>	<b>\$299.4</b>
DM Balance Projection	\$62	\$55.5	\$29.2	\$20.1	\$16.4	\$14.3	\$12.8	

Biennium CIP Budget Request



## BUILDING MAINTENANCE

According to the University of Hawai'i Facility Renewal Reinvestment Study by Sightlines, LLC, the current replacement value for all buildings for HonCC is \$313.3 million.

### University of Hawai'i 2018 Gross Square Feet (GSF) And Current Replacement Value<sup>2</sup> (CRV)

CAMPUS	GSF	Calculated CRV \$(000's)
<u>All Foods</u>		
UH Mānoa	9,383,120	\$ 4,676,128
UH Hilo	1,082,222	\$ 564,239
UH West O'ahu	219,139	\$ 111,895
Hawai'i CC	206,735	\$ 104,043
Honolulu CC	741,273	\$ 313,303
Kapi'olani CC	406,569	\$ 182,060
Kaua'i CC	297,990	\$ 157,435
Leeward CC	419,998	\$ 206,274
Maui College	435,611	\$ 202,237
Windward CC	365,564	\$ 262,245
Systemwide	13,558,221	6,779,859

The building maintenance backlog is \$21.6 million. These are facilities with failing sub-systems or sub-systems operating beyond their useful lifetime.

**University of Hawai'i 2018 Maintenance Backlog - All Funds \$(000's)**

CAMPUS	GSF	Backlog
<u>All Funds</u>		
UH Mānoa	9,383,120	\$ 280,355
UH Hilo	1,082,222	\$ 2,439
UH West O'ahu	219,139	\$ .
Hawai'i CC	206,735	\$ 394
Honolulu CC	741,273	\$ 21,640
Kapi'olani CC	406,569	\$ 18,716
Kaua'i CC	297,990	\$ 561
Leeward CC	419,998	\$ 23,746
Maui College	435,611	\$ 3,813
Windward CC	365,564	\$ 18,576
Systemwide	13,558,221	\$ 370,241

Capital renewal forecast for the next 10 years encompass the HonCC buildings listed below. The renewal needs for the University in total is estimated to be \$890.9 million, including \$710.7 million for General Fund facilities and \$180.1 million for Special Fund facilities.

University of Hawaii FRM 2018 Update Honolulu Community College - Main Campus - General Funded																		
Campus	Building		Gross Square Feet	Current Replacement Value (000s)	Backlog	Capital Renewal Requirements (000s of Dollars)												
	Number	Name				2018	2020	2021	2022	2023	2024	2024	2024	2027	2028	Total		
Honolulu - CC	Main	SS28	HCC PALAMA STATION	5200	\$2,676	\$0	\$0	\$262	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$262
Honolulu - CC	Main	SS06	HCC-ADMINISTRATION BLDG	17380	\$7,779	\$233	\$322	\$0	\$0	\$0	\$0	\$0	\$681	\$0	\$0	\$0	\$0	\$1,003
Honolulu - CC	Main	SS03	HCC-AUTO BODY REPAIR/PAINT	30903	\$13,831	\$691	\$184	\$0	\$0	\$1,604	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,788
Honolulu - CC	Main	SS43	HCC-AUTOMOTIVE TECHNOLOGY	48546	\$21,728	\$5,493	\$288	\$0	\$0	\$0	\$0	\$0	\$0	\$1,652	\$0	\$0	\$1,941	
Honolulu - CC	Main	SS04	HCC-CAFETERIA/APPRENTICESHIP	18790	\$8,410	\$193	\$89	\$277	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$247	\$613	
Honolulu - CC	Main	SS02	HCC-CAMPUS CENTER/LASSROOM	81838	\$42,122	\$6,917	\$559	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$512	\$1,071	
Honolulu - CC	Main	SS20	HCC-CENT	11203	\$5,014	\$250	\$67	\$90	\$0	\$491	\$0	\$0	\$165	\$0	\$0	\$0	\$813	
Honolulu - CC	Main	SS13	HCC-CENT BLDG	5901	\$2,641	\$0	\$0	\$0	\$0	\$0	\$67	\$0	\$0	\$0	\$0	\$47	\$115	
Honolulu - CC	Main	SS11	HCC-CHILD CARE #1	3505	\$915	\$327	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Honolulu - CC	Main	SS27	HCC-COSMETOLOGY/FASHIONS	33480	\$14,985	\$0	\$199	\$0	\$0	\$1,358	\$247	\$0	\$186	\$0	\$183	\$0	\$2,773	
Honolulu - CC	Main	SS24	HCC-EMT	6964	\$3,117	\$291	\$41	\$0	\$0	\$0	\$0	\$0	\$103	\$226	\$0	\$0	\$370	
Honolulu - CC	Main	SS05	HCC-GENERAL CLASSROOM BLDG	32409	\$14,505	\$985	\$193	\$0	\$0	\$0	\$1,289	\$0	\$0	\$0	\$0	\$454	\$1,946	
Honolulu - CC	Main	SS12	HCC-GENERAL TRADES LAB	5912	\$2,646	\$187	\$0	\$0	\$0	\$0	\$0	\$0	\$80	\$0	\$0	\$0	\$80	
Honolulu - CC	Main	SS44	HCC-HEAVY EQUIPMENT MAINT/REPAIR	15919	\$7,125	\$828	\$95	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$127	\$222	
Honolulu - CC	Main	SS14	HCC-INDUSTRIAL TRADE COMPLEX	81838	\$36,628	\$1,864	\$486	\$0	\$0	\$1,595	\$0	\$0	\$0	\$449	\$2,212	\$0	\$4,742	
Honolulu - CC	Main	SS07	HCC-LIBRARY/LASSROOM BLDG	11211	\$6,229	\$0	\$0	\$331	\$0	\$0	\$14,258	\$0	\$0	\$0	\$0	\$0	\$14,589	
Honolulu - CC	Main	SS28	HCC-MODULAR MAKAI	12000	\$2,238	\$0	\$110	\$0	\$0	\$0	\$0	\$84	\$0	\$0	\$0	\$17	\$212	
Honolulu - CC	Main	SS72A	HCC-MODULAR MAUKA	12000	\$2,238	\$0	\$110	\$0	\$0	\$0	\$0	\$84	\$0	\$0	\$0	\$17	\$212	
Honolulu - CC	Main	SS09	HCC-OFFICE/STORAGE OPS MAINT	2878	\$751	\$0	\$0	\$299	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$299	
Honolulu - CC	Main	SS18	HCC-OPERATIONS & MAINTENANCE	6492	\$2,906	\$485	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$69	\$0	\$69	
Honolulu - CC	Main	SS16	HCC-PRINT/REPLICATION SHOP	6449	\$2,886	\$0	\$38	\$0	\$106	\$0	\$0	\$0	\$0	\$252	\$0	\$0	\$396	
Honolulu - CC	Main	SS17	HCC-SHEETMETAL/PLASTICS	6264	\$2,804	\$386	\$37	\$0	\$0	\$0	\$0	\$203	\$0	\$0	\$0	\$0	\$240	
Honolulu Community College - Main Campus - General Funded			468,018	\$263,179	\$18,132	\$2,818	\$1,228	\$104	\$4,048	\$1,408	\$16,910	\$444	\$2,468	\$3,948	\$1,432	\$33,728		

University of Hawaii FRM 2018 Update Honolulu Community College - Off Campus - General Funded																		
Campus	Building		Gross Square Feet	Current Replacement Value (000s)	Backlog	Capital Renewal Requirements (000s of Dollars)												
	Number	Name				2018	2020	2021	2022	2023	2024	2024	2024	2027	2028	Total		
Honolulu - CC	O'ahu	SS51	HCC Aquatic Facility	1387	\$362	\$0	\$0	\$129	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$129
Honolulu - CC	O'ahu	SS52	HCC Airport Training Center	38980	\$17,446	\$314	\$232	\$267	\$0	\$0	\$0	\$0	\$2,020	\$76	\$0	\$0	\$2,598	
Honolulu - CC	O'ahu	SS50	HCC Marine Education	36826	\$16,482	\$1,069	\$0	\$455	\$0	\$0	\$0	\$0	\$1,579	\$0	\$0	\$0	\$2,034	
Honolulu - CC	O'ahu	SS52A	HCC-MECHANICAL BLDG	1067	\$279	\$0	\$0	\$100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$100	
Honolulu - CC	O'ahu	SS57	HCC-SPECIFIC AEROSPACE TRAINING CTR	106000	\$20,560	\$1,125	\$0	\$0	\$482	\$0	\$0	\$0	\$0	\$14	\$40	\$0	\$537	
Honolulu Community College - Off Campus - General Funded			183,240	\$66,128	\$2,403	\$232	\$861	\$482	\$0	\$0	\$0	\$0	\$3,688	\$80	\$40	\$0	\$6,886	

The Facilities Condition Index (FCI) for HonCC is 0.07. The Sightlines, LLC study rated five colleges in the UH System to be below 4%, with an average of all campuses at 5%.

CAMPUS	GSF	Calculated CRV (1,000's)	FCI
<u>All Funds</u>			
Leeward - CC	419,998	\$ 206,274	0.12
UH - Manoa	9,383,120	\$ 4,676,128	0.06
Kapiolani - CC	406,569	\$ 182,060	0.10
Honolulu - CC	741,273	\$ 313,303	0.07
UH Hilo	1,082,222	\$ 564,239	0.00
Windward - CC	365,564	\$ 262,245	0.07
Maui College	435,611	\$ 202,237	0.02
Hawaii - CC	206,735	\$ 104,043	0.00
Kauai - CC	297,990	\$ 157,435	0.00
UH - West Oahu	219,139	\$ 111,895	.
Systemwide	13,558,221	\$ 6,779,859	0.05



## Development Guidelines

HonCC works in collaboration with the UH System in setting principles and priorities to advance its academic mission and ensure modern well-maintained facilities. UH is committed to shared use of facilities, particularly costly and specialized facilities. New capital projects must maximize long-term flexibility and include shared classrooms and resources to make the best use of institutional space. Campus space belongs to the University, not a department, school, or person.

UH land is an asset of the UH System, not each campus. UH's system-wide plan for real estate assets will respect each campus mission while maximizing opportunities. UH is committed to prioritizing its investment of fiscal resources to support academic programs and facilities that reflect the principles and priorities set forth in planning.

## OVERVIEW

HonCC's setting in urban Honolulu — with limited opportunity for spatial growth — has required a comprehensive analysis of its land area and existing buildings. Campuses across the country are continually examining their infrastructure as the changing nature of education renders older buildings obsolete. Likewise, the College addresses the near-term and long-term viability of its existing structures. Intense competition for students requires better facilities to support academic, residential, and recreational life.

Opportunities to improve existing facilities, encourage student engagement, and reorganize campus functions are examined while considering opportunities associated with HART. The facilities plan addresses issues related to traffic, parking, and other forms of infrastructure, as well as a heightened commitment to environmental sustainability.

## CAMPUS GUIDELINES

### **Sense of Place**

Enhance the campus' Sense of Place as an urban oasis that celebrates the history of the school, its people, and the surrounding community.

### **Campus Organization**

Create a well-organized campus by recognizing the functional relationships between academic programs and physical requirements and encouraging integration between architecture and landscape.

### **Sustainability**

Integrate principles of sustainability through building design, landscaping, and campus maintenance to enhance the campus and community's quality of life.

### **Circulation**

Provide safe and efficient vehicular and pedestrian circulation; enhance connectivity within the campus and adjacent areas; and strengthen defined campus gateways and edges.

### **Student Engagement**

Develop an attractive campus environment with a variety of indoor and outdoor spaces supporting activities that engage students and improve the quality of campus life.

## BUILDING GUIDELINES

A design of new buildings should follow an aesthetic framework to maintain a consistent architectural theme. Beautifying the campus is not only about improving visual aesthetics but reshaping the campus' impact on its surroundings as well. A major influence will be the construction from the city's rail project in the Kalihi-Pālama area and next to the campus as detailed in the Long-Range Development Plan, the most desirable architectural elements should include

- Smaller building footprints
- Deep shaded walkways, arcades, and lanai
- Common roof forms, facades, and architectural style
- Inviting entries that encourage gathering and are emphasized by deep insets
- Variations on a theme of materials, accents, and detailing
- Durable, sustainable, contemporary building materials

The buildings house the primary academic functions of the campus. Through their forms, articulation and orientation, they should frame and create inviting outdoor spaces for movement, gathering, and resting. Two or more buildings working in conjunction with each other enclose open spaces, such as courtyards, and pedestrian walkways, and serve as important and interesting focal points. Building should also be located to reinforce the open spaces of the campus, reflecting Hawai'i's outdoor nature.

## LANDSCAPE GUIDELINES

- Landscape should be environmentally sustainable while considering maintenance issues and constraints. Also influencing the campus is the use of native Hawaiian and tropical plants to promote sense of place
- As detailed in the Long-Range Development Plan, the overall landscape concepts should include
- Use landscaping to unify campus aesthetics
- Use landscaping to define campus edges and open spaces
- Use landscaping to reinforce the campus mall
- Use landscaping to define the campus heart
- Retain existing mature trees
- Encourage a more sustainable landscape
- Use native Hawaiian and indigenous plants
- Landscaping should provide more attractive spaces to encourage student engagement.

## Related Documents

### Principal documents

- Honolulu Community College Long-Range Development Plan (March 2011).
- University of Hawai'i 6-Year Capital Improvement Projects (CIP) Plan (November 3, 2016). For fiscal years 2018-2023 and fiscal year 2018-2019 CIP biennium budget. Facilities and Planning Committee.
- University of Hawai'i Facility Renewal Reinvestment Study 2018 Update (October 2018). Sightlines LLC.

### Other Important Documents

- Emergency Action Plan, April 2008
- Ho'āla Hou – Renewing a Pathway to Student Success Through Culture-Based Learning, Honolulu Community College Project Narrative
- Honolulu Community College 2017 Annual Security Report
- Honolulu Community College Administrative Services Annual Review, 2017
- Honolulu Community College Educational & Strategic Plan 2016-2021
- Integrated Academic and Facilities Plan for the University of Hawai'i System, April 20, 2017
- University of Hawai'i ADA Honolulu CC Preliminary Report, November 2018
- University of Hawai'i Strategic Directions 2015-2021
- University of Hawai'i Strategic Directions 2015-2021 rev 2-2017

### Policies

- Regents Policy 10.205 Use of University-Owned facilities
- Executive Policy 4.202 Mission and Purpose of the University
- Executive Policy 10.101 Authority to Develop Procedures for facilities
- Executive Policy 10.201 Use of university-owned facilities
- Honolulu Community College Policy 10.101 Delegation of Authority Use of University-Owned Facilities

## **Acknowledgments**

### **Updated information provided by**

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- Alyssa Gundersen (JCI)

### **Prepared and edited by**

- Jeff Stearns
- Lara Kong



# **COLLEGE POLICY**

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## **SUBJECT: Regular Review of College Policies and Procedures**

### **1. Purpose:**

In line with best practices and to keep current with accreditation standards, it is necessary that the college review all policies and procedures on a regular basis. ACCJC Standard I.C.5 requires that college policies and procedures be reviewed on a regular basis.

### **2. Policy:**

It is the policy of Honolulu Community College that administration working together with the relevant governance organization will review and update as necessary all policies and procedures listed here on the college's intranet:  
<http://programs.honolulu.hawaii.edu/intranet/node/554>

This cycle of review will occur at least every five years (5).

### **3. Related Policies:**

This policy is related to the following policies and standards:

University of Hawai'i Board of Regents Policy 4.205, Institutional Accountability and Performance

<http://www.hawaii.edu/policy/index.php?action=viewPolicy&policySection=rp&policyChapter=4&policyNumber=205&menuView=closed>

University of Hawai'i Systemwide Executive Policy E1.000 General Provisions, Section E1.201, Faculty Involvement in Academic Policy.

<http://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=1&policyNumber=201>

Accrediting Commission for Community and Junior Colleges (ACCJC); Standard IC Institutional Integrity, Section C.5

(<https://accjc.org/wp-content/uploads/Accreditation-Standards-Adopted-June-2014.pdf>)

### **4. Responsibilities:**

It is the responsibility of the Chancellor to initiate the regular five-year cycle policy and procedure review and to either update or eliminate policies and procedures that no longer apply to the college's mission.

It is the responsibility of the Chancellor to draft new policies and procedures indicated by this regular cycle of review and to consult with the relevant shared governance organizations for any and all new policies and procedures as well as updates occasioned by this regular cycle of review.



**APPROVED**



10-1-18

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Erika Lacro, Chancellor

Date

## **HONOLULU COMMUNITY COLLEGE STANDARD OPERATING PROCEDURES**

**Procedure No.:** HCCSOP #1.201

**Procedure Names:** Roles and Responsibilities of Committee Service

**Supporting Policies (Reference HCCP, APM, BORP, UHCCP policy number):**

Regent Policy 1.210

<https://www.hawaii.edu/policy/index.php?action=viewPolicy&policySection=rp&policyChapter=1&policyNumber=210>

Executive Policy 1.101

<https://www.hawaii.edu/policy/index.php?action=viewPolicy&policySection=ep&policyChapter=1&policyNumber=101&menuView=closed>

Executive Policy 1.201

<https://www.hawaii.edu/policy/index.php?action=viewPolicy&policySection=ep&policyChapter=1&policyNumber=201&menuView=closed>

### **Purpose / Background Info:**

Honolulu Community College's system of shared governance ensures all voices and views are valued. The faculty, staff, and administration share the responsibility of serving on various committee structures that help guide and move the college forward.

The responsibilities of serving on committees varies depending on ones position, such as chair, system chair, note taker, division representative, etc.

### **Roles and Responsibilities:**

All committee members serve as the voice of the division they represent. This includes partaking in the following responsibilities:

- Attend all meetings. If you are unable to attend, please assign a proxy that will announce their attendance at the beginning of the meeting and identify who they are serving as a proxy for.
- Actively participate in regularly schedule committee meetings.
- Communicate issues, decisions, and solicit feedback from the represented group in a timely manner and bring that information back to the committee for full deliberation.
- Ensure the division being represented is communicated with often and frequently about the committee work taking place by the committee.
- Identify ways to collaborate with the represented groups and committee membership.

## Chair

- Organize and schedule meetings based on avoiding conflicts with established campus meeting schedule.
- Provide orientation and guidance to members on the purpose of the committee, and member roles and responsibilities.
- Ensure each meeting has a note taker assigned at the beginning of each meeting or in advance of a scheduled meeting.
- Distribute and share minutes to the campus and post on the intranet to ensure campus-wide transparency.
- Complete an assessment and evaluation of the committee's annual work, circulate to the campus, and post on the committee website
- Evaluate and monitor efficacy of committee structures and processes, including suggestions for policy development and revision, review of the committee charter and mission and processes for committee monitoring and oversight of areas of responsibility.
- Identify and recruit external resource experts as needed to assist in its governance role and responsibilities.
- If there is a student government representative, provide mentorship (or identify committee member to do this) to ensure student understands committee purpose and functioning.
- Provide a transition plan and guidance for new chair when chair changes occur

## Committee Orientation

- The committee chair will provide to every committee member, prior to or at the first meeting the following: a copy of this document
- a copy of the previous minutes
- a copy of the meeting agenda
- a copy of the committee charter
- any other related documents pertaining to the committees work or responsibilities
- The chair will facilitate a meeting with the committee membership on the orientation materials and related responsibilities.

APPROVED / DISAPPROVED

DATE

  
\_\_\_\_\_

10-1-13

Erika L. Lacro, Chancellor



# **COLLEGE POLICY**

---

## **SUBJECT: Regular Review of College Policies and Procedures**

### **1. Purpose:**

In line with best practices and to keep current with accreditation standards, it is necessary that the college review all policies and procedures on a regular basis. ACCJC Standard I.C.5 requires that college policies and procedures be reviewed on a regular basis.

### **2. Policy:**

It is the policy of Honolulu Community College that administration working together with the relevant governance organization will review and update as necessary all policies and procedures listed here on the college's intranet:  
<http://programs.honolulu.hawaii.edu/intranet/node/554>

This cycle of review will occur at least every five years (5).

### **3. Related Policies:**

This policy is related to the following policies and standards:

University of Hawai'i Board of Regents Policy 4.205, Institutional Accountability and Performance

<http://www.hawaii.edu/policy/index.php?action=viewPolicy&policySection=rp&policyChapter=4&policyNumber=205&menuView=closed>

University of Hawai'i Systemwide Executive Policy E1.000 General Provisions, Section E1.201, Faculty Involvement in Academic Policy.

<http://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=1&policyNumber=201>

Accrediting Commission for Community and Junior Colleges (ACCJC); Standard IC Institutional Integrity, Section C.5

(<https://accjc.org/wp-content/uploads/Accreditation-Standards-Adopted-June-2014.pdf>)

### **4. Responsibilities:**

It is the responsibility of the Chancellor to initiate the regular five-year cycle policy and procedure review and to either update or eliminate policies and procedures that no longer apply to the college's mission.

It is the responsibility of the Chancellor to draft new policies and procedures indicated by this regular cycle of review and to consult with the relevant shared governance organizations for any and all new policies and procedures as well as updates occasioned by this regular cycle of review.

**APPROVED**



10-1-18

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Erika Lacro, Chancellor

Date



# **COLLEGE POLICY**

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**APPROVED**



10-1-18

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Erika Lacro, Chancellor

Date

Planning Council  
Meeting Minutes  
October 27, 2017  
9:00 am – 10:30 am  
Kumupali (Building 2), Room 614

**Present:** Erika Lacro, Billie Lueder, Karen Lee, Derek Inafuku, Jennifer Higa-King, Guy Shibayama, Wayne Sunahara, Jeff Stearns, Anson Bernal, Kyle Higa, Kai'ulani Murphy, Chiara Logli, Mike Meyer, Kara Kam-Kalani, Brent Rubio, Alapaki Luke, Silvan Chung, Pearl Wu, Hillary Brown, John DeLay

**Absent/Excused:** Lara Sugimoto, Keala Chock, Steven Auerbach, Bert Shimabukuro, John Vierra, James Niino

**Guest:** Marcia Roberts-Deutsch

- I. Call to order by Chair Stearns at 9:00 a.m.**
- II. Review of September 22 meeting minutes**  
Minutes approved, no changes.
- III. Chancellor Updates**
  - a. Funding Priorities
    - Handout – Memo dated October 25, 2017 from the Chancellor with an overview of 2016-2017 Planning Council Funding Priorities for AY 2017-2018 and Other Non-General Major Funding Sources
    - The Chancellor will circulate the Memo to the campus
    - Next year the memo will add equipment and replacement information. That money comes from an annual pot of funding from the legislature.
  - b. Review of Policies and Procedures – Council received draft earlier
    - The Chancellor sent a draft to Faculty Senate, Student Government, and the Staff Senate to review.
    - It has not been decided how to put this into practice, but the first step is to send out the draft for review and comment.
    - This came out of a gap found in Standard 1.C.5.
    - Institutional Set Standards should also be reviewed on a yearly basis. The Chancellor will draft a policy for that.
  - c. Other Updates  
One tactic to address issues with communication not flowing from committees to constituents is to draft orientation guidelines and a guide book for campus committees, which would include duties of the chairs, and roles and responsibilities of committee members.
- IV. Accreditation – Chair Stearns**



The deadline was met for the first round of narrative drafts by accreditation teams. Jeff went through the reports and provided comments looking at whether the standards were being addressed or not. All comments were returned and teams are working on updating their drafts. November 13<sup>th</sup> is the deadline for the next draft of the narratives.

Chiara has been working at pulling all the assessments together for the campus. Syllabi from all instructors for each course were gathered and SLOs will be matched with the curriculum file to make sure they are accurate.

The ACCJC provided webinars to discuss new changes, particularly to its philosophy. The organization wants to be more supportive to colleges. It is also considering reducing the number of standard items, which currently number 122. SLO assessment will not be going away.

## **V. Improving Campus Communication – All**

Communication = Involvement (participation in campus activities)

- a. From the provider of information point of view (suggestions gathered from faculty feedback and shared by Chair Stearns):
  - All stakeholders are providers of information
  - Information on meetings and agenda should be made available
  - All Information should be immediately available to the campus
  - There should be an announcement page on the Intranet
  - Schedule certain announcements on certain days
  - The campus receives too many emails
  - Notices should be sent earlier
  - Posters should be used rather than email
  - The email subject line could be more specific
  - Organizations should consolidate messages in a weekly or monthly email blast (i.e. UH News every Wednesday)

The receivers are not looking at the information. How do we make them more receptive?

- b. From the receiver of information point of view (there were no suggestions falling in this category – all were about how the provider disseminates information)
- c. Summation
  - It's a two way street about receiving information
  - It's one thing to ask for information but it's equally important to read emails, go to meetings, and ask questions.

- The Council will form a sub-committee to look at campus communication: (volunteers: Mike M., Hillary, Billie, Pearl, Jeff)  
Send Jeff an email if interested in joining the sub-committee.

**VI. Meeting adjourned on 10:00 am by Chair Stearns.**

Next meeting January 26, 2018  
9:00 am – 11:00 am

*Minutes prepared by Billie Lueder.*

**Planning Council Meeting Minutes**  
October 26, 2018, 9:00 - 9:40 AM  
Building 2, Room 614

**Present:** Erika Lacro, Karen Lee, Jennifer Higa-King, Fumiko Takasugi, Wayne Sunahara, Jeff Stearns, Pat Patterson, David Tanaka for Greg Kashigi, Lara Kong, Mike Meyer, John Vierra, Kara Kam-Kalani, Alapaki Luke, James Niino, Sarah Myhre, Mitch Okamura, Susan Nishida

**Absent/Excused:** Lara Sugimoto, Keala Chock, Steve Auerbach, Ka'iulani Murphy, Chiara Logli, Bert Sugimoto, Brent Rubio, Pearl Wu

**I. Call to order at 9:03 a.m.**

- Mitch Okamura, new Planning Council Chair, welcomed the group. Susan Nishida added to the Council and serves as the Executive Assistant to the Chancellor.

**II. Review of September 28 minutes**

- Minor revisions to the minutes: revise year (2019 to 2018) and room number (7-215 to 2-215)

**III. Purpose of Planning Council Responsibilities**

- Mitch provided an overview of the purpose of the Planning Council, including the scope of work and member responsibilities. Last year the council reviewed the Mission and Goals Statement and set standards in 2017-18. For 2018-19, the group will review the college's Strategic Plan (halfway mark) to assess if the standards are being met.

**IV. Roles and Responsibilities of Committee Service (HCCSOP #1.201)**

- Chancellor Lacro provided an update on the new policy. Roles and responsibilities of a committee member: attend (or send a proxy) and actively participate in regularly scheduled meetings, communicate issues, decisions and solicit feedback regularly from your represented group and collaborate with other committee members.

**V. Accreditation Update**

- Jeff Stearns provided an update on the recent accreditation visit. The group provided three areas to work on:
  - o Implement review of college policies
  - o Distance Education (codify criteria for faculty to teach online courses, provide training and create a DE handbook)
  - o Develop a Facilities Master Plan
- The goal is to complete these three items before the January 2019 ACCJC Commission Meeting.
- Chancellor Lacro will create a task force to address the DE concerns raised by the accreditation team.

- The two Quality Focus Essays (Purposeful Engagement and Distance Education) are still ongoing with a mid-term report due in three years.

#### **VI. Supplementary Budget Priorities**

- Chancellor Lacro explained the budget process for 2018-19 and provided details on the prioritizing process, sources of funding and funding allocations in a draft memo. There was a total of nine asks and the majority of items were funded, with some adjustments. An official memo will be sent announcing the 2018-19 funding priorities.
- Chancellor Lacro will ask Vice Chancellor Inafuku to provide a budget briefing at the next meeting to give the group more context for the budget.

#### **VII. Purposeful Engagement**

- Vice Chancellor Lee provided a presentation on “The Year of Purposeful Engagement 2018-19” and highlighted why the focus is on student engagement (enrollment was declining, retention rates are flat, less costly to retain students versus recruiting more, etc.). Some of the emergent themes to retain students are: connect with all students more often, arrange classroom furniture to promote student engagement, create opportunities to learn more about each other and provide mentoring, support students with meaningful activities and get to know students before class. Lessons from AtD: start with the “why,” communicate often, redesign advising, early career coaching, create meta-majors, incorporate financial planning, use data to determine appropriate interventions, engage lecturers early and rethink onboarding.
- AtD coaches Shauna Davis (lead) and Laurie Fladd (co-lead) will be visiting November 29 and 30, 2018 with a second visit in March 2019 to coincide with HSSI.

#### **VIII. Next Meeting: November 30, 2018, 9:00 a.m.**

# **Honolulu Community College Facilities Plan 2018**

Prepared by:

Derek Inafuku, Vice Chancellor of Administrative Services

Jeff Stearns, Associate Professor

David Tanaka, Facilities Manager

March 2019

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## Introduction

Honolulu Community College (HonCC) is an open-door institution dedicated to providing educational opportunities to the public through career, liberal arts, technology, transfer, and professional training programs. As expressed in its mission and core values, HonCC has a *kuleana* (responsibility) to Native Hawaiians and our community, fostering a student-centered and student-focused environment. In Fall 2018, enrollment in credit courses at the institution was about 3,500, but there is an equal number of students that attend the Apprenticeship/Journey-Worker Training Program that plays a vital role in supporting the state’s building and construction industry. The College’s enrollment is currently around 3,500 but has an enrollment goal of 4,010 by 2021.

HonCC is one of seven University of Hawai‘i Community Colleges (UHCC) and one of ten University of Hawai‘i (UH) System campuses.

This *Facilities Plan* is an updated extension of the *HonCC 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.

The *HonCC LRDP* addressed the requirements and issues related to two major near-term projects: 1. an Advanced Technology and Training Center (ATTC) and 2. the City’s planned Kapālama Transit Station. The training center, now termed the Science Building, has yet to be built due to delays in land preparation, while the transit system is in initial stages of construction on and around the campus.

## Planning Criteria

### College Mission

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

### Core Values

- **Student-Centered and Student Focused**  
Offering a supportive, high quality learning environment that guides students through their college pathway to become contributing members and leaders of our community.
- **Community and Industry Partnerships**  
Fostering educational partnerships with state-registered apprenticeship programs, local industries, and other organizations to create diverse academic and training opportunities.
- **Indigenous Serving**  
Supporting the Native Hawaiian community and its language, history, and culture.
- **Sustainability**  
Creating a culture of social responsibility around the conservation of resources and creating a foundation for environmental stewardship.
- **Diversity and Equity**  
Maintaining an equitable multicultural environment where all aspects of diversity are appreciated and respected.



## OVERVIEW

HonCC's *Facilities Plan* guides the campus in planning for near-term and longer-term developments. The main campus is located in the Kalihi-Pālama neighborhood, about two miles from Honolulu's commercial business district, on Dillingham Boulevard adjacent to the Kapālama Canal. It contains 27 major buildings with an average age of about 40 years on an area of 25.9 acres. The earliest buildings date back to the late 1940s and the latest major construction took place in the mid to late 1970s.

The Automotive Technology and Diesel Mechanics Facility is located several blocks from the main campus on Kōkea Street and contains two major buildings constructed in the mid-1980s. This Kōkea Street campus encompasses 6.4 acres. The College also has training centers at the Honolulu International and Kalaeloa Airports, Pearl Harbor Naval Shipyard, and the Sand Island Marine Education Training Center (METC).

The approximate gross floor area of the main and Kōkea Street campuses is 469,000 and 71,000 square feet, respectively, or 540,000 square feet total. The City and County of Honolulu regulate land use of the campus under its Plan Review Use (PRU) Permit process.



## VISION AND GUIDING PRINCIPLES

### Vision

To provide an environment to optimize student learning and educational support through positive and continuous improvement.

### Guiding Principles

- **Create an environment conducive to learning.**  
Learning spaces, both inside and outside classrooms, should support educational experiences.
- **Optimize buildings and facilities.**  
Endeavor to improve buildings and facilities to ensure best utilization.
- **Assure campus safety.**  
Provide a safe environment for the campus through procedures and policies.
- **Maximize efficiency and sustainability.**  
Strive to reduce utility costs and improve sustainability.
- **Plan with efficacy and utility.**  
Strategize to improve the campus and structures with effectiveness and usefulness.

**FACILITIES INVENTORY**

BUILDING SPACE INVENTORY COMMUNITY COLLEGES, UNIVERSITY OF HAWAI'I									
CAMPUS: Honolulu Community College								As of: 10/1/2017	
No.	Alpha	Name	Year Constructed	Assignable	Square Feet				
					Custodial	Circula.	Mech.	Constr.	Gross
8802		Campus Center/Classroom	1979	49,362	240	20,181	6,697	6,258	81,838
8803		Auto Body Shop	1962	28,613	63	228	776	1,325	30,903
8804		Cafeteria/Apprenticeship	1958	16,704	0	673	412	691	18,790
8805		Classrooms	1963	23,096	431	6,336	1,708	1,636	32,409
8806		Administration	1974	10,427	277	3,317	866	2,603	17,380
8807		Library/ Classroom	1974	66,753	228				112,141
8809		Office/Storage	1947						2,454
8810		Air Conditioning Plant	1974	0	0	0	2,236	101	2,596
8811		Child Care	1969	2,344	64	843	331	123	3,505
8812		Trades Lab	1961	4,851	9	648	89	324	5,912
8813		CENT	1961	6,264	0	0	243	404	6,901
8814		Trade Industrial Complex	1977	88,593	190	8,919	1,826	4,311	81,836
8816		Print Shop	1961	6,651	0	199	89	510	6,449
8817		Sheet Met & Plastic Tech	1964	5,119	27	291	486	342	9,294
8818		Facilities Maintenance	1947	5,393	0	463	191	426	6,403
8820		CENT	1962	7,247	62	2,882	467	555	11,203
8824		EIMT	1966	4,623	66	1,916	211	268	6,964
8827		Cosmetology	1972	19,419	244	8,580	1,744	3,493	33,480
8828		Pālama Station	1930	3,446	6	711	160	877	5,200
8832		Electric Vault No. 1					534	211	745

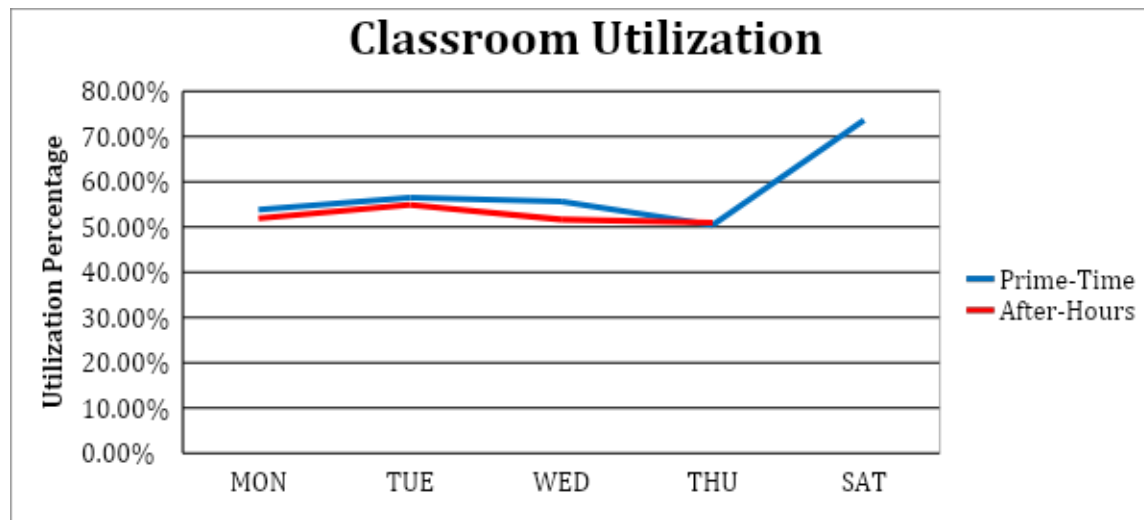
8843		Auto Mechanics Tech	1966	43,896	121	1,483	2,062	963	48,546
8844		Heavy Equip Maint & Rep	1988	13,006	32	652	670	1,677	15,919
8844	A	Storage	1988	120	0	0	0	26	146
8845	A	Kōkea Training Center	2008						960
8845	B	Kōkea Training Center	2008						528
8850		Marine Educ & Trng Cntr	1995	19,877	107	5,796	1,457	9,389	36,826
8851		Aquatic Facility	1995	666	0	466	0	246	1,387
8852		Airport Training Center	1996	21,697	111	5,302	1,685	10,305	36,980
8852	A	Mechanical Enclosure	1996	0	0	0	1,032	35	1,067
8857		Hangar 111	1942						105,000
8871	A	Classrooms & Offices	1969						1,834
8871	B	Classrooms & Offices	1969						1,784
8871	C	Classrooms & Offices	1969						1,742
8871	D	Classrooms & Offices	1969						3,036
8872	A	Modular A	2013						10,642
8872	B	Modular B	2013						11,825
8873		Switchgear Building	2015						1,445
8874		Construction Storage	1975	335				233	568
		Campus Totals							756,638



## SPACE UTILIZATION

The College had over 50% utilization of its classrooms during prime-time hours and after-hours in the Fall 2017 semester. Prime-time hours are Monday through Thursday, 8:30 a.m. - 2:30 p.m., and Saturday, 7:00 a.m. - 12:00 p.m. After-hours are Monday through Thursday 4:00 p.m. - 7:00 p.m., and Fridays (which are reserved for campus meetings).

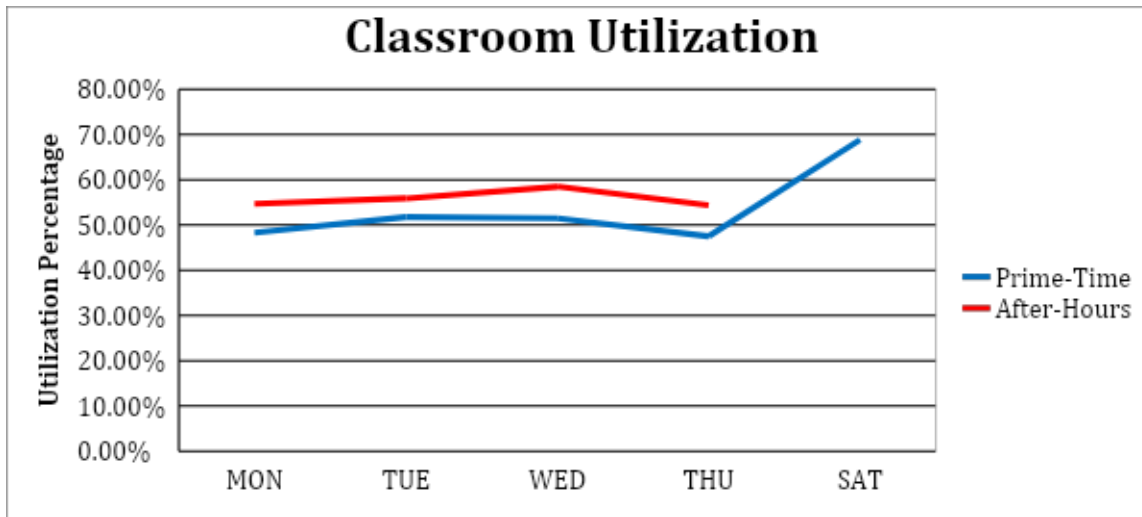
The chart below indicates the percentage of hours used compared with the total hours the classroom could be used.



*Fall 2017*

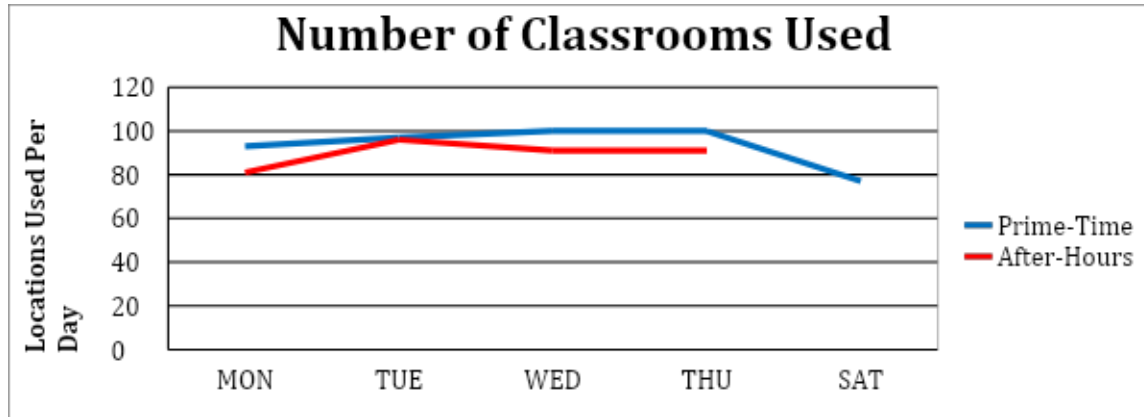
*Chart data provided by University of Hawai'i System  
Information Technology Services, Enterprise Systems*

The following chart uses the same parameters, but for the Spring 2018 semester. The utilization of classrooms are nearly the same percentages as the Fall semester.

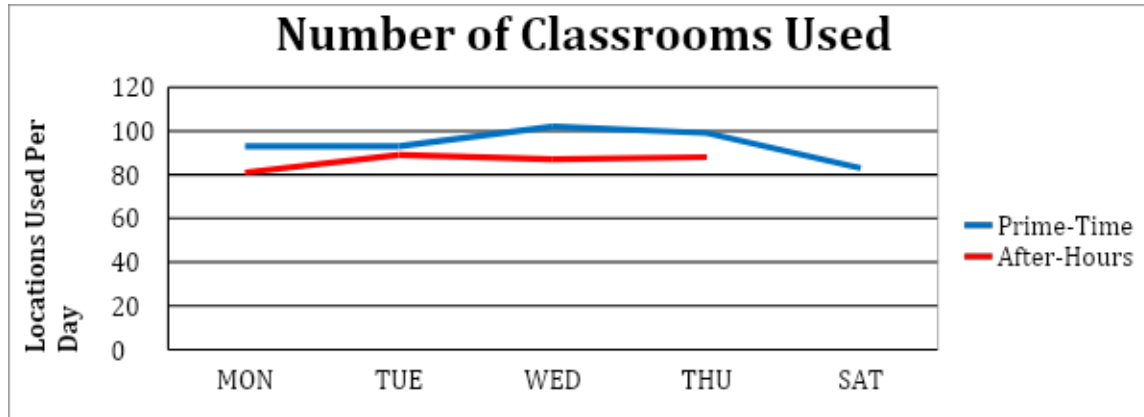


*Spring 2018*  
Chart data provided by University of Hawai'i System,  
Information Technology Services, Enterprise Systems

The following charts show the number of classrooms used during prime-time and after-hours during the Fall 2017 and Spring 2018 semesters.



*Fall 2017*



*Spring 2018*

*Chart data provided by University of Hawai'i System,  
Information Technology Services, Enterprise Systems*



## IMPACT FROM RAIL PROJECT

Under the city's rail development project, plans include a Kapālama station built on the HonCC property at the corner of Dillingham Boulevard and Kōkea Street, and a second Iwilei station near to the campus. HonCC, the UH System, and the UHCC System have been collaborating closely with the Honolulu Authority for Rapid Transportation (HART).

Construction of the station platform will require several buildings on the campus property to be demolished. Project plans will be reviewed by the UH Office of the Vice President for Administration and will require UH Board of Regents approval. Existing overhead electrical power lines along Dillingham will be moved underground, which will require a 10-foot wide utility power easement on the Campus property.

The HART rail construction project will impact the College, its students, employees, and the neighboring community; however, all parties involved are working at minimizing disruption. Key stakeholders at HonCC and UH attend periodic HART meetings to keep abreast of the latest project developments. Campus parking, traffic conditions, health, safety, and security are issues with the ongoing project that has an expected completion date of 2030.

The Kalihi and Downtown neighborhoods are envisioned to grow into an urban mixed-use neighborhood with housing, jobs, shopping, and services within easy walking distance of the rail stations. This transformation will require improvement of current infrastructure to support more transit-oriented land uses and densities. Costco Wholesale, Home Depot, Kapālama Satellite City Hall, and Kapālama Driver Licensing Center are in the same vicinity as the College.

The rail plans include the planting of trees in the rail station areas. These plans will consider utility conflicts, appropriate species and spacing, and alternative strategies where street trees are not feasible. This effort will help advance Mayor Caldwell's goal of 35 percent tree canopy cover in urban areas by the year 2035.

## Existing Conditions

The UHCCs are critical in expanding access to higher education. The community college mission is enabled by open admissions, affordable costs, easy geographic access, and robust programs and services to address college readiness. The UHCCs also play a major role in Hawai'i's workforce development by providing degree and certification programs in multiple career and technical fields.

The deferred maintenance backlog at the community colleges is scheduled to be eliminated over the next three years. As with the other campuses, ongoing modernization to ensure that teaching and learning spaces meet current needs is important.

## OVERVIEW

HonCC's main and Kōkea Street campuses are comprised of a variety of buildings that collectively total 540,000 gross square feet of floor area. The buildings on the main campus represent a diverse mix of building age, architectural style, construction type, and materials. Several buildings remain from the post-war years (1947 - 1951), as well as the 1960s and 1970s. Only three buildings have been constructed since 1979. All but two buildings are one- or two-stories in height.

The Campus Center (Building 2) and Library (Building 7), built in 1979 and 1974 respectively, are the tallest and most prominent buildings on campus, both at six-stories.

Buildings 72A and 72B are portables, while Building 71 is used by HART before being demolished. Building 11 is a temporary wooden structure used by the Early Childhood program, and the Kōkea Training Center is located in temporary, pre-fabricated structures (Buildings 45A and 45B). Permanent buildings were largely constructed of CMU and/or poured concrete and most have flat or gable roofs. The two- or three-toned beige- to light brown paint color scheme helps to visually unify the varied campus architecture.

HonCC also controls the state-owned former Pālama Fire Station (Building 28) on North King Street at Austin Lane. The two-story fire station was built in 1901, just after the devastating Chinatown Fire in 1900, and is on the National Register of Historic Places. The station has been remodeled to provide offices.

## CAMPUS DEVELOPMENT HISTORY

- 1920 – Territorial Trade School opens using buildings of Old Chinese Hospital in Pālama.
- 1927 – Institution changes name to Honolulu Vocational School.
- 1929 – Legislature appropriates \$40,000 for improvements in the physical plant of the campus. School expands property to Dillingham Boulevard.
- 1947 – First permanent building is constructed for Auto Mechanics.
- 1949 – Construction begins for Carpentry, Sheet Metal, and Machine shops.
- 1955 – Institution changes name to Honolulu Technical School.
- 1958 – Foods Building houses the bake shop and cafeteria.
- 1962 – Building 3 (Automotive) and Building 20 (Electronics) are completed.
- 1963 – Building 5 is constructed for engineering, drafting, building trades, cosmetology, and commercial sewing.
- 1965 – Honolulu Community College becomes part of Community College System under the University of Hawai'i (name officially approved 1966).
- 1966 – Building 24 (Electricity) adds to campus.
- 1972 – Building 27 houses Fashion and Cosmetology.
- 1974 – Building 7 (Liberal Arts and Library), air conditioning plant, Building 6 (Administrative and Student Services) are built.
- 1977 – Building 14 (Trade Industry Complex) is finished.
- 1979 – Building 2 (Campus Center) is erected.
- 1986 – Building 43 (Automotive Technology) is built at the end of Kōkea Street.
- 1988 – Building 44 (Diesel Mechanics) also added next to the Automotive Technology facilities.
- 1995 – Airport Training Center is built on Lagoon Drive near the Honolulu International Airport and Marine Education & Training Center opens on Sand Island.
- 1998 – Pacific Aerospace Training Center takes over hangar at Kalaeloa.
- 2005 – The institution acquires site of City and County of Honolulu incinerator.
- 2013 -- Portables 72A and 72B are added to the campus to be used for offices and classrooms during Building 7 renovation.
- 2018—A Courtyard, to include a traditional Hawaiian hale, is constructed by Building 5, Portables 71A-D are demolished as part of rail.



## CAMPUS LANDSCAPE

The open spaces on the main campus are primarily grass areas with clusters of shrubs and groundcover along the entranceways to some buildings. Shade trees are scattered throughout the campus lawns and parking lots. Open lawn areas on both sides of its length border the campus mall.

A large courtyard, conveniently located by Building 5 and the cafeteria, is designed with lawn, native (indigenous and endemic) plants, and a *hale* (traditional Hawaiian house). The landscaping in the area promotes Hawai'i's traditions for land, culture, spirit, and identity.

The campus also has a *māla*, a garden where Hawaiian *kalo* (taro) and other native plants are grown. Besides promoting Hawaiian values, the *māla* is also used for educational purposes.

## **BUILDING MAINTENANCE**

The Operations and Maintenance Department (O&M) is responsible for the management of buildings and services, which include grounds keeping, custodial services, and utility infrastructure. O&M personnel perform daily inspections and preventative maintenance of facilities and grounds to ensure access, safety, and security.

For programs located off the main campus, custodial staff is assigned at all facilities and grounds keepers are scheduled once week on a rotation for the Marine Education and Airport Training Centers and the automotive and diesel facilities. All campus personnel, regardless of location, are able to submit facility work requests online through the eFacilities AiM Work Order Management System.

## CAMPUS COMMUNITY

### Pedestrian Access to the Campus



As indicated on the map, pedestrians have several access points to the campus. Most students access the campus from the campus parking lots or bus stops along Dillingham Boulevard (fronting the campus) and along North King Street (on the backside of the campus).



## CAMPUS GATHERING PLACES

The major outside gathering places on the campus are 1. the new courtyard, located in front of the *Hulili Ke Kukui* Hawaiian Center and the Cafeteria, and 2. the mall area between Building 7 and Building 2, the two buildings with the most active classrooms.



The Hub is located along the mall, in front of Building 2, and is a source for coffee and other hot or cold drinks.



The courtyard fronts the cafeteria and is enclosed by Building 5, which is in the shape of a horseshoe. The courtyard was designed with native (endemic and indigenous) plants and spacious walkways, providing a peaceful area for students to relax and congregate. The courtyard includes tables with umbrella shades to sit, eat, or study.



Central to the courtyard is a *hale*, designed and erected as a traditional Hawaiian house. The intention of the *hale* is for it to be another campus gathering place. Faculty, staff, and students participated in the construction of the *hale*.

To embrace the historical roots of the land that the campus occupies, signs around the College indicate ancient place names. According to historical land documents, HonCC was divided into six 'ili (ancient Hawaiian land divisions). These include *Kumupali* (Building 2), *Niuhelewai (Māla)*, *Keone'ula* (Building 14), *Pulehu a i 'ole Kapulehu* (Building 27), 'Ōlani (Building 6), and *Kaukahōkū* (Building 7).

UH's Hawai'i Papa o Ke 'Ao initiative recommended that all campuses incorporate Hawaiian cultural understanding to include significant place names.

## ADA SUMMARY

Annual facilities inspections guide the campus to ensure compliance with the *2010 ADA Standards for Accessible Design* by the Department of Justice. The regulations prioritize barrier removal and urges procedures are established for ongoing assessment of facilities. The priorities are listed as:

**Priority 1**

Accessible approach and entrance.

**Priority 2**

Access to goods and services.

**Priority 3**

Access to public toilet rooms.

**Priority 4**

Access to other items (water fountains, public telephones, etc.).

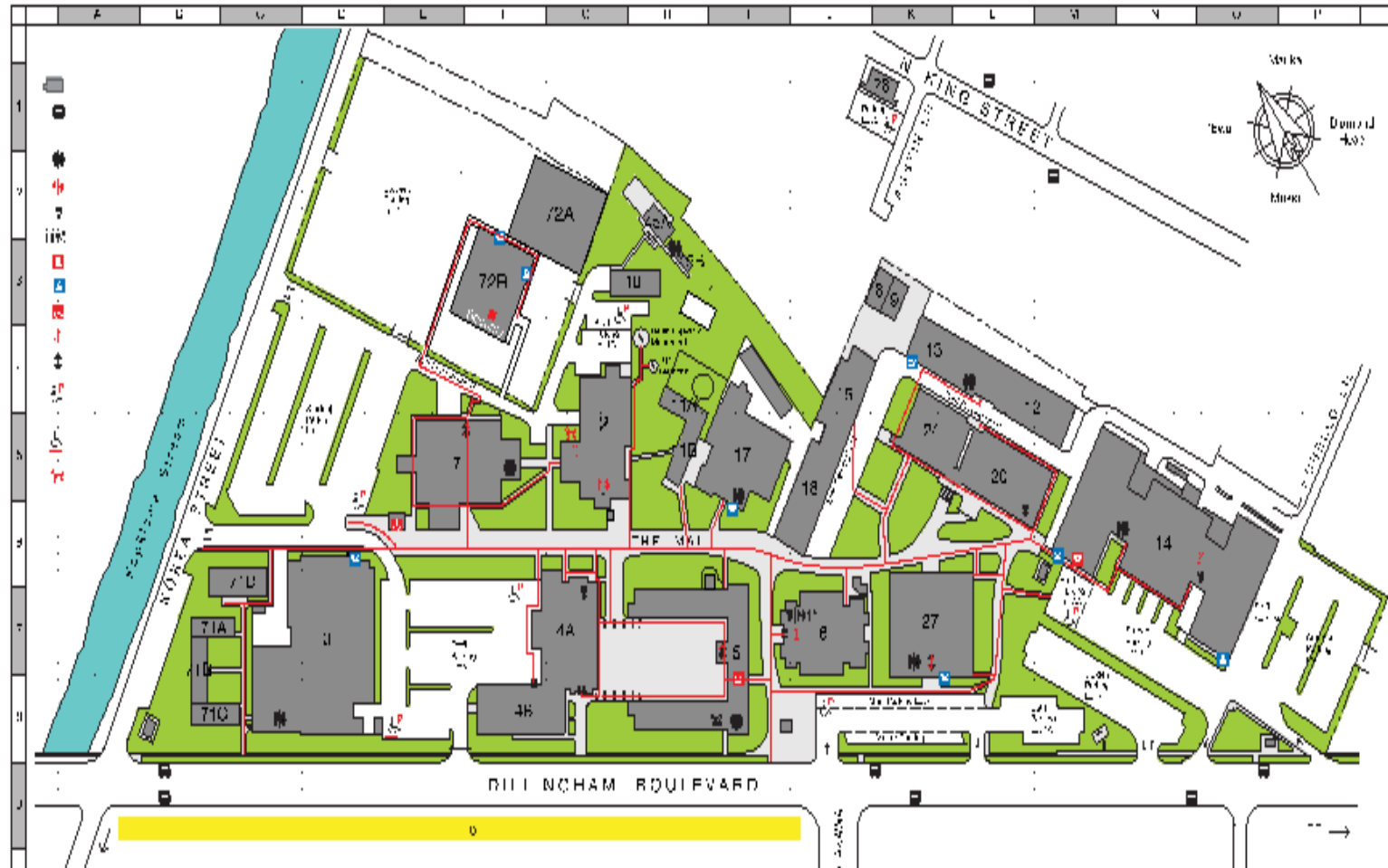
**Priority 5**

Items to be addressed during a planned alteration; in which the space or element is included as part of the scope of work.

ADA compliant resources and furniture (desks, chairs, tables, keyboards, specialized software, etc.) are made available across campus to support students and employees that require accommodation. The Disability Specialist chairs the Committee on Disability Access, which meets every other month as a campus-wide group to improve information sharing and coordination of efforts to meet the needs and requirements of students with documented disabilities for compliance with ADA and Section 504.

A comprehensive assessment of ADA compliance for the campus was conducted by the UHCC and made available in a report in November 2018. The map from the report (see below) indicates aspects of ADA compliance, noted by the legend and symbols.

874 Dillingham Boulevard Honolulu, HI 96817 | (808) 845-9129 | [www.honolulu.hawaii.edu](http://www.honolulu.hawaii.edu)



## EMERGENCY AND SECURITY

### ACCESS

The College ensures access to the main campus and all off-site locations to meet the needs of its students, employees, and the public during day and evening hours when classes are in session. Access to facilities on the main campus are ensured by posted hours of operation on map kiosks situated across the mall walkway and the campus website.

The general public is welcome to the library and to attend cultural and recreational events on campus. During times when the campus is officially closed, all buildings are locked and access is limited to authorized faculty and staff only.

Parking is available to students and employees with a parking pass, as well as visitors who are conducting official business on campus. The campus parking permits allow for parking in specified parking lots, which have respective hours of access.

### SAFETY AND SECURITY

The College places importance on maintaining a safe learning and working environment for its students and employees. The institution manages campus safety and security, with UHCC providing training and oversight for compliance with the federal Clery Act and workplace violence reporting and training. Detailed campus security information and protocols, in addition to the College's comprehensive *Annual Security Report*, are available in the college catalog to address the needs of the campus community and crime awareness.

The Clery Act requires all postsecondary institutions that participate in the Higher Education Act (HEA) Title IV student financial assistance programs to meet annual performance measure related to safety, security, and emergency management.

Campus Security is responsible for providing 24-hour security service and is staffed by a Security Manager and security officers. The main campus has security officers on duty 24 hours a day, 7 days a week. Although security personnel make routine random checks at the Marine Education Training Center (METC) and the Aeronautics Maintenance Technology Training Center (AERO), they do not have dedicated security offers providing on site coverage.

As part of daily operations at all site locations, building occupants, custodial and maintenance staff, as well as security personnel monitor campus buildings and grounds. Security officers regularly patrol the campus grounds and conduct internal checks of each building to monitor activity. Based on building activity and occupancy, the hours for locking doors may vary at different times of the year.

Security personnel ensure compliance with federal, state, and local laws, as well as the rules and regulations of the College. They patrol the campus by vehicle and on foot, and perform the full range of public safety services dealing with incident reports, campus investigations, medical and fire emergencies, traffic accidents, enforcement of laws regulating the use of alcohol, drugs, and weapons, and all other situations requiring Campus Security assistance.

### **KEY MANAGEMENT AND ALARM SYSTEMS**

Access control for all keys are issued and accounted for by the Business Office. In 2018, the campus carried out a project to replace door locks with a new high security key and lock system. The project included new wired electronic access control locks at building entrances and selected doors. Some doors and doorframes were replaced to accommodate the wired electronic access control.

Across the main campus, the College has installed blue emergency telephones that provide 24-hour direct communication to Campus Security. The College's Security Manager along with the Vice Chancellor of Administrative Services coordinates and communicates periodic campus emergency exercises, such as active shooter training and evacuation drills.

A third-party company monitors intrusion alarm systems during non-operational hours. Detected unauthorized access is relayed to the campus on-duty personnel for investigation and response.

A fire detection system alerts campus security, who will respond, assess, and call the fire department if needed.

### **EVACUATION PLANS**

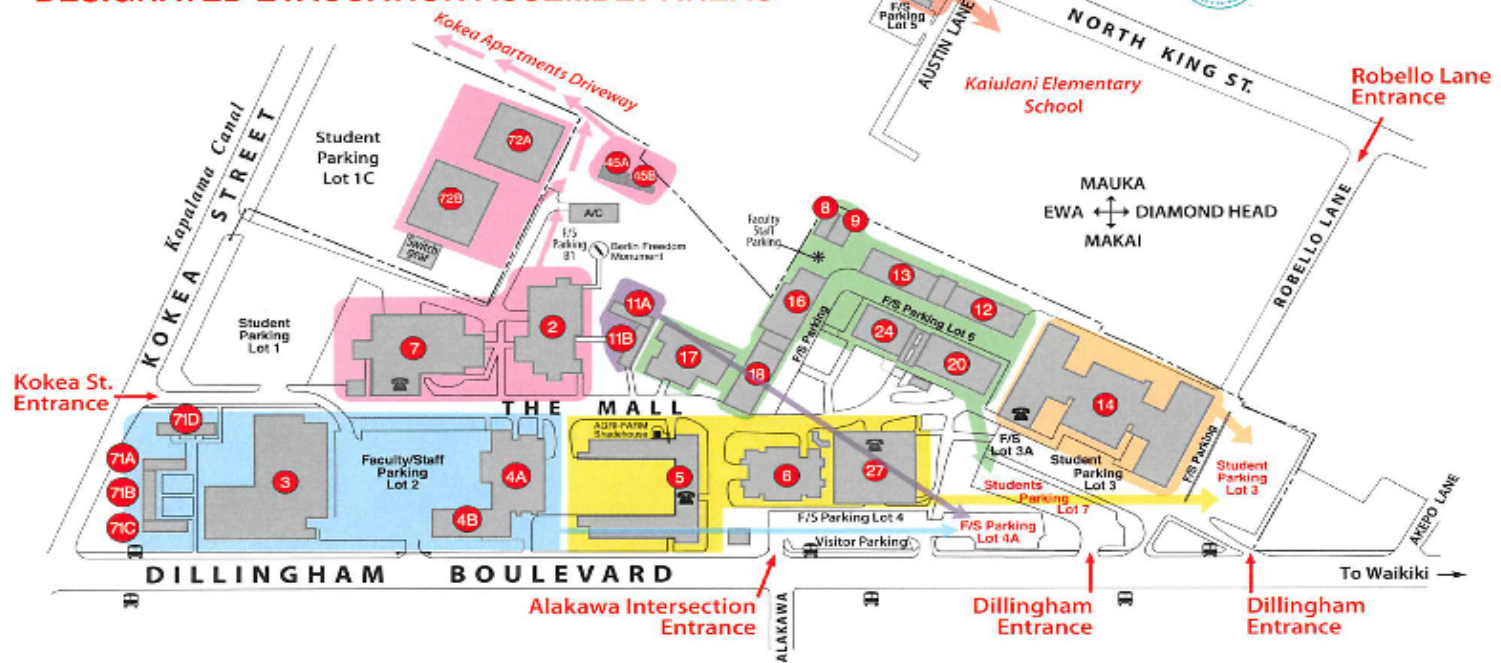
An *Emergency Action Plan* provides policies and procedures for addressing natural and man-made emergencies for all HonCC locations. Emergency response and notification along with evacuation and training guidelines are clearly set forth in the event such occurrences take place.

A fire detection system will sound an alarm if an evacuation from a structure is required due to a fire incident, hazardous material discharge, and so on. In such cases, signage or instructions provided by Campus Security personnel, faculty, or staff can guide all to safety.

In case of an imminent or potential threat, such as an active shooter, Campus Security may instruct those on the campus to seek shelter in a classroom or office for safety. The key replacement project upgraded the locks so that doors can be locked from the inside.

The UH Alert System, managed by the UH System, sends timely emergency information as text messages or email to subscribers with UH user accounts. Students, faculty, and staff are encouraged to sign up to receive notifications.

# Honolulu Community College Main Campus DESIGNATED EVACUATION ASSEMBLY AREAS



- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #ADD8E6; border: 1px solid black; margin-right: 5px;"></span> BLDGS 3, 4A, 4B, 5, 71A, 71B, 71C &amp; 71D<br/>GO TO: <i>F/S Parking Lot 4A</i></li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #FFB6C1; border: 1px solid black; margin-right: 5px;"></span> BLDGS 2, 7, 72B, 72A, 45A &amp; 45B<br/>GO TO: <i>Kokea Apartments Driveway</i></li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #FFFF00; border: 1px solid black; margin-right: 5px;"></span> BLDGS 5, 6 &amp; 27<br/>GO TO: <i>Student Parking Lot 3</i></li> </ul> | <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #FFA07A; border: 1px solid black; margin-right: 5px;"></span> BLDG 28<br/>GO TO: <i>Kaiulani Elementary School</i></li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #90EE90; border: 1px solid black; margin-right: 5px;"></span> BLDGS 8, 9, 12, 13, 16, 17, 18, 20 &amp; 24<br/>GO TO: <i>Student Parking Lot 7</i></li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #FFD700; border: 1px solid black; margin-right: 5px;"></span> BLDGS 14<br/>GO TO: <i>Student Parking Lot 3</i></li> </ul> | <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #800080; border: 1px solid black; margin-right: 5px;"></span> BLDGS 11A &amp; 11B<br/>GO TO: <i>F/S Parking Lot 4A</i></li> </ul> |
|---|--|---|

(Please Post)

Hon CC Main Campus Map rev 08/2016

## Sustainability

The HonCC *Educational & Strategic Plan 2016-2021* includes infrastructure and sustainability. To offer a high-quality learning experience, the campus focuses on infrastructure that lends itself to supporting 21st century learning environments. Campus sustainability addresses climate change, environmental preservation, and energy conservation. To effectively achieve its goals, sustainability is to be integrated into campus operations, including facilities design, maintenance and operations, purchasing and business operations, hiring and training of faculty and staff, and overseeing student activities and curriculum.

## OVERVIEW

Facilities Management focuses on reducing energy use as contribution towards Sustainability initiatives. HonCC has been in an Energy Savings contract with Johnson Controls Inc. (JCI) since 2011, which has led to a 26% decrease in energy consumption across campus. This contract guarantees the customer will save a certain amount of energy every year. If the guarantee is not met, JCI will reimburse the customer for the missed savings. This contract is scheduled to run until 2030. In addition, a service contract with JCI insures equipment function to effectively meet the guaranteed savings.



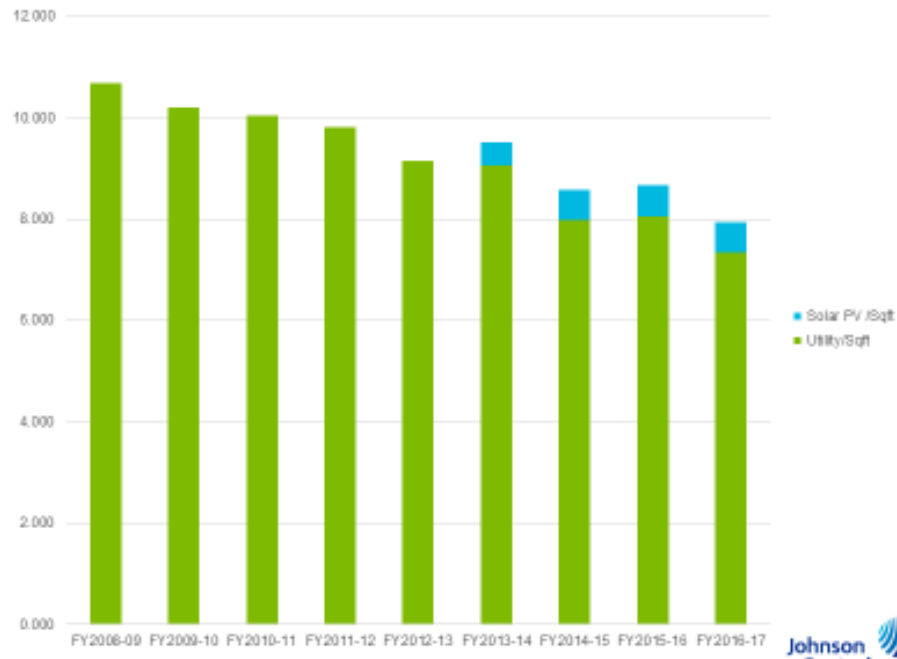
## ENVIRONMENTAL ANALYSIS

Approximately 2 million kWh of energy and 1800 kGal of water are saved every year due to conservation measures HonCC implemented in 2011. Interior and exterior lighting was upgraded with energy efficient equipment and lighting controls. Air conditioning systems were upgraded and retro-commissioned. PC and vending machine power management protocols were enacted. Low-flow plumbing fixtures were installed for water conservation. Solar hot water heating was installed in the cafeteria and cosmetology buildings. A large volume trash compactor was added to campus. Building submeters, building system controls, and energy management software were installed to monitor energy consumption and reduce building operating hours. HonCC Facilities Management supports the HonCC Sustainability Committee efforts to develop a baseline Greenhouse Gas assessment and annual monitoring of Greenhouse gas production based on campus energy usage.

## UTILITY USE

HonCC's actual utility usage has decreased 26% between 2008 and 2017, from 10.676 kWh/sqft in 2008 to 7.945 kWh/sqft in 2017. A small set of solar PV arrays have offset utility usage by 8% overall.

### Actual Utility Usage per square foot



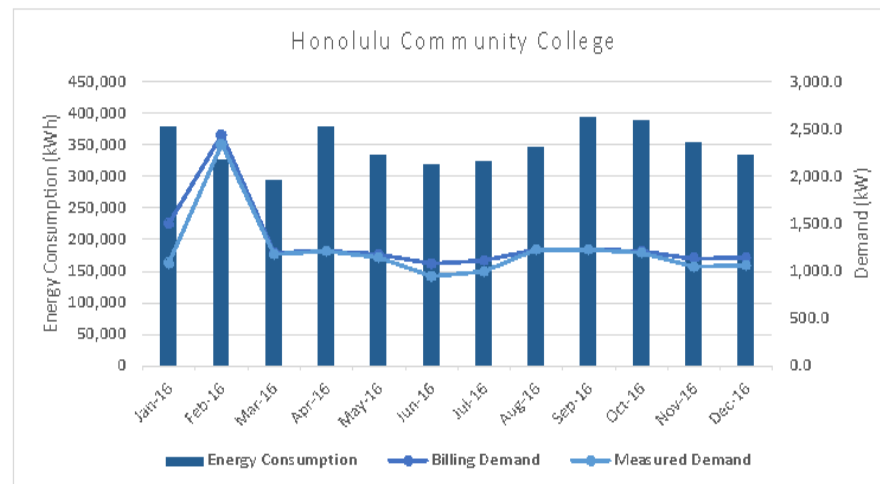
*Phase 2 – near-term and future  
Including chiller plant*

## Baseline Data

The following table presents a summary of the electric data for the Phase 2 base year period.

Honolulu CC									
Meter #	End Billing Period	# of Days Billed	Measured Demand KW	Billed Demand KW	Demand Charge \$	Energy Usage KWH	Net Bill \$	Utility	Rate Schedule
MPX000578116	1/26/2016	33	1,082.0	1,499.0	\$ 32,104	377,000	\$ 89,120	HECO	P
MPX000578116	2/24/2016	29	2,341.0	2,436.0	\$ 59,292	325,000	\$ 106,060	HECO	P
MPX000552008	3/24/2016	29	1,170.0	1,192.5	\$ 29,025	294,000	\$ 69,122	HECO	P
MPX000627444	4/25/2016	32	1,206.0	1,210.5	\$ 29,464	378,000	\$ 80,870	HECO	P
MPX000627444	5/24/2016	29	1,135.8	1,175.4	\$ 28,609	333,000	\$ 73,983	HECO	P
MPX000627444	6/24/2016	31	936.0	1,075.5	\$ 26,178	318,000	\$ 71,734	HECO	P
MPX000627444	7/26/2016	32	995.4	1,105.2	\$ 26,901	324,000	\$ 76,032	HECO	P
MPX000627444	8/25/2016	30	1,224.0	1,224.0	\$ 29,792	345,000	\$ 83,722	HECO	P
MPX000627444	9/26/2016	32	1,222.2	1,223.1	\$ 29,770	393,000	\$ 90,970	HECO	P
MPX000627444	10/26/2016	30	1,184.4	1,204.2	\$ 29,310	387,000	\$ 87,401	HECO	P
MPX000627444	11/25/2016	30	1,040.4	1,132.2	\$ 27,558	354,000	\$ 80,906	HECO	P
MPX000627444	12/27/2016	32	1,062.0	1,143.0	\$ 27,821	333,000	\$ 78,827	HECO	P
TOTAL		369	14,599.2	15,620.6	\$ 375,824	4,161,000	\$ 988,745		

The following Annual Electric Usage chart indicates the monthly consumption pattern of electricity at Honolulu Community College. The usage pattern tracks the academic calendar and the cooling requirement as would be expected.



Previous utility use

**ELECTRICITY USE BY CAMPUS BUILDING**

Utility Hours Per Month	8/1/2017	8/31/2017	9/30/2017	10/31/2017	11/30/2017	12/31/2017	1/31/2018	2/29/2018	3/31/2018	4/30/2018	5/31/2018	6/30/2018	7/31/2018	8/31/2018	9/30/2018
Building 2	272.43	228.22	1,861.81	282.44	248.72	227	248.87	227.48	161.04	241.92	242.02	228.87	212.44	224.41	142.44
Building 4	0	118.92	124.92	147.41	181.28	142.07	141.24	184.42	111.02	171.78	184.81	188.40	184.24	188.14	44.78
Building 8	272.21	248.14	242.13	272.31	261.83	248.24	241.74	244.13	0	222.1	278.42	242.40	244.42	242.47	142.24
Building 7	121	47.44	128.44	118.24	148.22	141.94	121.82	118.82	42.82	124.42	144.24	144.4	187.22	124.82	48.82
Building 12	482.11	124.2	224.42	227.22	422.24	444.2	478.78	244.8	218.48	282.88	224.27	242.82	242.4	242.41	222.28
Building 14	14.24	247.12	18.11	12.21	22.21	28.88	24.12	12.77	8.04	18.24	12.42	12.82	12.27	11.14	2.87
Building 27	0	142.22	272.22	224.22	241.22	222.21	274.24	224.24	142.4	228.24	222.24	212.24	227.72	214.71	142.7
total	1127.44	1424.27	2727.27	1442.88	1272.4	1222.27	1427.27	1222.21	821.17	1224.82	1442.24	1222.27	1427.24	1224.17	222.27

Watts by Month	8/1/2017	8/31/2017	9/30/2017	10/31/2017	11/30/2017	12/31/2017	1/31/2018	2/29/2018	3/31/2018	4/30/2018	5/31/2018	6/30/2018	7/31/2018	8/31/2018	9/30/2018
Building 2	22,124	14,248	124,242	22,724	24,122	22,222	22,227	14,222	18,248	14,712	21,227	18,248	21,127	18,124	12,124
Building 4	0	2,124	2,242	2,727	2,422	2,224	2,227	2,227	0	2,227	2,227	2,227	2,227	2,227	1,224
Building 8	2,722	2,422	2,224	2,724	2,822	2,428	2,221	2,124	0	2,224	2,227	2,227	2,227	2,227	2,227
Building 7	12,242	4,222	12,422	11,427	14,122	14,742	12,242	12,222	4,222	12,422	12,227	12,227	12,227	12,227	12,227
Building 12	2,727	24	1,427	1,422	2,221	2,441	2,427	2,242	1,227	2,222	2,227	2,227	2,227	2,227	2,227
Building 14	1,224	22,221	1,222	1,224	2,227	2,221	1,474	1,127	827	1,222	1,222	1,222	1,222	1,222	2,227
Building 27	0	2,222	4,214	12,222	12,722	12,224	12,722	11,222	4,221	2,222	11,224	12,227	12,224	12,227	2,227
total	22,227	22,227	122,227	22,214	22,122	22,227	22,227	22,227	22,227	22,227	22,227	22,227	22,227	22,227	22,227

HonCC Specific Building Electricity Use Data

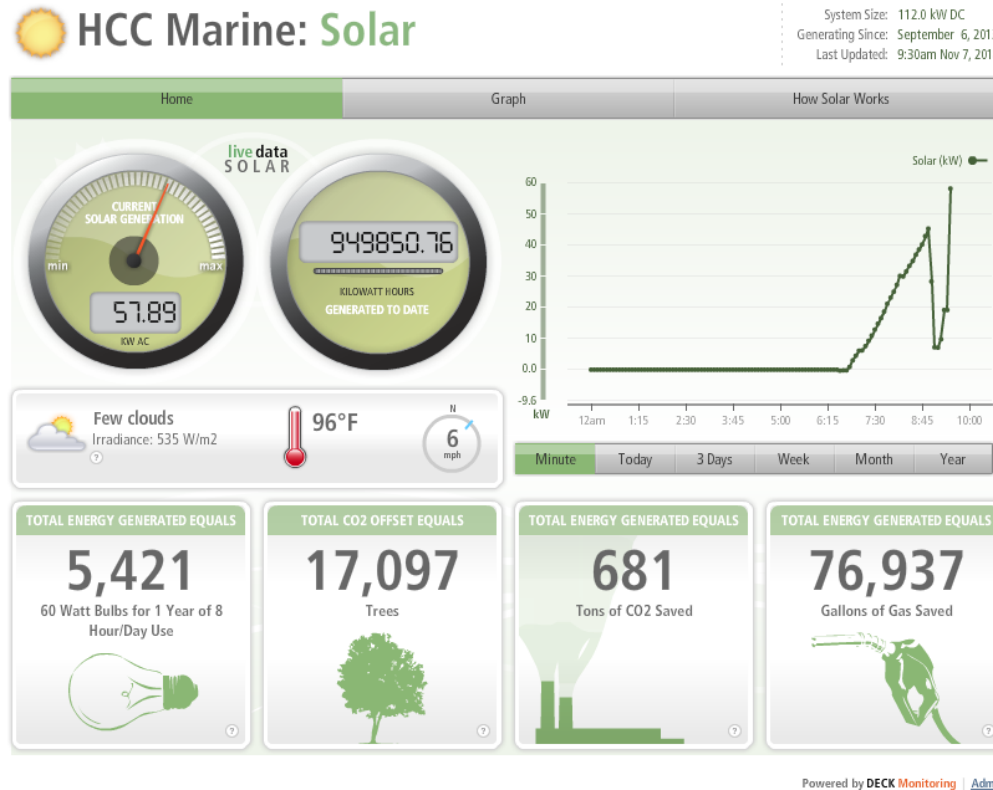
## MONITORING OF CAMPUS ELECTRICITY USAGE/CO2 EMISSIONS

The Johnson Control Building Management Portal displays information about HonCC's electricity usage & CO2 emissions across the entire campus.



## MONITORING OF SOLAR ENERGY

Automotive and Marine live data are available to show how much power is generated over a period of time. Visitors of the site can also learn how solar power works.



[http://live.deckmonitoring.com/?id=hcc\\_automotive](http://live.deckmonitoring.com/?id=hcc_automotive)

# HCC Automotive: Solar

System Size: 112.0 kW DC  
Generating Since: August 29, 2013  
Last Updated: 9:30am Nov 7, 2018



Powered by [DECK Monitoring](#) | [Admin](#)

[http://live.deckmonitoring.com/?id=hcc\\_marine](http://live.deckmonitoring.com/?id=hcc_marine)

**GOALS**

HonCC’s goal is to reduce 97% of the energy purchased from the power company, Hawaiian Electric (HECO). Future Sustainability measures that Facilities Management will implement to reduce energy consumption include adding a building to the chiller loop, replacing transformers, and other measures. In addition, HonCC will add significant amounts of solar PV with battery storage to offset HECO energy consumption and reduce demand charges. It is a goal to track and report energy consumption and production annually.

Proposed Energy Conservation Measures  
Honolulu Community College

ECM #	Recommended Energy Conservation Measure(s) (ECM)	Leeward Community College	Honolulu Community College	Windward Community College	Kapi'olani Community College	Dole St Office
1	Interior LED Lighting and Controls	X	X	X	X	X
2	Exterior Pole Lighting Re-design	X				
3	Replace interior transformers	X	X	X	X	
4	Replace exterior oil filled transformers		X			
5	Install Window Film	X	X	X	X	
6	Chiller replacements			X		
7	Extend chilled water loop		X	X		
8	New Chilled Water Plant and Loop					
9	Install new poly chiller		X			
10	Roof Mount / Canport / Covered Walkway Solar PV+ Energy Storage	X	X	X	X	



## Improvements

The College strives to ensure that all physical resources are accessible, safe and secure, and provide a healthful learning and working environment. Ongoing and long-term planning and assessment are tied directly to the Administrative Services Annual Review, in addition to the College's mission and its *Educational & Strategic Plan 2016-2021*. The College works collectively with the UHCCs to assure that physical resources meet program needs and support and promote student learning. Strategic goals and objectives identify and address areas in need of growth and development, and the College is working toward these physical resource improvement goals through open dialog with all constituents via committees, governance practices, and campus meetings.

While scheduled maintenance and renovation projects have begun to modernize the campus, its aging infrastructure remains a challenge with budget restrictions across the UHCCs. Major capital projects are managed by the UHCC, and the College manages minor projects, including all repair and maintenance and health and safety repairs. Recent facility improvements (completed and ongoing) include renovation of the cafeteria, renovation of the Building 5 area and its central courtyard, and elevator replacements at multiple building locations.

## OVERVIEW

The College assists the UHCC in conducting and coordinating the planning, budgeting, construction, repair, and maintenance of physical resources. The College's personnel and financial resources undertake small-scale repairs and maintenance; however, the UHCC Office of Facilities and Environmental Health (FEH) manage larger projects, typically requiring professional design consultants. The FEH, when appropriate, assigns its Environmental Safety Specialist to investigate and recommend remediation of code and safety needs. The FEH informs the UHCC administration of the projects' scope, cost estimate, and schedule.

The College participates in the annual *UH Facilities Renewal Reinvestment Model (FRRM)* that documents the backlog of maintenance and estimates the annual funding required for on-going capital reinvestment. The FRRM uses campus building information (e.g., building name, gross square feet, construction date) and life-cycle methodology based on building sub-system and campus infrastructure life-cycles and replacement costs to estimate deferred maintenance and future capital repair needs. The UHCC also supports the College by acquiring and allocating Capital Improvement Program (CIP) funding and implementing construction projects on the campus.

UHCC centrally drives planning for the College's physical resources through its *Strategic Plan 2015-2021* along with a *6-Year Capital Improvement Projects (CIP) Plan 2018-2023*. To accomplish its goals for a modern teaching and learning environment, the UHCC addresses three key components: 1. instructional classrooms, laboratories, and support facilities; 2. capital equipment replacement; and 3. high-speed digital infrastructure. Learning space standards are adopted to evaluate physical layout in addition to digital/media, furniture, laboratory, and shop requirements. The strategic directives come with the understanding that some improvements will require major renovations while others will have lower cost solutions.

Sustaining and acquiring sufficient physical resources to support programs and services are defined within the College's *Educational & Strategic Plan 2016-2021*, which details the goals and objectives and provides guiding principles for facilities planning. "Goal E" of the plan identifies opportunities where the Campus will make progress in addressing areas related to infrastructure (facilities), sustainability, and technology. The College aims to eliminate its deferred maintenance, replace and upgrade program equipment, and ensure facilities are designed and maintained to meet teaching and laboratory learning. Strategic directions for the College are aligned with those from the UHCC and UH Systems.

The UHCC System is committed to a planned equipment replacement program that will consider the expected life span, cost, and a system-wide budget for capital equipment replacement. Currently, campus programs and services that seek budget allocation requests for large-scale physical resources, such as new or replacement equipment, must justify and submit a formal annual budget request which must address program needs and align with the College's mission. This process, however, does not guarantee that needed new or replacement

equipment will be acquired since College funding is dependent on many factors including enrollment, tuition, and obtaining performance-based funding.

By approaching the replacement of equipment as a system through its new strategic planning goals, the impact on the College's budget will be modulated so that large items do not impact the budget in unexpected ways. While the UHCC has created a high-speed digital network connecting all campuses, proposed guidelines are aimed to ensure that on-campus networks are constructed and maintained in a manner that takes full advantage of this intercampus network. Campus projects will be prioritized at the UHCC level by weighing the relative importance of each project against the needs of the seven UHCC campuses. Project priorities are determined by considering multiple factors, which include work order occurrences, failure of systems, complaints from users, Sightlines backlog/useful life information, long-range plans for the campuses, and space needs.

Long-range building and land-use planning is managed by the UHCC and UH System, with input from the campus. CIP funding is appropriated by the State Legislature in three categories: 1. Capital Renewal and Deferred Maintenance; 2. Minor CIP; and 3. Line Item Projects. For capital renewal and deferred maintenance, the UH System utilizes Sightlines' Facilities Renewal Reinvestment Model (FRRM). FRRM is a web-based budget-modeling tool designed to support campuses in documenting the backlog of maintenance and estimating the annual funding required for on-going capital reinvestment. The FRRM's 2016 executive summary presents HonCC's *Institutional Self-Evaluation Report 2018* information on the Current Replacement Value (CRV) for buildings on each campus, provides an overview of the maintenance backlog, an estimate of capital repair needs over the next ten years, and an estimate of probable costs with an assumed inflation rate. Minor CIP implies that projects are relatively small in scope. For the current budget, Minor CIP includes projects that are estimated at less than \$5 million, where priority is focused on modernization of classrooms and learning environments.

New construction and renovations of existing facilities exceeding \$5 million are typically budgeted and appropriated as line item projects. In 2013, the University of Hawai'i Board of Regents adopted a resolution supporting a moratorium on new construction projects; however, the Regents specifically exempted several CIP projects for the community colleges, which included HonCC's Advanced Technology Training Center (ATTC). The new building is slated to house the campus' science and technology programs. The \$30 million-plus allocation approved by the State Legislature to fund construction is currently on hold while the City and County of Honolulu upgrades and installs water, sewer, and drainage systems, which will soon be underway along the Kōkea Street side of the main campus. The ATTC's building plan specification will achieve a minimum rating of Silver in the LEED Certified Green Building Rating Systems.

The College's *Long-Range Development Plan (LRDP)* guides physical development based on academic needs and objectives. Program planning in the document identifies space needs for the growth of the Campus. As noted in the LRDP, most student support and service areas are dispersed among multiple buildings. Plans to centralize two key student services departments (Financial Aid and Academic

Counseling), as well as relocate the Hulili Ke Kukui Hawaiian Center materialized in 2014 when the College received a \$2 million US Department of Education Title III Program Grant. The two-year renovation project has allowed the center to re-imagine its program and expand capacity to directly support Native Hawaiian programs on Campus. The co-location of these critical services and instructional programs allow the College to maximize critical functions that support student success.

## PLANNING PRINCIPLES

- Establish a 6-year outlook on capital project priorities, timelines, and budgets.
- Anticipate capital investment needs to promote successful long-term financing, planning, entitlements, and space management.
- Consider the institution's vision for academic and research growth or consolidation.
- Be guided by working principles to allow to be responsive to unanticipated shortfalls in funding, opportunities with limited windows, or unanticipated facility needs.

## WORKING PRINCIPLES

- Target those facilities with the highest utility use and poorest conditions through upgrades to the interior/exterior structures, building roofs, mechanical and electrical systems, pedestrian pathways, and roadways.
- Prioritize classrooms, laboratories, and student spaces with a focus on improving the learning and research environment.
- Rethink space as University space, rather than departmental space, and evaluate whether areas can be repurposed or consolidated to support priority programs and address facility needs through flexible and adaptable space management.

**CAPITAL IMPROVEMENT CATEGORIES**

<p>Major Capital Improvement Projects (Major Projects)</p>	<p>Typically whole building renovations or new structures.</p>
<p>Renew, Improve, &amp; Modernize Projects (CRDM Projects)</p>	<p>Repair and/or improve campus buildings and infrastructure through modernization efforts. They prioritize classrooms, laboratories, and student spaces centered around improving the learning environment, as well as target those facilities with poorer conditions, through modernizing interior/exterior structures, building roofs, mechanical &amp; electrical systems, pedestrian pathways and roadways.</p>
<p>Minor Capital Improvement Projects (Minor Projects) – UHCC Only</p>	<p>A subset of RIM Projects that are separately categorized for the Community Colleges only. They address smaller improvements that prioritize classrooms, laboratories, and student spaces targeted at modernizing the learning and research environment through flexible spaces and shared programming.</p>
<p>Planning Projects</p>	<p>Initiatives that support or deliver long-term development plans for future capital investments in the physical plant that strategically align with the core mission and vision of the campus.</p>

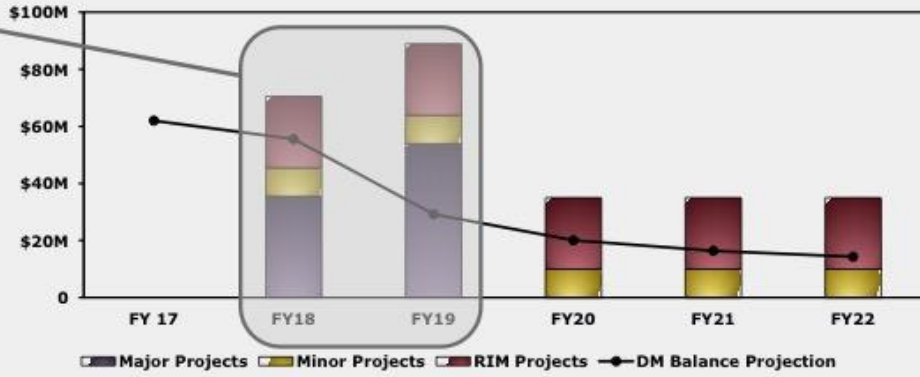
BUDGET REQUEST FOR CAPITAL IMPROVEMENT

## UHCC 6-Year Capital Improvement Budget Request (FY 2018-2023)

**Total: \$299.4 Million**

Category/Project	6-Year Budget Request (in Millions)							6-Year Total
	FY17	FY18	FY19	FY20	FY21	FY22	FY23	
Minor Projects		\$10	\$10	\$10	\$10	\$10	\$10	\$60
RIM Projects		\$25	\$25	\$25	\$25	\$25	\$25	\$150
Kap CC Culinary		\$30						\$30
Hon CC Science Building			\$45.1					\$45.1
Haw CC Campus Development		\$0.002	\$0.002	\$0.002	\$0.002	\$0.002	\$0.002	\$0.012
LCC Fascia and Sidewalks		\$5.5						\$5.5
WCC Hale Alaka'i			\$8.8					\$8.8
<b>Total Per Year</b>		<b>\$70.5</b>	<b>\$88.9</b>	<b>\$35</b>	<b>\$35</b>	<b>\$35</b>	<b>\$35</b>	<b>\$299.4</b>
DM Balance Projection	\$62	\$55.5	\$29.2	\$20.1	\$16.4	\$14.3	\$12.8	

Biennium CIP Budget Request





## BUILDING MAINTENANCE

According to the University of Hawai'i Facility Renewal Reinvestment Study by Sightlines, LLC, the current replacement value for all buildings for HonCC is \$313.3 million.

### University of Hawai'i 2018 Gross Square Feet (GSF) And Current Replacement Value<sup>2</sup> (CRV)

CAMPUS	GSF	Calculated CRV \$(000's)
<u>All Foods</u>		
UH Mānoa	9,383,120	\$ 4,676,128
UH Hilo	1,082,222	\$ 564,239
UH West O'ahu	219,139	\$ 111,895
Hawai'i CC	206,735	\$ 104,043
Honolulu CC	741,273	\$ 313,303
Kapi'olani CC	406,569	\$ 182,060
Kaua'i CC	297,990	\$ 157,435
Leeward CC	419,998	\$ 206,274
Maui College	435,611	\$ 202,237
Windward CC	365,564	\$ 262,245
Systemwide	13,558,221	6,779,859

The building maintenance backlog is \$21.6 million. These are facilities with failing sub-systems or sub-systems operating beyond their useful lifetime.

**University of Hawai'i 2018 Maintenance Backlog - All Funds \$(000's)**

CAMPUS	GSF	Backlog
<u>All Funds</u>		
UH Mānoa	9,383,120	\$ 280,355
UH Hilo	1,082,222	\$ 2,439
UH West O'ahu	219,139	\$ .
Hawai'i CC	206,735	\$ 394
Honolulu CC	741,273	\$ 21,640
Kapi'olani CC	406,569	\$ 18,716
Kaua'i CC	297,990	\$ 561
Leeward CC	419,998	\$ 23,746
Maui College	435,611	\$ 3,813
Windward CC	365,564	\$ 18,576
Systemwide	13,558,221	\$ 370,241

Capital renewal forecast for the next 10 years encompass the HonCC buildings listed below. The renewal needs for the University in total is estimated to be \$890.9 million, including \$710.7 million for General Fund facilities and \$180.1 million for Special Fund facilities.

University of Hawaii FRM 2018 Update Honolulu Community College - Main Campus - General Funded																		
Campus	Building		Gross Square Feet	Current Replacement Value (000s)	Backlog	Capital Renewal Requirements (000s of Dollars)												
	Number	Name				2018	2020	2021	2022	2023	2024	2024	2024	2027	2028	Total		
Honolulu - CC	Main	SS28	HCC PALAMA STATION	5200	\$2,676	\$0	\$0	\$262	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$262
Honolulu - CC	Main	SS06	HCC-ADMINISTRATION BLDG	17380	\$7,779	\$233	\$322	\$0	\$0	\$0	\$0	\$0	\$681	\$0	\$0	\$0	\$0	\$1,003
Honolulu - CC	Main	SS03	HCC-AUTO BODY REPAIR/PAINT	30903	\$13,831	\$691	\$184	\$0	\$0	\$1,604	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,788
Honolulu - CC	Main	SS43	HCC-AUTOMOTIVE TECHNOLOGY	48546	\$21,728	\$5,493	\$288	\$0	\$0	\$0	\$0	\$0	\$0	\$1,652	\$0	\$0	\$1,941	
Honolulu - CC	Main	SS04	HCC-CAFETERIA/APPRENTICESHIP	18790	\$8,410	\$193	\$89	\$277	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$247	\$613	
Honolulu - CC	Main	SS02	HCC-CAMPUS CENTER/LASSROOM	81838	\$42,122	\$6,917	\$559	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$512	\$1,071	
Honolulu - CC	Main	SS20	HCC-CENT	11203	\$5,014	\$250	\$67	\$90	\$0	\$491	\$0	\$0	\$165	\$0	\$0	\$0	\$813	
Honolulu - CC	Main	SS13	HCC-CENT BLDG	5901	\$2,541	\$0	\$0	\$0	\$0	\$0	\$67	\$0	\$0	\$0	\$0	\$47	\$115	
Honolulu - CC	Main	SS11	HCC-CHILD CARE #1	3505	\$915	\$327	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Honolulu - CC	Main	SS27	HCC-COSMETOLOGY/FASHIONS	33480	\$14,985	\$0	\$199	\$0	\$0	\$1,358	\$247	\$0	\$186	\$0	\$183	\$0	\$2,773	
Honolulu - CC	Main	SS24	HCC-EMT	6964	\$3,117	\$291	\$41	\$0	\$0	\$0	\$0	\$0	\$103	\$226	\$0	\$0	\$370	
Honolulu - CC	Main	SS05	HCC-GENERAL CLASSROOM BLDG	32409	\$14,505	\$985	\$193	\$0	\$0	\$0	\$1,289	\$0	\$0	\$0	\$0	\$454	\$1,946	
Honolulu - CC	Main	SS12	HCC-GENERAL TRADES LAB	5912	\$2,646	\$187	\$0	\$0	\$0	\$0	\$0	\$0	\$80	\$0	\$0	\$0	\$80	
Honolulu - CC	Main	SS44	HCC-HEAVY EQUIPMENT MAINT/REPAIR	15919	\$7,125	\$828	\$95	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$127	\$222	
Honolulu - CC	Main	SS14	HCC-INDUSTRIAL TRADE COMPLEX	81838	\$36,628	\$1,864	\$486	\$0	\$0	\$1,595	\$0	\$0	\$0	\$449	\$2,212	\$0	\$4,742	
Honolulu - CC	Main	SS07	HCC-LIBRARY/LASSROOM BLDG	11211	\$60,229	\$0	\$0	\$331	\$0	\$0	\$14,258	\$0	\$0	\$0	\$0	\$0	\$14,589	
Honolulu - CC	Main	SS28	HCC-MODULAR MAKAI	12000	\$2,238	\$0	\$110	\$0	\$0	\$0	\$0	\$84	\$0	\$0	\$0	\$17	\$212	
Honolulu - CC	Main	SS72A	HCC-MODULAR MAUKA	12000	\$2,238	\$0	\$110	\$0	\$0	\$0	\$0	\$84	\$0	\$0	\$0	\$17	\$212	
Honolulu - CC	Main	SS09	HCC-OFFICE/STORAGE OPS MAINT	2878	\$751	\$0	\$0	\$299	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$299	
Honolulu - CC	Main	SS18	HCC-OPERATIONS & MAINTENANCE	6492	\$2,906	\$485	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$69	\$0	\$69	
Honolulu - CC	Main	SS16	HCC-PRINT/COPIING SHOP	6449	\$2,886	\$0	\$38	\$0	\$106	\$0	\$0	\$0	\$0	\$252	\$0	\$0	\$396	
Honolulu - CC	Main	SS17	HCC-SHEETMETAL/PLASTICS	6264	\$2,804	\$386	\$37	\$0	\$0	\$0	\$0	\$203	\$0	\$0	\$0	\$0	\$240	
Honolulu Community College - Main Campus - General Funded			468,018	\$263,179	\$18,132	\$2,818	\$1,228	\$104	\$4,048	\$1,408	\$16,910	\$444	\$2,468	\$3,948	\$1,432	\$33,728		

University of Hawaii FRM 2018 Update Honolulu Community College - Off Campus - General Funded																		
Campus	Building		Gross Square Feet	Current Replacement Value (000s)	Backlog	Capital Renewal Requirements (000s of Dollars)												
	Number	Name				2018	2020	2021	2022	2023	2024	2024	2024	2027	2028	Total		
Honolulu - CC	Off	SS51	HCC Aquatic Facility	1387	\$362	\$0	\$0	\$129	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$129
Honolulu - CC	Off	SS52	HCC Airport Training Center	38980	\$17,446	\$314	\$232	\$267	\$0	\$0	\$0	\$0	\$2,020	\$76	\$0	\$0	\$2,598	
Honolulu - CC	Off	SS50	HCC Marine Education	36826	\$16,482	\$1,069	\$0	\$455	\$0	\$0	\$0	\$0	\$1,579	\$0	\$0	\$0	\$2,034	
Honolulu - CC	Off	SS52A	HCC-MECHANICAL BLDG	1067	\$279	\$0	\$0	\$100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$100	
Honolulu - CC	Off	SS57	HCC-SPECIFIC AERO SPACE TRAINING CTR	106000	\$20,560	\$1,125	\$0	\$0	\$482	\$0	\$0	\$0	\$0	\$14	\$40	\$0	\$537	
Honolulu Community College - Off Campus - General Funded			183,240	\$66,128	\$2,403	\$232	\$861	\$482	\$0	\$0	\$0	\$0	\$3,688	\$80	\$40	\$0	\$6,886	

The Facilities Condition Index (FCI) for HonCC is 0.07. The Sightlines, LLC study rated five colleges in the UH System to be below 4%, with an average of all campuses at 5%.

CAMPUS	GSF	Calculated CRV (1,000's)	FCI
<u>All Funds</u>			
Leeward - CC	419,998	\$ 206,274	0.12
UH - Manoa	9,383,120	\$ 4,676,128	0.06
Kapiolani - CC	406,569	\$ 182,060	0.10
Honolulu - CC	741,273	\$ 313,303	0.07
UH Hilo	1,082,222	\$ 564,239	0.00
Windward - CC	365,564	\$ 262,245	0.07
Maui College	435,611	\$ 202,237	0.02
Hawaii - CC	206,735	\$ 104,043	0.00
Kauai - CC	297,990	\$ 157,435	0.00
UH - West Oahu	219,139	\$ 111,895	.
Systemwide	13,558,221	\$ 6,779,859	0.05

## Development Guidelines

HonCC works in collaboration with the UH System in setting principles and priorities to advance its academic mission and ensure modern well-maintained facilities. UH is committed to shared use of facilities, particularly costly and specialized facilities. New capital projects must maximize long-term flexibility and include shared classrooms and resources to make the best use of institutional space. Campus space belongs to the University, not a department, school, or person.

UH land is an asset of the UH System, not each campus. UH's system-wide plan for real estate assets will respect each campus mission while maximizing opportunities. UH is committed to prioritizing its investment of fiscal resources to support academic programs and facilities that reflect the principles and priorities set forth in planning.

## OVERVIEW

HonCC's setting in urban Honolulu — with limited opportunity for spatial growth — has required a comprehensive analysis of its land area and existing buildings. Campuses across the country are continually examining their infrastructure as the changing nature of education renders older buildings obsolete. Likewise, the College addresses the near-term and long-term viability of its existing structures. Intense competition for students requires better facilities to support academic, residential, and recreational life.

Opportunities to improve existing facilities, encourage student engagement, and reorganize campus functions are examined while considering opportunities associated with HART. The facilities plan addresses issues related to traffic, parking, and other forms of infrastructure, as well as a heightened commitment to environmental sustainability.

## CAMPUS GUIDELINES

### **Sense of Place**

Enhance the campus' Sense of Place as an urban oasis that celebrates the history of the school, its people, and the surrounding community.

### **Campus Organization**

Create a well-organized campus by recognizing the functional relationships between academic programs and physical requirements and encouraging integration between architecture and landscape.

### **Sustainability**

Integrate principles of sustainability through building design, landscaping, and campus maintenance to enhance the campus and community's quality of life.

### **Circulation**

Provide safe and efficient vehicular and pedestrian circulation; enhance connectivity within the campus and adjacent areas; and strengthen defined campus gateways and edges.

### **Student Engagement**

Develop an attractive campus environment with a variety of indoor and outdoor spaces supporting activities that engage students and improve the quality of campus life.

## BUILDING GUIDELINES

A design of new buildings should follow an aesthetic framework to maintain a consistent architectural theme. Beautifying the campus is not only about improving visual aesthetics but reshaping the campus' impact on its surroundings as well. A major influence will be the construction from the city's rail project in the Kalihi-Pālana area and next to the campus as detailed in the Long-Range Development Plan, the most desirable architectural elements should include

- Smaller building footprints
- Deep shaded walkways, arcades, and lanai
- Common roof forms, facades, and architectural style
- Inviting entries that encourage gathering and are emphasized by deep insets
- Variations on a theme of materials, accents, and detailing
- Durable, sustainable, contemporary building materials

The buildings house the primary academic functions of the campus. Through their forms, articulation and orientation, they should frame and create inviting outdoor spaces for movement, gathering, and resting. Two or more buildings working in conjunction with each other enclose open spaces, such as courtyards, and pedestrian walkways, and serve as important and interesting focal points. Building should also be located to reinforce the open spaces of the campus, reflecting Hawai'i's outdoor nature.



## LANDSCAPE GUIDELINES

- Landscape should be environmentally sustainable while considering maintenance issues and constraints. Also influencing the campus is the use of native Hawaiian and tropical plants to promote sense of place
- As detailed in the Long-Range Development Plan, the overall landscape concepts should include
- Use landscaping to unify campus aesthetics
- Use landscaping to define campus edges and open spaces
- Use landscaping to reinforce the campus mall
- Use landscaping to define the campus heart
- Retain existing mature trees
- Encourage a more sustainable landscape
- Use native Hawaiian and indigenous plants
- Landscaping should provide more attractive spaces to encourage student engagement.

## Related Documents

### Principal documents

- Honolulu Community College Long-Range Development Plan (March 2011).
- University of Hawai'i 6-Year Capital Improvement Projects (CIP) Plan (November 3, 2016). For fiscal years 2018-2023 and fiscal year 2018-2019 CIP biennium budget. Facilities and Planning Committee.
- University of Hawai'i Facility Renewal Reinvestment Study 2018 Update (October 2018). Sightlines LLC.

### Other Important Documents

- Emergency Action Plan, April 2008
- Ho'āla Hou – Renewing a Pathway to Student Success Through Culture-Based Learning, Honolulu Community College Project Narrative
- Honolulu Community College 2017 Annual Security Report
- Honolulu Community College Administrative Services Annual Review, 2017
- Honolulu Community College Educational & Strategic Plan 2016-2021
- Integrated Academic and Facilities Plan for the University of Hawai'i System, April 20, 2017
- University of Hawai'i ADA Honolulu CC Preliminary Report, November 2018
- University of Hawai'i Strategic Directions 2015-2021
- University of Hawai'i Strategic Directions 2015-2021 rev 2-2017

### Policies

- Regents Policy 10.205 Use of University-Owned facilities
- Executive Policy 4.202 Mission and Purpose of the University
- Executive Policy 10.101 Authority to Develop Procedures for facilities
- Executive Policy 10.201 Use of university-owned facilities
- Honolulu Community College Policy 10.101 Delegation of Authority Use of University-Owned Facilities

## **Acknowledgments**

### **Updated information provided by**

- Derek Inafuku
- David Tanaka
- Kelly So
- Lara Kong
- Denise Yoshimori-Yamamoto (UHCC)
- Lance Yamamoto (UHCC)
- Ray Teramae (UHCC)
- Alyssa Gundersen (JCI)

### **Prepared and edited by**

- Jeff Stearns
- Lara Kong

**Planning Council Meeting Minutes**  
January 25, 2019, 9:00 - 9:30 AM  
Building 2, Room 614

**Present:** Erika Lacro, Karen Lee, Derek Inafuku, Wayne Sunahara, Lara Sugimoto, Jeff Stearns, Lara Kong, Mike Meyer, John Vierra, Kara Kam-Kalani, Alapaki Luke, Ka'iulani Murphy, Chiara Logli, Bert Shimabukuro, Brent Rubio, Allyson Ota, Mitch Okamura, Susan Nishida

**Absent/Excused:** Jennifer Higa-King, Fumiko Takasugi, Keala Chock, Steve Auerbach, Pat Patterson, James Niino, Pearl Wu

**I. Call to order at 9:05 a.m.**

- Mitch Okamura welcomed the group and led a Spot It! exercise courtesy of the Hawaiian Center. The activity reinforced the values of working together and communication in 'ōlelo Hawai'i.

**II. Review of November 30 minutes**

- No revisions

**III. Facilities Master Plan**

- Based on the recommendation from the accreditation visiting team, Honolulu CC was tasked to create a Facilities Master Plan. This six-year plan pulls together information from the 2011 Long Range Development Plan (LRDP), the UH System 6-Year Capital Improvement Plan, the 2018 study on Facilities Renewal Reinvestment, as well as projected repairs and maintenance campus projects. Please share the document and provide suggestions to Derek and Jeff by March 29, 2019 so they can finalize the document. Many thanks to Jeff Stearns for putting together the plan.

**IV. Budget Process and Timeline**

- Derek provided the budget timeline for AY 2019-20. The last day to submit proposals to your Dean is March 1, 2019 (deadline pushed back due to the delay of ARPD data). There were no changes to the proposal form and instructions (documents can be found on the intranet) and justification should be tied to ARDP data.

**V. Creation and Maintenance of Policies on Campus**

- Another recommendation from the recent accreditation visit was to implement a regular review of college policies. A new template was created, and all current policies will be updated to reflect the new template. Policies that have substantive changes will be sent back to the appropriate group(s) for review and approval.
- There were no objections to the proposed revisions and process.

**VI. Town Hall Meeting: April 5, 9-11 am, 72B-110**

**VII. Next Meeting: February 22, 9:00 a.m., 2-614**



2018 Honolulu CC Facilities Plan  
Addendum, as of January 2022

The purpose of this Addendum is to provide the latest update on the impact to Honolulu CC facilities due to the recent changes related to:

- A. Two major projects: (1) the HonCC Advanced Technology and Training Center (ATTC) with the anticipated construction cost of \$47M, and (2) the City and County of Honolulu’s planned Kapalama Transit Station; and
- B. The Honolulu Community College Sustainability Strategic Plan 2021-2026.

A. Major Projects:

(1) Elimination of the HonCC ATTC Building: As a result of the economic uncertainty due to COVID-19 starting in 2020, the State placed an emphasis on space efficiency and maximum usage of existing facilities. The Office of the Vice President for Community Colleges (OVPCC) determined that a better alternative to the creation of a brand-new building was to renovate and modernize existing classrooms and laboratories to become state of the art science labs, classrooms and collaboration spaces, designed to meet current and future educational needs. As a result, the following renovations are slated to take place to meet these needs, and funds to pay for these projects have already been requested or appropriated.

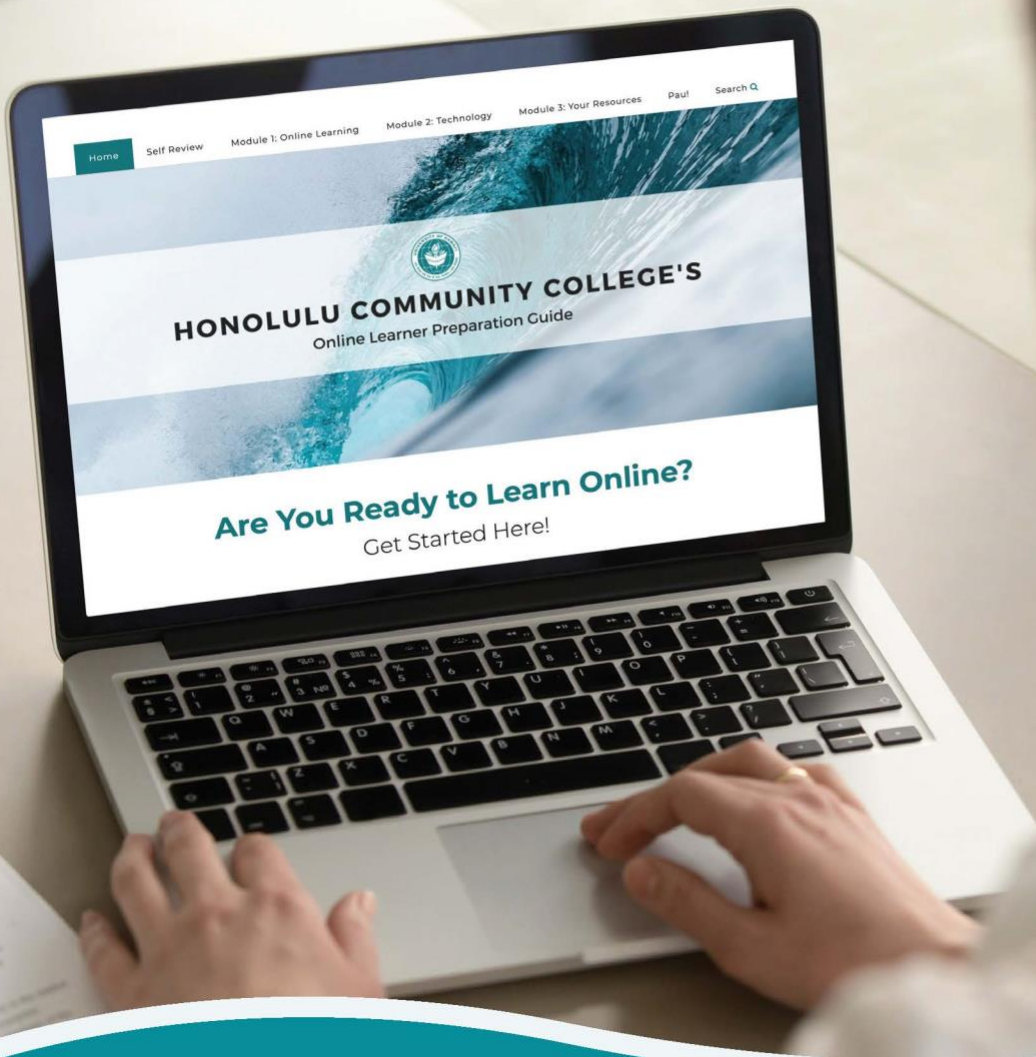
<u>Facility</u>	<u>Program</u>	
Building 2, 3 <sup>rd</sup> floor	CSNT	\$ 5,000,000
Building 12	EIMT/Apprenticeship	\$ 2,200,000
Building 24/20/5	Natural Science/STEM Student Services	\$15,000,000
	Total funding	<hr/> \$22,200,000

(2) The Honolulu Authority for Rapid Transit (HART) is still planning to place the Kapalama Rail Station on the corner of Dillingham Boulevard and Kokea Street on the HonCC property. While construction continued during the pandemic, concerns remain over the skyrocketing costs and lost tax revenue and their impact on future funding of rail. Deliberations are ongoing on the

relocation of utility lines under Dillingham Boulevard and the last 4-mile stretch of the rail. Although no construction plans have been provided to our campus to date, based on conceptual drawings and discussions, HART is recommending the shifting of the alignment, for the stretch fronting our campus, from the middle of Dillingham Boulevard to the mauka side of Dillingham Boulevard (referred to as the “Mauka Shift”). Based on the conceptual drawings, the guideway will be over the sidewalk and 10’ utility easement fronting our campus. Monthly discussions between HART and University of Hawaii representatives will continue to include impacts, both negative and positive, on our students, faculty, and staff.

- B. The HonCC Sustainability Strategic Plan, 2021-26, <https://www.honolulu.hawaii.edu/sites/www.honolulu.hawaii.edu/files/sustainability-strategic-plan.pdf>

The HonCC Sustainability Strategic Plan, 2021-26 was adopted by the HonCC Planning Council in December 2021. The second strategic objective focuses on sustainable operations such that facilities, infrastructure and operations would reduce emissions and cap resource consumption on the campus.



UNIVERSITY of HAWAII®  
**HONOLULU**  
COMMUNITY COLLEGE

# DISTANCE EDUCATION

**Faculty Handbook**  
Updated 9/28/2021

**\*Please note that any policies or procedures in the COVID-19 Supplemental Guidelines supersede the contents of this handbook until further notice\***



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# **I. Distance Education at Honolulu Community College**

## **A. Definition**

Distance Education (DE) is instruction delivered synchronously or asynchronously using one or more technologies that support regular and substantive interaction between students who are separated from the instructor.

## **B. Mission of HCC's Distance Education**

The mission of DE at Honolulu Community College (HonCC) coincides with the mission of the University of Hawaii by making HonCC programs and courses available to all students within the State of Hawaii and to students outside of the State of Hawaii.

DE at HonCC extends the College's rich array of quality instructional resources to students anywhere in the state who prefer remote study or are constrained by factors which prevent their participation as on-campus students. DE at HonCC may involve credit courses at the undergraduate levels and/or non-credit, professional, and community services courses.

The DE format provides students with access to formal education either synchronously or asynchronously through a network of various technologies. Instructor and students interact at a distance without having to be physically present in the same location. DE provides students greater flexibility in achieving their educational goals through audio, video, and computer technologies.

Providing quality DE courses and programs is a fundamental requirement of DE. DE courses and programs must meet and maintain standards comparable to on-campus instructional courses and programs of the college, and have the same curriculum and student learning outcomes as those taught on campus

Mechanisms for course planning, delivery, and evaluation of DE classes are carried out to assure of standards and quality. Distance Education courses are offered by all programs on campus. There are many courses offered both as face to face as well as in a DE format in order to give students options of their preferred course modalities.

## II. Policies and Standards

### A. Accrediting Agency Requirements

#### 1. Background

Ensuring the integrity of DE offerings is an integral part of the College's cyclical re-accreditation and day-to-day operations. The Accrediting Commission for Community and Junior Colleges (ACCJC) has published guidelines for institutions that provide Distance Education.

The ACCJC Distance Education Policy, updated February 2021, can be found [ACCJC website](#).

The ACCJC policy emphasizes that institutions must have “same high expectations for quality, integrity, and effectiveness for distance education and correspondence education as in traditional modes of instruction. The Accreditation Standards require that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery.”

#### 2. Definition of Distance Education

Distance Education as defined by the ACCJC as:

- (1) “Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s)<sup>1</sup>, either synchronously or asynchronously.
- (2) The technologies may include:
  - a) the internet;
  - b) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
  - c) audioconferencing; or other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).
- (3) For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.”

#### 3. Definition of Substantive Interaction

Substantive interaction is defined by the ACCJC as:

- (4) “For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—
  - (a) Providing direct instruction;

- (b) Assessing or providing feedback on a student's coursework;
- (c) Providing information or responding to questions about the content of a course or competency;
- (d) Facilitating a group discussion regarding the content of a course or competency; or
- (e) Other instructional activities approved by the institution's or program's accrediting agency.”

#### **4. Definition of Regular Interaction**

Regular interaction is defined by the ACCJC as:

- (5) “An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—
  - (a) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
  - (b) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.”

#### **B. Federal Disability Law**

All DE courses must follow federal disability law. This includes, but is not limited to, ensuring that courses meet accessibility standards and providing students with documented disabilities reasonable accommodations.

For more information on federal disability law, see the U.S. Department of Education’s information pages regarding [Section 504 of the 1973 Rehabilitation Act](#) and the [Americans with Disabilities Act](#).

#### **C. University of Hawai’i Policies**

##### **1. Distance Education Policies**

The goal of DE at the University of Hawai’i is to provide access to the rich array of instructional resources already available to on-campus students and to students anywhere in the state who are committed to higher education, but unable to attend the UH campus offering their program of choice. This is consistent with the goals of the [University of Hawai’i Strategic Plan](#). As part of the strategic planning process the [University of Hawai’i Distance and Distributed Learning Action Plan](#) was drafted to lay out the specific actions UH should take to move forward. In addition, UH endeavors to apply the [Principles of Good Practice for Electronically Offered Degree Programs](#). More information can be found in [Executive Policy E5.204, University of Hawai’i, Distance Learning Plans, Policies, and Procedures](#) and [BOR Policies Chapter 5, Academic Affairs](#). You may also refer to the [University of Hawai’i Distance Education site](#).

## **2. Intellectual Property Rights**

The University of Hawaii Intellectual Property Policy states that Faculty Members retain intellectual property rights over their instructional materials that they create. For more information, see the [University of Hawaii Professional Assembly Contract, Section XI](#).

## **3. Training of Faculty**

According to the University of Hawaii Professional Assembly contract: “Faculty Members engaged in technology mediated instruction or DE require adequate training, equipment and technical support. Where these are not available the Faculty Member may not be required to engage in technology mediated instruction or distance programs.” For more information, see the [University of Hawaii Professional Assembly Contract, Section XI](#).

## **D. Honolulu Community College Standards**

HonCC promotes the “one college” concept. Faculty members teaching DE courses follow the same College policies, procedures, and administrative rules as faculty members teaching on-campus courses. In addition, in compliance with Accreditation and UH System requirements, HonCC has approved a specific DE [policy](#).

### **1. Integrity and Comparability of Instruction and Student Learning**

Each DE course provides for appropriate interaction between instructors and students, and among students. Faculty-student interaction may occur during faculty office hours; it may take place via telephone, email, electronic chats, on-site meetings, video teleconferencing, or other methods. Student-student interaction may occur by means of email, electronic chats, video teleconferencing, or other methods. Appropriate interaction for a course depends upon the course delivery mode and the technology used by the faculty member.

### **2. Need for authentication and evaluation**

ACCJC is very clear on the need for individual instructors to have in place the means of verifying enrolled students are those doing the work. Using a learning management site that requires student credentials, such as Lulima, is considered authentication of student identification.

### **3. Requirements for Meeting Needs of Students with Documented Disabilities**

In accordance with the [Rehabilitation Act of 1973, Section 504](#) and [the Americans with Disabilities Act of 1990 and its amendments](#), all HonCC classes are expected to provide necessary accommodations for students with documented disabilities. Faculty work throughout the College’s Student ACCESS office, which provides a checklist and key resources at [www.honolulu.hawaii.edu/disability](http://www.honolulu.hawaii.edu/disability).

### III. Distance Education Course Logistical Support Information

#### A. DE Orientation and Updates

Each semester, there is a mandatory faculty orientation for instructors teaching DE courses. This meeting provides professional development around best practices in DE, updates to software and technology, and general overviews and reminders of policies and procedures.

Additionally, DE instructors receive reminders throughout the semester of upcoming instructional calendar items, professional development opportunities, events, websites of interest, and support services and resources provided by DE. For lecturers teaching only DE courses, these project updates are particularly important in providing time-sensitive information. They also create and support a sense of community within DE and the College.

#### B. DE Tools and Technical Support Information

There are several DE support tools and services to assist faculty teaching DE at HonCC. Refer to the sites below for more information:

- [UH System Distance Education Site](#)
- [UHM Information Technology \(IT\) Homepage](#)
- [UHM Accessibility Guidelines Information](#)
- [Laulima/Sakai \(LMS\) System](#)
- [Information on Laulima as an LMS](#)
- [Faculty Manuals for Laulima](#) - Longer form reference materials regarding Laulima and its tools
- [Faculty Tutorials](#) - Shorter articles on specific tasks and tool usage in Laulima
- [Faculty Videos](#) - Video of previous TALENT workshops (QuickTime format)
- [Faculty FAQ's](#) - Frequently Asked Questions about Laulima
- [HCC Technical Help](#) - IT Assistance for Faculty at HCC
- [MyUH](#) – HonCC instructors can use MyUH to check their teaching schedule, input office hours, generate current class rosters, and submit student final performance grades.
- [MyUH - Faculty Tutorials](#)

## IV. Distance Education Course Criteria

Online courses are the equivalent of onsite classes in rigor, quality, and duration of instructor-student interactions. Interactions must be demonstrable and documented and must be regular and substantive. An online course aligns with its approved SLOs and employs multiple assessment measures. An instructor using a third-party or publisher's website is equally subject to the guidelines surrounding accessibility, privacy, and interactions.

### A. Course Development and Rubric

[The Course Development Rubric](#) guides development and implementation of a DE course. It is recommended that instructors follow the guidelines in this rubric when they are assessing the quality of their own course.

### B. Course Content and Syllabus

In designing a DE course, the instructor ensures that academic standards for the courses offered via distance are the same as those for sections delivered in-person. A complete and thorough syllabus is essential for students to maximize their time and efforts and complete any college course successfully. Instructors post their course syllabus in the LMS. Please refer to information from the VCAA distributed at the beginning of each semester for required syllabus language, including accessibility statement.

### C. Student Orientation

Communication with DE students is critical to create a supportive learning environment. Faculty members make every effort to ensure students receive the necessary "first day of class" information and support materials. An orientation establishes the foundation and sets the tone for student-instructor communication for the entire semester. A good orientation session is well structured, purposeful, and interactive. It provides students with the course overview, components, communications, resources, parameters, and expectations. It welcomes all DE students and encourage them to pursue and attain their individual educational goals. Information includes:

- Welcome students to HonCC and the DE course.
- Establish an instructional context by sharing your teaching background, particular interests in the discipline, or unique experiences relating to the field of study.
- Explain how student-instructor communication is expected to occur during the semester.
- Express a desire to be responsive to students throughout the semester.
- Provide established office hours on site and/or online, contact information (e.g., phone number, Hawaii.edu email address), preferred method of contact, and expected response times.
- State the required elements of the course (e.g., syllabus, assignment and testing schedules, other orientation materials).

- Emphasize course grading criteria as well as academic and administrative rules affecting students (e.g., attendance and withdrawal policies, HonCC Student ID card procedures).
- Describe all instructional materials that are required for the course. Use specific terminology (e.g., textbook ISBN) when describing items students are required to purchase. Inform students of textbook purchasing options and HonCC Bookstore location and hours of operation.
- Identify testing procedures as well as acceptable means of submitting assignments.
- List the HonCC and DE support services and resources available to students

## **D. Regular and Substantive Interaction**

### **1. Defining Regular Interaction**

Instructors commit to interacting with online students for a duration equivalent to onsite classes. Every week instructors interact substantively and personally with online students through activities (e.g., academic or problem-solving discussion boards, video conferences, synchronous or asynchronous Q&A). Instructors send class-wide announcements, emails, or messages weekly at a minimum and interact with students on issues related to these activities. Instructors also maintain regular deadlines and due dates. *A significant amount of the interaction takes place prior to grading to ensure that students have feedback related to assessment of learning outcomes.*

### **2. Defining Substantive Interaction**

The definition of “substantive” means that an instructor’s feedback is academic rather than administrative only. Online instructors must initiate scholarly dialogue with individual students. Examples of substantive and effective contact include personalized, scholarly, discipline-specific feedback (as opposed to generic praise) on a student’s particular strengths and weaknesses, critical reasoning, argumentation, organization, and grammar and may include citations, links, articles, research, and other academic content. Separately, substantive interaction also facilitates community-building by requiring student-to-student interactions.

### **3. Examples of Interactions That are Considered Substantive**

When initiating weekly contact with students, instructors use a variety of activities and multiple assessment measures to accommodate different learning styles. Interactions are demonstrable and documented. In accord with the definitions of substantive interaction, the following provide, but are not limited to, examples of dynamic synchronous or asynchronous interactions:

- Announcements that are academic, timely, and proactive in terms of leading to further dialogue on student learning objectives
- Chat rooms or messaging systems when instructor dialogues actively with students



- Discussion board forums that are guided by the instructor with participation by the instructor
- Email responses that are a regular part of the course
- Feedback that is academic and personalized on student blogs, wikis, quizzes, papers, portfolios, exams, and other assignments
- Office hours when instructor meets with student(s)
- Phone calls
- Q&As about academic content
- Review sessions
- Social networking
- Video conferences when instructor meets with student(s)
- Webcasts, webinars, podcasts, and recordings that are timely, customized, and reactive

### **E. Accessibility**

HonCC classes are expected to be in compliance with regulations concerning providing necessary accommodations for students with documented disabilities. The HonCC's Chief Information Officer is the designated "Rehabilitation Act of 1973, 508 section" contact point. Student Access works with students and faculty on academic accommodations under "Rehabilitation Act of 1973, Section 504." Students with disabilities may potentially be in every course. It is not required to anticipate every accommodation that any student with a disability might need prior to the request. However, it is advisable to be prepared for the fact that some requests for accommodations are made. Another source for reference is "[Building from Content to Community: \[Re\] Thinking the Transition to Online Teaching and Learning.](#)"

### **F. Availability of Grades**

DE faculty post and update grades using the Laulima Gradebook, so students are informed about their progress within a given course. Faculty do not transmit grade information to students via email or phone.

### **G. Holidays and Weekends**

DE faculty members have the flexibility of scheduling due dates and deadlines as appropriate. These dates are stated in the syllabus. Faculty do not assign due dates that fall on recognized holidays when the college is closed.

### **H. Inclement Weather**

Faculty are flexible in serving students who are experiencing inclement weather at their location and provide options and directions to the student. During inclement weather, online courses continue to meet their deadlines unless the course involves travel to campus during the weather incident. Allowances are made in the event of severe weather that results in major power

outages. Faculty consider the possible problems that may arise and provide options and directions for students in the course syllabus.

## I. Exams

When developing course multiple-choice tests or exams, faculty members build a question pool. All created questions are searched in Google to ensure that the solutions are not easily found within Google. For assistance in developing test questions, refer to [Constructing Good Test Questions](#) and [Evaluating DE Courses](#). Faculty may use their best judgement in the type of exam selected:

- A non-proctored exam is defined as one that a student takes online and is unmonitored by any individual during the exam. This is typically done through the learning management system.
- A proctored exam is defined as one that is overseen by an impartial individual, called a proctor, who monitors a student during the exam.

The University of Hawaii has Academic Testing Centers at all major campuses and at some of the satellite campus locations. All exams are free if taken on a UH-campus. Students desiring to take an exam and not on island may have to pay a proctoring fee to utilize a proctoring service at another institution. For further information about UH System policies and proctoring: [UH System Testing Guidelines](#) and [UH Proctoring Sites](#).

All non-proctored or proctored exams are included in the course syllabus with clearly marked dates and any additional requirements, prior to the beginning of the course. Faculty cannot add a non-proctored or proctored exam as a course requirement once the course has begun.

## J. Course Access

Only authorized HonCC personnel, the course faculty member, and enrolled students have access to a DE course. However, college accreditation evaluators may be given authority to review current or past courses to determine whether they meet regular and substantive interaction initiated by the instructor or other aspects of the course instruction.

## K. Course Caps

Enrollment in a DE course is generally capped at a number similar to that of the number of seats in the corresponding traditional course.

## L. Course Cancellation

The College reserves the right to cancel any class due to insufficient enrollment, limitation of funds, lack of qualified staff availability, or lack of facilities. Determination of course cancellation will be made prior to the first class and is the purview and responsibility of the Division Chair and/or Dean. Faculty and students are notified via email.

## **V. Distance Education Student Support Services Information**

Faculty, staff and administrators of HonCC's DE Program are committed to providing DE students equal access to College instructional and administrative support services. Faculty are required to use the syllabus language provided by the VCAA at the beginning of every semester detailing student supports. Links to Student Support websites are below.

[ACCESS \(Disability Services\)](#)

[Academic Counseling](#)

[C.A.R.E. Program](#)

[HonCC Bookstore](#)

[Hūlili Ke Kukui Hawaiian Center](#)

[IT Assistance](#)

[Library Services](#)

[DE Library](#)

[Testing and Tutoring](#)

[TRIO-SSS](#)

[Wellness Center](#)

[Writing Center](#)

[Additional Campus Services](#)

## **VI. Distance Education Certification Process**

### **A. Faculty Training**

All new faculty desiring to teach online are required to understand how to design and teach a course in Lulima, build engaging content, use interaction to form online learning communities, as well as effectively implement best practices in assessment, accessibility, and pedagogy.

To assure that all DE faculty are prepared and able to deliver quality instruction and facilitate student learning online, all full-time and adjunct faculty interested in teaching online must successfully complete training on DE course design and delivery.

Additionally, professional development workshops are hosted throughout each semester to provide faculty with further guidance in best practices for online learning and teaching. The workshops dates and times are emailed regularly by the Faculty Development Committee.

### **B. Procedures to Teach Online**

All persons teaching online first receive a DE certification. The procedures to be DE certified are as follows:

- 1) Successfully complete an approved training on DE course design and implementation. DEAC provides a list to faculty of approved trainings; check with the DEAC Chair or DE Coordinator for the most current list.
- 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, which contains all faculty who are approved to teach DE Courses.

### **C. Scheduling of Courses**

Division chairs are responsible for verifying that all instructors teaching in a DE modality have received DE certification or supporting them in accessing training.

## **VII. Distance Education Advisory Committee (DEAC)**

The purpose of the DEAC is to ensure that DE instructors are adequately certified and re-certified in order to maintain high quality instruction. In addition, the committee also assists in fostering a coordinated effort of the various campus units that are affected by the delivery of DE offerings, which includes instruction, assessment, student services, technology support, and faculty development.

You can find the updated charter, with details of the membership and responsibilities of DEAC, on the [DEAC website](#).

## VIII. DE Assessment Information

The institution evaluates program and course effectiveness, including assessments of student learning, student retention, and student and faculty feedback. At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course. The course evaluates the adequacy of access to learning resources and the cost to students for access to those resources. It also documents the use of electronic resources.

Policies for faculty evaluation include appropriate recognition for teaching and scholarly activities related to programs or courses offered electronically. The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period sufficient for students to complete a degree or certificate.

DE instructors submit data on course attainment of Student Learning Outcomes (SLOs) in the institution's assessment website, eLumen. These assessments measure that students are achieving learning outcomes, pointing to areas where improvements are needed and enable the instructor to measure that *comparability* of learning is taking place. For more information, refer to the [HonCC Assessment](#) webpage.

The institution regularly compares outcomes of students in courses of all modalities and works to address any discrepancies that arise between instructional modalities.

## **IX. Timeline of Document Approvals**

- 1. Approved by DEAC Committee, 10/5/2021**
- 2. Endorsed by CPC Committee, 10/15/2021**
- 3. Acknowledged by FSEC Committee, 11/12/2021**



HANA CAREER  
PATHWAYS

## REIMAGINE YOUR CAREER

Get FREE Job skills training through Hana Career Pathways

Define your path  
Discover your future  
Make it happen

Hana Career Pathways  
Apply NOW!

### EXPLORE Our Seven Campuses

- Hawai'i Community College
- Honolulu Community College
- Kapi'olani Community College
- Kaua'i Community College
- Leeward Community College
- University of Hawai'i Maui College
- Windward Community College



KAUAI'I  
COMMUNITY COLLEGE

campus info

## HANA CAREER PATHWAYS

### Looking For Job Training?

Hana Career Pathways offers tuition assistance for trainings leading to industry certifications and in-demand occupations in Healthcare, Technology and Skilled Trades. [Go Now](#)

## Apply for Summer and Fall 2022

### Application Deadlines:

Summer Session I: May 1, 2022  
Summer Session II: June 15, 2022  
Fall 2022: August 1, 2022

[Apply Now!](#)

## ROUND 2 STRONGER YOU

Come Back and Complete Your Degree!

> [Learn More](#)

### FINANCIAL AID

### Need Help Paying For College?

The University of Hawai'i Community Colleges (UHCC) provides several types of [financial aid](#), including grants and scholarships, work study and loans.

## Kūlia

### Considering College After COVID Impacted Your Job?

Up to 500 scholarships for a free UHCC class will be awarded to Hawai'i residents who are furloughed or laid off from their full-time job because of COVID. [Learn More](#)

## COVID-19

NEWS - UPDATE

### UHCC COVID19 Updates

[Financial Aid Changes due to the COVID.](#)

[Latest COVID Updates from UH](#)

### Choose **Your Path**

I'm a...

— or —

My goal is...



Get Advice

### Discover **Your Passion**

Let us show you program options based on your interest.



Take the Survey

### Find a **Career Path**



Find a Career Pathway



## MOST RECENT UHCC VIDEOS



University of Hawai'i 'ōlelo of the week: maiau (352 views)



University of Hawai'i 'ōlelo of the week: kaukoe (190 views)



UH culinary students elevate healthy entrees for 7-Eleven (454 views)

[VIEW ALL VIDEOS »](#)

## HELPFUL SITES

- **UH System** - University of Hawai'i System
- **OVPCC** - Office of the Vice President for Community Colleges
- **UH News** - University of Hawaii System News
- **Title IX** - Sexual Misconduct Resources

## EMERGENCY INFORMATION

### SIGN UP NOW FOR UH ALERT

UH has a comprehensive system of emergency messaging called UH Alert. Current capabilities include email and SMS/text messaging for faculty, staff and students. Students, faculty and staff may now [signup online](#) to receive alerts via these channels.

[Find out more.](#)

### Emergency Information

In the event of an emergency, [this page](#) will provide information about the nature of the incident, how to remain safe and when status has returned to normal. **Emergency information is also available by phone (808) 956-0001.**

When appropriate, the university will alert faculty, staff and students via email and/or UH Alert. Information will also be provided through campus web pages and local news media.

### Campus Emergency Contacts

[Hawai'i Community College](#) - Campus Security (808) 854-1420  
[Honolulu Community College](#) - Campus Security (808) 284-1270  
[Kapi'olani Community College](#) - Campus Security (808) 734-9900  
[Kaua'i Community College](#) - Campus Security (808) 212-2679  
[Leeward Community College](#) - Campus Security (808) 455-0611  
[Windward Community College](#) - Campus Security (808) 235-7355

[UH Maui College](#) - Campus Security (808) 984-3255  
[UH Manoa](#) - Campus Security (808) 956-6911  
[UH Hilo](#) - Campus Security (808) 974-7911  
[UH West O'ahu](#) - Campus Security (808) 689-2911

**FEB 17**

### President's report: Booster change, record graduation and retention rates

Thu, 17 Feb 2022

Lassner said that COVID-19 boosters will not be required to work and attend UH and that current COVID-19 vaccination policies will remain in place through fall 2022.

The post President's report: Booster change, record graduation and retention rates first appeared on University of Hawai'i System News.

**FEB 15**

### Space aviation fellowship launches student's career

Tue, 15 Feb 2022

Katlynn Vicuna will spend the summer working at Lockheed Martin.

The post Space aviation fellowship launches student's career first appeared on University of Hawai'i System News.

**FEB 15**

### Hawaiian Word of the Week: Kaukoe

Tue, 15 Feb 2022

Kaukoe—to continue or persevere in a straight course.

The post Hawaiian Word of the Week: Kaukoe first appeared on University of Hawai'i System News.

**FEB 09**

### Innovative UH Hilo youth mentoring program seeded \$500K

Wed, 09 Feb 2022

The grant will fund a program to secure the pipeline to college for youth on Hawai'i Island.

The post Innovative UH Hilo youth mentoring program seeded \$500K first appeared on University of Hawai'i System News.

**FEB 09**

### Hawaiian Word of the Week: Maiau

Wed, 09 Feb 2022

Maiau—skillful, ingenious, careful, thorough.

The post Hawaiian Word of the Week: Maiau first appeared on University of Hawai'i System News.



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# UH/UHCC Shared Governance Survey

## Demographic Information

*The following demographic information will only be collected and analyzed in the aggregate.*

1) *What is your primary function in the University of Hawai'i Community Colleges System (UHCC)?*

*Full-time Faculty*

*Part-time Faculty*

*Lecturer*

*APT*

*Classified staff*

*Administrator*

*Other:*

2) *At which campus or location are you primarily assigned?*

*Hawai'i Community College*

*Honolulu Community College*

*Kapi'olani Community College*

*Kaua'i Community College*

*Leeward Community College*

*UH - Maui College*

*Windward Community College*

*UHCC System Office*

3) *How many years have you been employed in the UHCC System?*

*Less than a year*

*1-5 years*

*6-10 years*

*11-15 years*

*16-20 years*

*More than 20 years*

4) *Please indicate if you have served on a systemwide committee. Examples of a systemwide committee include, but are not limited to:*

*Community College Council of Faculty Senate Chairs*

*Community College Council of Native Hawaiian Chairs*

*Community College International Education Council*

*HAP Systemwide Board*

*Program Coordinating Council (specific to program)*

*UHCC Strategic Planning Council*

*UH Systemwide Foundations Board*

*UH Systemwide Sustainability Council*

*I have served on a systemwide committee in the past 3 years. I have not*

served on a systemwide committee in the past 3 years.

## Communication

5) Please indicate the extent to which you agree or disagree with the following statements about communication at the UH System level and UHCC System level.

N/A		a reliable source of information.
Communication from the UH System is timely and accurate.	I regularly use the UH System website to find information.	I regularly use the UHCC System website to find information.
The UH System website is a reliable source of information.	Communication from the UHCC System is timely and accurate.	Strongly Disagree Disagree Neutral Agree Strongly Agree
	The UHCC System website is	

## Shared Governance and Decision-Making

6) Please indicate the extent to which you agree or disagree with the following statements about shared governance at the UH System level and the UHCC System level.

N/A		
The roles of the UH System, UHCC System, and the college are clear.	The UH System effectively assists the college in meeting educational goals for students achievement and learning.	The UHCC System effectively assists the college in meeting educational goals for student achievement and learning.
UH System committees provide an effective forum for systemwide decision-making.	UHCC System committees provide an effective forum for systemwide decision-making.	Strongly Disagree Disagree Neutral Agree Strongly Agree

7) Is there anything additional you would like to share as it pertains to Communication, Shared Governance, and Decision-Making for the UH System or UHCC System?



# UH/UHCC Shared Governance Survey

## 1) What is your primary function in the University of Hawai'i Community Colleges System (UHCC)?

Option	# Responses	Response %
Full-time Faculty	168	52.83%
Part-time Faculty	2	0.63%
Lecturer	14	4.40%
APT	76	23.90%
Classified staff	33	10.38%
Administrator	13	4.09%
Other: <a href="#">View</a>	12	3.77%
<b>2</b> skipped this question	Total responses <b>318</b>	99.38%

## 2) At which campus or location are you primarily assigned?

Option	# Responses	Response %
Hawai'i Community College	38	11.95%
Honolulu Community College	51	16.04%
Kapi'olani Community College	60	18.87%
Kaua'i Community College	32	10.06%
Leeward Community College	48	15.09%
UH - Maui College	62	19.50%
Windward Community College	17	5.35%
UHCC System Office	10	3.14%
<b>2</b> skipped this question	Total responses <b>318</b>	99.38%

**3) How many years have you been employed in the UHCC System?**

Option	# Responses	Response %
Less than a year	3	0.96%
1-5 years	72	22.93%
6-10 years	56	17.83%
11-15 years	72	22.93%
16-20 years	42	13.38%
More than 20 years	69	21.97%
6 skipped this question	Total responses <b>314</b>	98.13%

**4) Please indicate if you have served on a systemwide committee. Examples of a systemwide committee include, but are not limited to:**

- Community College Council of Faculty Senate Chairs
- Community College Council of Native Hawaiian Chairs
- Community College International Education Council
- HAP Systemwide Board
- Program Coordinating Council (specific to program)
- UHCC Strategic Planning Council
- UH Systemwide Foundations Board
- UH Systemwide Sustainability Council

Option	# Responses	Response %
I have served on a systemwide committee in the past 3 years.	91	28.98%

6 skipped this question	Total responses 314	98.13%
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Option
I have not served on a systemwide committee in the past 3 years.
6 skipped this question

**5) Please indicate the extent to which you agree or disagree with the following statements about communication at the UH System level and UHCC System level.**

	Strongly Disagree	Disagree	Neutral	Agree
Communication from the UH System is timely and accurate.	23 (7.30%)	80 (25.40%)	73 (23.17%)	111 (35.24%)
The UH System website is a reliable source of information.	19 (6.03%)	36 (11.43%)	87 (27.62%)	133 (41.27%)
I regularly use the UH System website to find information.	33 (10.58%)	71 (22.76%)	58 (18.59%)	99 (31.73%)
Communication from the UHCC System is timely and accurate.	28 (8.97%)	81 (25.96%)	66 (21.15%)	109 (32.69%)
The UHCC System website is a reliable source of information.	25 (7.99%)	42 (13.42%)	112 (35.78%)	99 (28.75%)
I regularly use the UHCC System website to find information.	46 (14.65%)	76 (24.20%)	70 (22.29%)	88 (26.43%)
4 skipped this question				

**6) Please indicate the extent to which you agree or disagree with the following statements about shared governance at the UH System level and the UHCC System level.**

	<b>Strongly Disagree</b>	<b>Disagree</b>
The roles of the UH System, UHCC System, and the college are clear.	33 (10.48%)	90 (28.57%)
UH System committees provide an effective forum for systemwide decision making.	38 (12.10%)	66 (21.02%)
The UH System effectively assists the college in meeting educational goals for students achievement and learning.	30 (9.68%)	58 (18.71%)
UHCC System committees provide an effective forum for systemwide decision making.	34 (10.83%)	67 (21.34%)
The UHCC System effectively assists the college in meeting educational goals for student achievement and learning.	28 (8.89%)	57 (18.10%)
<b>5</b> skipped this question		

**7) Is there anything additional you would like to share as it pertains to Communication, Shared Governance, and Decision-Making for the UH System or UHCC System?**

<b>Option</b>	<b># Responses</b>
Responded	
Did not respond	
<b>218</b> skipped this question	Total res











### **NON-INSTRUCTIONAL areas:**

- 1) HOW MANY participants/cases met and did not meet the SAO?
- 2) WHAT WORKED? What are some key strategies that supported your participants or unit's mastery of the outcomes? In other words, what initiative, task, or anything else you have done has been the MOST influential on your participants or unit? If relevant, note any NEW strategies used.
- 3) WHAT NEEDS TO CHANGE? What are the changes that you'll implement in the future to support your participants or unit's mastery of the outcomes? In other words, what initiative, task, or anything else do you plan to adjust to BETTER influence your participants or unit? What do your participants or unit STILL need to improve at this point?
- 4) WHAT METHOD have you used to assess the outcomes? List all that apply.
  - a. Exam/quiz
  - b. Paper/report/writing activity
  - c. Oral presentation
  - d. Creative performance
  - e. Visual display
  - f. Observation
  - g. Project
  - h. Survey
  - i. Counting/tracking numbers (e.g., walk-ins, online hits, transactions)

### **INSTRUCTIONAL areas:**

- 1) Has the student met the CLO? Yes, no, N/A.
- 2) WHAT WORKED? What are some key instructional strategies that supported your students' mastery of the outcomes? In other words, what teaching strategy, instructional design, assignment, content material, or anything else you have done has been the MOST influential on students' learning? If relevant, note any NEW strategies used.
- 3) WHAT NEEDS TO CHANGE? What are the changes that you'll implement in the future to support students' mastery of the outcomes? In other words, what teaching strategy, instructional design, assignment, content material, or anything else do you plan to adjust to BETTER influence your students' learning? What do students STILL need to improve upon as they exit your class?
- 4) WHAT METHOD have you used to assess the outcomes? List all that apply.
  - a. Exam/quiz
  - b. Paper/report/writing activity
  - c. Oral presentation
  - d. Creative performance
  - e. Visual display
  - f. Observation
  - g. Project
  - h. Survey
  - i. Counting/tracking numbers (e.g., walk-ins, online hits, transactions)

## ILOs

<input type="checkbox"/> <span style="background-color: #0070c0; color: white; padding: 2px 5px; border-radius: 3px;">Add ILO</span>						
	ILO	Start Date	End Date	SLO Performance		SLO Explorer
				Expected	Spring 2021	
<input type="checkbox"/>	Critical Thinking: Effectively analyze arguments, assumptions, and problems, and draw conclusions.	08/26/2019	Not specified	70 %	87 %	
<input type="checkbox"/>	Information Literacy: Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues surrounding information and information technology.	08/26/2019	Not specified	70 %	88.1 %	
<input type="checkbox"/>	Effective Communication: Actively express and exchange ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.	08/26/2019	Not specified	70 %	86.3 %	
<input type="checkbox"/>	Quantitative Reasoning: Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.	08/26/2019	Not specified	70 %	85.6 %	
<input type="checkbox"/>	Career Preparation: Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.	08/26/2019	Not specified	70 %	86.6 %	
<input type="checkbox"/>	Community Awareness and Social Responsibility: Demonstrate and apply an understanding of moral and ethical issues that pertain to the environment, social justice, and cultural diversity.	08/24/2020	Not specified	70 %	87.6 %	

## Abstract

This paper argues for organic initiatives that supplement the assessment work already being done, by blooming naturally from faculty and staff's expertise while also pollinating each dimension of assessment with cultural responsiveness. The theoretical framework draws from two leading paradigms—Culturally Responsive Assessment and Assessment 2.0. The Grounded Theory methodology uses Universal Design for Learning (UDL) guidelines to analyze (a) course-level assessment reports, (b) campus-wide activity on student engagement, and (c) campus-wide discussions around assessment, including gains and gaps in student learning. The study finds that assessment data emerge spontaneously across numerous spaces on campus, can be collected in flexible manners, and can be analyzed through an equity lens in order to support a diverse student population. Through this fresh approach findings show that faculty members are implementing inclusive practices in their instruction and assessment, and closely collaborate with units in student affairs to engage all learners.



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# Culturally Responsive Assessment 2.0: Revisiting the Quest for Equity and Quality in Student Learning

This paper examines how assessment can illuminate the extent to which teaching practices support learning of all students in a diverse environment. It highlights the significance of diversity theories and diversified methodologies in the field of assessment. On one hand, culturally responsive pedagogies have gained vast ground in education, but institutional assessment has only recently started to consider its intersect with equity (Montenegro & Jankowski, 2017b). While the process through which students demonstrate their knowledge and development is increasingly different, the criteria on which they are evaluated generally remain the same (Montenegro & Jankowski, 2017a). On the other hand, graduation rates, achievement gaps, institutional benchmarks, and other numerical data are insufficient to support equitable imperatives (Montenegro & Jankowski, 2017b). Assessment has to emerge organically from data sources that already exist, including thick and rich descriptions, beyond the preconceived evaluation plans and rationalized systems that still dominate literature and practice (Metzler & Kurz, 2018).

The theoretical framework draws from the field of quality and equity assurance in higher education. However, both areas are often heavy in practical prescriptions and light in theoretical bases, as both diversity and assessment professionals “remain focused on the details of practice—getting it done” (Hershock, 2010; Metzler & Kurz, 2018, p. 4). Therefore, I build on relevant theorists inside and outside the field of assessment to contribute to a Culturally Responsive Assessment 2.0 paradigm. Culturally responsive assessment concerns matters of equity, such as shaping evaluation tools through culture-based lenses, disaggregating the data by student background, and using results to improve learning of all students (Montenegro & Jankowski, 2017b). Assessment 2.0 refers to flexible and yet robust approaches, including bottom-up processes, collective meaning-making, and organic assessment designs—whether formative, summative, quantitative, or qualitative (Metzler & Kurz, 2018). In this study, I integrate the two models because I claim that on one hand innovating approaches to assessment in the 21st century requires explicit culture-based considerations and on the other hand culturally relevant assessment can only exist within malleable paradigms as Assessment 2.0.

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This pilot study represents a first attempt to bring a variety of organic data sources about student learning in conversation with one another through the lens of diversity. It triangulates three sets of data: (a) course-level assessment reports, (b) a campus-wide activity on student engagement, and (c) discussions around assessment at the Honolulu Community College in Hawaii (United States of America). The first instrument was designed as an assessment tool but provided wide flexibility, whereas the other two methods emerged organically outside preconceived assessment plans. The methodology follows Grounded Theory principles, including two cycles of coding and tallying via NVIVO software (Charmaz, 2010). Through the first coding cycle all emerging patterns resonated with the Universal Design for Learning (UDL) model, which is pertinent to our diverse and inclusive institution (Rao, in press). Therefore, the second coding cycle mapped the three datasets to UDL guidelines.

**This pilot study represents a first attempt to bring a variety of organic data sources about student learning in conversation with one another through the lens of diversity**

This paper argues for organic initiatives that supplement the assessment work already being done, by blooming naturally from faculty and staff's expertise while also pollinating each dimension of assessment with cultural responsiveness (Metzler & Kurz, 2018, p. 4; Montenegro & Jankowski, 2017b). The study finds that assessment data emerge spontaneously across numerous spaces on campus, can be collected in flexible manners, and can be analyzed through an equity lens in order to support a diverse student population. Through this fresh approach, findings show that faculty members are implementing inclusive practices in their instruction and assessment, and closely collaborate with units in student affairs to engage all learners.

#### **Methodology: Grounded Theory Meets Universal Design for Learning**

This study took place in 2018 at the Honolulu Community College in Hawaii—a very diverse campus in a very diverse state, with widespread commitment to indigeneity, inclusion, and equity (Accreditation Taskforce, 2018). It offers both vocational and liberal arts degrees, allowing students to transfer credits to achieve junior class standing at four-year higher education institutions within the state. It also offers noncredit courses in apprenticeship and continuing education as well as college credits for seniors in high school. Students at the college seek affordable and flexible education, as many have families, work full time, and return to college or the workforce after years of absence.

People of color constitute 91% of the students, including 47% Asian, 24% Hawaiian, and 13% mixed ethnicities (Arbuckle, 2018). The five pillars of the university highlight student focus, Hawaiian values, diversity, sustainability, as well as community partnerships. For instance, the Hulili Ke Kukui Hawaiian Center supports the enrollment pathway for Hawaiian students as well as the integration of Hawaiian language, culture, and values into the campus community, including through faculty and staff development (Ho'āla Hou). A variety of platforms connect academic and student affairs in order to promote student retention and completion.

A triangulation approach is at the foundation of this study because a robust assessment program draws on multiple sources of evidence at multiple levels within the institution (Metzler & Kurz, 2018). The three data sources merged organically from improvement-based initiatives, but sat in compartmentalized spaces. This study is an attempt to break their isolation so they can talk with one another and create meaning together. The focus is on data sources that illustrate the paradigm shift from teaching to learning, which is at the core of our student-centered institution (Barr & Tagg, 1995). Meaningful assessment emerges when faculty and staff integrate assessment into their normal work (Allen, 2004). For instance, assignments play a key role in assessment because generally (a) faculty are strategically positioned to determine the quality of student work (Cain, 2014); in addition (b) students generally make their greatest efforts under required tasks, (c) assignments are pedagogically powerful in communicating faculty's expectations, and (d) making a difference in student learning happens in the day-to-day work (Hutchings, Jankowski, & Ewell, 2014). From classroom data practice can grow to departmental and institutional levels (Barr & Tagg, 1995).

First, I analyzed course-level assessment reports for the 2014–2018 cycle. These documents are preconceived assessment plans but leave room for personalized approaches as they ask broad questions about Course Learning Outcomes (CLOs). I examined CLO reports from three of the six campus academic divisions. The three divisions provided CLO reports for 210 out of their 267 courses (79%), covering 1833 CLO and including qualitative data analysis about assessment strategies that supported student mastery of the CLOs. Second, I examined index cards from a campus-wide activity that took place at commencement in Fall 2018, when a top administrator asked the staff and faculty members in attendance to write down their current practices for purposefully engaging students. One hundred and forty-five participants submitted 233 practices. This activity was not designed as an assessment plan and emerged organically.

Third, I analyzed notes that I took at campus-wide meetings, namely Assessment Taskforce, Assessment Townhall, Assessment Showcase, and assessment workshops as well as commencement and faculty development series, which featured faculty discussing best practices. These dialogues were not preconceived assessment activities per se; instead I saw them as glimpses into the many faculty conversations that informally take shape across campus about improving student learning and institutional performance. Capturing them was a challenge that was worth facing, since they are rich examples of thick description (Geertz, 1973). The dialogues engaged faculty and staff while fostering their ownership of assessment, as they are the creative forces in the process (Baker, Jankowski, Provezis, & Kinzie, 2012). These discussions provided the opportunity to analyze the course-level assessment reports and index cards. They became a space to validate the findings from the previous two methods. According to the participants, the results looked like “a typical day in the classroom.” These campus-wide experiences were possible with the support of the administration, which allocated the necessary time, space, and resources while also endorsing the overarching flexible and organic approach to assessment on our campus (Baker et al., 2012).

My methodology follows a constructivist approach to Grounded Theory, including the leading principles of saturation and coding (Charmaz, 2010). I achieved deep familiarity with the researched phenomena but did not superimpose theories on the data. In Charmaz’s (2010) words, “preconceived theoretical concepts may provide starting points for looking at the data but they do not offer automatic codes for analyzing these data” (p. 68). I coded the three data sources through two cycles and I ran descriptive statistics via NVIVO software. Through the first coding cycle all patterns that emerged resonated with the Universal Design for Learning (UDL) model, which is relevant to our institutional commitment to diversity, indigeneity, and serving our variegated student population (Rao, in press).

**[The] methodology follows a constructivist approach to Grounded Theory, including the leading principles of saturation and coding**

Therefore, I decided to conduct the second coding cycle according to UDL checkpoints. I indicated percentages of how many times each of the nine UDL guidelines emerged from the data; at the same time, I was mindful that all strategies are equally important and used in different contexts (Rao, in press). My student assistant also coded the data, providing a learner’s perspective in the study (Desiree, Hernández, & Berumen, 2018; Driscoll & Wood, 2007; O’Neill & Maguire, 2017). As we moved from course-level assessment reports to index cards and faculty’s conversation, we reached a saturation point—no more new information emerged.

### **Theorizing Assessment in Relation to Quality and Equity Assurance in the Fourth Industrial Revolution**

Quality assurance refers to embedding quality in all aspects of higher education, from student learning and development to administrative processes, rather than inspecting quality in unmonitored systems that have already been finished (Ryan, 2015). Quality within the higher education environment has historically been one of the most difficult specifications to measure (Neubauer, 2019). Globalization challenges all facets of higher education, including its efforts to develop systems of quality assurance that are useful and sustainable in the 21st century (Neubauer, 2010). Over the past two decades, reductionist approaches have established quantitative tactics, such as the ranking phenomenon (Neubauer, 2018). Yet, what Klaus Schwab defines as the Fourth Industrial Revolution or Work 4.0 is already pushing quality in higher education towards

more complex progressions (cited in Neubauer, 2018). Implications will likely affect the manner in which university teaching is organized, due to student mobility, interdisciplinary demands, and need for self-learning skills as well as learning that is immersive, interactive, and responsive to students (Neubauer, 2019).

Student variability is possibly the most complex feature in the 21st century classroom. Globalization is not only an “intensifier of interdependence, it is a multiplier and magnifier of differences” (Hershock, 2010, p. 30). Each individual identity holds both cosmopolitan (i.e., humanist and global) and grounded (i.e., local and national) affiliation (Kahn, 2004; Logli, 2016; Nilan & Feixa, 2006). Within education, variety tends to relate to gender, ethnicity, religion, and social class as well as learning styles (Hershock, 2010; Hershock, Mason, & Hawkins, 2007). Concerns of access, survival, output, and outcome that relate to differentiated student populations are widespread (Farrell, 2007; Hawkins, 2011). Underrepresented students’ probability of getting into college, completing their degree, learning the same knowledge and living relatively similarly post-graduation lives is slimmer compared to students who more traditionally attend higher education (Farrell, 2007).

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Hershock (2010, 2012) expands the lens of analysis on diversity. Variety is “a quantitative index of simple multiplicity that connotes things simply being-different” (Hershock, 2010, p. 35). University campuses can host varied student populations, program offerings, and partnership types while remaining mere coexistence. Like zoos, their variety is externally imposed. By contrast, diversity is “a qualitative index of self-sustaining and difference-enriching patterns of mutual contribution to shared welfare” (Hershock, 2010, p. 35). Diversity refers to “the extent to which differences are activated as the basis of meaningful contribution to sustainably shared flourishing” (Hershock, 2012, p. 44). Diversity requires making differences as the basis for mutual contribution. Educating for diversity is focused on “discerning how most effectively and sustainably to enable the differences of each to make a difference for all” (Hershock, 2010, p. 38). It means “shifting the locus of concern from how much we differ-from each other to how we might best differ-for one another” (Hershock, 2010, p. 38). Like ecosystems, their diversity can only rise from within.

This theory of diversity can find two entryways into the assessment field—through Assessment 2.0 because it is contextual, flexible, and open (Metzler & Kurz, 2018) as well as culturally responsive assessment because it zooms into matters of equity (Montenegro & Jankowski, 2017b). Assessment 2.0 is designed to “supplement the assessment work already being done” and to be “organic”—growing naturally from faculty and staff’s professional judgment and experience, rather than over-imposed structures and linear procedures commonly followed in standard assessment practice (Metzler & Kurz, 2018, p. 4). Its premise is that assessment must lead to action—assessment should not be done unless there is real possibility and openness to instructional and institutional change in the students’ best interest. Campuses are filled with data, but data without rigorous analysis and usage are useless (Allen, 2004; Kuh et al., 2014).

Assessment 2.0 re-envision assessment by using awareness of George Ritzer’s theory of rationalization in order to avoid its most problematic expressions (Metzler & Kurz, 2018, p. 5). As all other system of rationalization, assessment has four interrelated dimensions. First, efficiency refers to streamlining processes to fulfill the end goal; yet, the risk is to diminish learning to shallow objectives. Second, calculability emphasizes measurable data; yet, the danger is that quantity takes precedence over quality. Third, predictability is concerned with limiting variability; yet it can brush off fine and contextual distinctions around student learning. Fourth, control aims to manage the volatility that is part of human dynamics; yet it can veer to collection of meaningless data. Without rationalized processes, chaos would prevail. However, the more a structure is rationalized, the greater the risk that its rationalization will undercut its own purpose, leading to lack of validity, reliability, reflection, and usage in assessment data. The Assessment 2.0 paradigm avoids the irrationality of rationality by infusing the four dimensions of rationalization with bottom-up processes, collective meaning-making within departments, and organic opportunities to provide assessment data, whether via formative, summative, quantitative, or qualitative approaches.

Culturally responsive assessment reveals the flawed assumption that “while there are multiple ways for students to learn, students need to demonstrate learning in specific ways for it to count” (Montenegro & Jankowski, 2017b, p. 6). Where one assessment approach is dominant there is a risk that it will not accommodate individual learning preferences (O’Neill & Maguire, 2017). Assessment approaches have a powerful impact on students’ behavior, engagement, and attendance as well as institutional performance. For equity gaps to be addressed, the entire institution needs to explore resolutions to support student success—from pedagogies to assessments that foster inclusion while upholding high standards (Montenegro & Jankowski, 2017b). Equity-based approaches do not benefit underrepresented students only, but all students (Finley & McNair, 2013). For example, a “culturally responsive assessment” involves students throughout the entire assessment process, develops evaluation tools that are appropriate for different learners, uses results to improve the academic experience of all students, and disaggregates the data to understand the student population (Montenegro & Jankowski, 2017b). Once we know who our students are we can tailor assessment processes to better encourage their flourishing.

Institutions have started using a variety of approaches to get a more holistic picture of student learning and development rather than relying solely on exam-taking abilities. In the United States, community colleges and Minority-Serving Institutions integrate mainstream measures with locally developed instruments that are better suited to gauge their learning (Montenegro & Jankowski, 2015). Various campuses have centered assessment work on social justice principles through democratic, participatory, inclusive, affirming, and collaborative practices (Desiree et al., 2018). Examples from other English-speaking countries include (a) the University of East London, which gives the option to do a presentation, poster, or debate; (b) the University of Dublin, where students are able to make a poster instead of taking an exam; and (c) a study in Canada that has shown that students who took advantage of the option to add a term project through preparing a mini-class or participating in community service improved their performance (Montenegro & Jankowski, 2017b). Allowing students to choose how they are evaluated improves student engagement, achievement, and the quality of the learning experience while addressing student variability (Gosselin & Gagné, 2014).

The Universal Design for Learning (UDL) approach provides a useful application of culturally responsive assessment. UDL is based on the premise that variability among learners is the norm and individuals can become expert learners in varied ways—there is no one path to mastery (Rose & Gravel, 2009). To design for variability instructors can begin by identifying common barriers to learning, students’ preferences, and specific needs for supports (Hehir, 2009). By being mindful of these factors, teachers can design instruction and assessment from the outset for a broader range of learners (Rao, in press). The UDL model is comprised of three main principles—representation, action and expression, and engagement. Each principle has three guidelines (nine in total) and each guideline has a series of checkpoints (31 in total) that proactively build in flexibility, choice, and scaffolds as well as other pedagogical practices to facilitate the learning experience for all.

Many assessment scholars suggest similar practices, but the UDL guidelines explicitly point out their relevance for student variability and provide a comprehensive model. For example, the literature on assessment and equity highlights the importance of fostering students’ self-esteem, motivation, engagement, critical thinking, and leadership skills by integrating their indigenous cultural practices, appropriate language, and unique learning interests (Montenegro & Jankowski, 2015). Research on assessment and learning has also demonstrated the high impact of practices such as diversity and global learning, collaborative assignments, research opportunities, and all forms of service-learning (Kuh, O’Donnell, & Reed, 2013). Similarly, students indicated group work, application of knowledge, interaction with peers, and real-life connection as the activities that engaged them the most (Ewell, 2009). Studies on human learning suggest the importance of practice at retrieval, varying conditions under which learning takes place, and re-representing information in alternative formats as well as integrating theory with practice (Halpern & Hakel, 2003). Scaffolding should infuse all aspects of teaching from

**Institutions have started using a variety of approaches to get a more holistic picture of student learning and development rather than relying solely on exam-taking abilities**

instruction to assessment, for instance through sequenced lesson plans, rubrics that illustrate criteria, opportunities for student self-reflection on learning, and assignments that build on one another and prepare the student for a culminating demonstration (Hutchings et al., 2014).

### Culturally Responsive Assessment 2.0 in Practice: Three Approaches

Three sets of data are the focus of this paper: (a) course-level assessment reports, (b) a campus-wide activity on student engagement, and (c) discussions around assessment, including gains and gaps in student learning as well as prospective improvements in all facets of institutional performance. The results consistently confirmed each other across the three datasets; therefore, I will present the two key findings from the three datasets collectively.

### Diversified Assessment Methods

All three data sources revealed that faculty members diversify their assessment methods within a course but students are rarely given a choice on how to be assessed. According to the assessment reports, 29% of the CLOs were assessed through exams, 21% through embedded questions, 18% through lab tasks, 9% through activities, 8% through presentations, 7% through projects, 4% through papers, and 3% through practica. During the discussions faculty shared specific examples of current practices and upcoming plans around culture-based assessment in their classroom, based on what they learned about different assessment methods. They expressed interest in diversifying their assessment methods further and providing choice to students on how to be assessed, as they realize that our diverse population benefits from it. Deeper considerations about student learning and matters of equity lie underneath this combination of assessment methods. Two examples clarify this multifaceted approach.

**All three data sources revealed that faculty members diversify their assessment methods within a course but students are rarely given a choice on how to be assessed**

On the first day of class, a faculty member asks students to fill out the “About You Questionnaire,” which allows her to get to know her students and to draft assessment methods accordingly (Hartline, 2018a). For instance, (a) if some students do not have a computer she allows hand-written submissions; (b) if some students do not have a printer, she allows digital submissions; (c) if some students have dyslexia, she allows submissions via audio recording; (d) if some students deal with anxiety disorders, she replaces whole-class presentations with group work; (e) if some students are veterans with medical and readjusting challenges, she views behavior that may seem otherwise antisocial (putting their head in their hands or standing up at odd times) as a response to easily triggered migraines and physical pain; (f) if some students are not native English speakers, she slows down and interprets roadblocks from a cultural lens; (g) if students take the bus, she ensures to open her classroom door ahead of time, so that they’re not waiting in the hallway, and to end class on time, so they do not miss their public transportation (Hartline, 2018b).

Another department conducted a longitudinal study on its assessment methods and found that they are all informative but in different ways (Patterson, 2018). First, students’ self-reported Knowledge Surveys provide a good overview of what they are learning, primarily in terms of content areas, because in the cultural context of Hawaii students appear to be modest in their self-reporting. Second, embedded assessment adds more specific understanding about students’ analytical skills. Third, faculty’s reflections on outcomes solidify the identification of better teaching strategies.

These findings are in line with principles of culturally responsive assessment (Gosselin & Gagné, 2014; Montenegro & Jankowski, 2015; O’Neill & Maguire, 2017). Faculty members diversify their assessment tools to accommodate for student variability. They also contextualize their evaluations within the reality of Hawaii and integrate mainstream measures with locally developed instruments that are better suited to gauge learning. The faculty’s autonomy in designing assessment methods also resonates with the Assessment 2.0 model (Metzler & Kurz, 2018). Faculty members prefer embedded assessments to use data sources that already exist and supplement the assignments already being done. They freely choose either formative or summative approaches, by drawing from their professional judgment and experience, rather than over-imposed standardized assessment plans. They find faculty development, fresh resources,



and collegial conversations around assessment useful as they strategize on how to improve student learning.

**Teaching for Student Variability**

All UDL principles emerge as relevant and, as I discuss below, three guidelines are especially intriguing. Faculty use a variety of inclusive practices to enhance student learning, by connecting academic and student affairs (UDL guideline 6), providing options for student persistence (UDL guideline 8), and optimizing students’ motivation and coping skills, mainly through relation-building (UDL guideline 9). Interestingly, over the past years the campus has been increasingly concerned about student retention and providing student support has been a priority, mainly through a caring environment and collaboration between instructional and noninstructional units.

Table 1  
*Synopsis of findings within UDL model*

	I. REPRESENTATION (guidelines 1-3)	II. ACTION/ EXPRESSION (guidelines 4-6)	III. ENGAGEMENT (guidelines 7-9)
Course-level: Assessment reports	<b>47%</b> <b>(312 of 654 CLOs)</b> •UDL guideline 2: 14% •UDL guideline 3: 33%	<b>30%</b> <b>(193 of 654 CLOs)</b> •UDL guideline 4: 4% •UDL guideline 5: 6% •UDL guideline 6: 20%	<b>23%</b> <b>(149 of 654 CLOs)</b> •UDL guideline 7: 1% •UDL guideline 8: 20% •UDL guideline 9: 2%
Institutional level: Student engagement practices	<b>4%</b> <b>(10 of 233 practices)</b> •UDL guideline 2: 1% •UDL guideline 3: 3%	<b>29%</b> <b>(68 of 233 practices)</b> •UDL guideline 4: 6% •UDL guideline 5: 7% •UDL guideline 6: 16%	<b>67%</b> <b>(155 of 233 practices)</b> •UDL guideline 7: 5% •UDL guideline 8: 21% •UDL guideline 9: 40%

First, providing options for executive functions (UDL guideline 6) is at the forefront of faculty’s considerations—they mention it 20% of the time in their course-level assessment reports, 16% of the time in the campus-wide index cards activity, and in discussions. They support planning and strategy development by connecting students to campus resources “that can help overcoming their challenge” (e.g., writing center, testing center, Hawaiian center, veterans center, student success center, library, academic counseling, career services, tutoring, transition coordinator, peer mentors, noncredit ESL classes, financial aid). Bridging classrooms with services has been a focus on campus over the past years and faculty have been responsive by inviting guest speakers from student affairs in their courses, sending students on a scavenger hunt to key spaces on the first day of class, and referring students to a variety of supports. In addition, they guide appropriate goal setting by organizing the syllabus thoroughly, sending various types of e-newsletters to students before the start of the semester, and adjusting the course pace—they either “set quick turnaround time” or “allow more time” depending on the circumstances. They also facilitate managing information by “putting great thought” into structuring mind mapping, practice sheets, and transition projects. Furthermore, they enhance the capacity for monitoring progress by “having an assignment where students plot a course outline to reach their end goal,” “keeping students accurately updated,” and “correcting each deficiency before moving on to the next project” through outside-of-class optional review sessions, in-class practice exams with samples, and graded pre-quizzes.

Second, providing options for persistence (UDL guideline 8) is another faculty priority—they mention it 20% of the time in their course-level assessment reports, 21% of the time in the campus-wide index cards activity, and in discussions. They heighten the salience of goals and objectives by engaging students in activities that are relevant for their lives (e.g., field studies,

**They heighten the salience of goals and objectives by engaging students in activities that are relevant for their lives**

outside-of-the-classroom projects, guest speakers, analyses of real-world problems and current events). In addition, they vary demands and resources to optimize challenge—“I diversify my teaching strategies, I switch mode every 10 minutes to support each learning preference.” They also foster collaboration by engaging families when appropriate and integrating group activities (e.g., ice breakers, get-togethers, partnering in problem solving) so students “get to know one another—who they are and what their interests are—and make discoveries, so they are happy to return to class because their friends are there.” Faculty encourage student participation in campus life (e.g., student clubs, social projects, leadership opportunities) so “they experience values like community and compassion, and can be the positive change that ripples around.” Moreover, they increase mastery-oriented feedback by using comments like “the essay would be better with punctuation,” rather than “you need to work on punctuation,” through lab follow-up, discussions on assignments, well-defined rubrics, peer mentorships, and learning communities where students “share their mistakes, discoveries, and learn from each other.”

**Faculty members involve students throughout the assessment process, draw from culture-based lenses, and use assessment results to improve learning of all students**

Third, providing options for self-regulation (UDL guideline 9) was the highlight of the index cards activity—faculty and staff mentioned it 40% of the time. One reason for this predominance is that the ninth UDL guideline falls under the UDL engagement principle and the activity was about purposeful engagement. Yet, discussions confirmed its importance. Faculty members promote expectations and beliefs that optimize motivation, by assisting them to solve issues instead of passing them along, taking the time to understand their needs, and “teaching them how to be students, which can translate to all courses” (e.g., how to take notes, quizzes). In addition, they facilitate personal coping skills and strategies by providing personal stories and professional mentorship around their passions, dreams, difficulties, and strengths. For instance, they make an effort to learn students’ stories (e.g., show up early to class, create talk story/snack time, conduct “I wish my teacher knew” exercise) and provide professional guidance (e.g., provide letters of recommendation, share networking, revise job applications, organize mock interviews, encourage students to think about “short- and long-range goals within the industry”). They also develop self-assessment and reflection through one-minute surveys (e.g., What did you learn today? What did you have more questions about?), end-of-the-semester meetings, course evaluations, and involving them in rubric development.

At this point, I want to touch upon all other culturally responsive strategies that emerged from the data. Their numerical weight is more limited—yet still substantial, considering that percentages are spread across the nine UDL guidelines—and their qualities remain impactful across all three datasets. Faculty clarify vocabulary and promote understanding across languages (UDL guideline 2, mentioned 14% of the time in course-level assessment reports). They provide options for comprehension (UDL guideline 3) by explaining “stories behind place names,” “replacing textbook examples with local examples,” and using familiar images like a rainbow to capture student attention around salient scientific characteristics (mentioned 33% of the time in course-level assessment reports). They “help students make connections with class content”—through hands-on activities in order “to show students that what they are learning is practical, important, and related to both local and global perspectives” (e.g., Malama Aina or Take Care of the Land days).

Faculty optimize access to technologies (UDL guideline 4), for example by “integrating online research skills into some of the hands-on assignments” and “giving extra credit for early online communication” (mentioned 6% of the time in the campus-wide index cards activity). They also provide options for expressions (UDL guideline 5), such as through in-depth engaging questions, experimental learning, and industry networking in order “to create space for students to become part of the program in significant ways” (mentioned 7% of the time in the campus-wide index cards activity). Providing scaffoldings and opportunities for practice is key, not just for content absorption but also for learning the skill “on how to learn more.”

Faculty optimize autonomy (UDL guideline 7) by allowing students to select topics, learning tools, and assignments (mentioned 5% of the time in the campus-wide index cards activity). For example, students chose “the ideas and activities they wanted to plan and share with

classmates,” create ground rules for class, and are in charge of opening and closing the lab. They minimize distractions, for instance, by creating a safe space, respectful learning atmosphere, and friendly environment “so that students feel comfortable to interact with each other and help each other learn better.”

These findings confirm some of the guidelines of culturally responsive assessment (Finley & McNair, 2013; Montenegro & Jankowski, 2017b). Faculty members involve students throughout the assessment process, draw from culture-based lenses, and use assessment results to improve learning of all students. These results also follow the Assessment 2.0 model as our institution has started using a variety of approaches to get a more holistic picture of student learning, including assessment reports that make space for qualitative evidence, including thick and rich reflections (Metzler & Kurz, 2018).

**Culturally Responsive Assessment 2.0: Implication for Future Directions**

Today’s educational challenges are not problems to be solved but rather predicaments to be resolved (Hershock, 2010, p. 31). Problems are associated with failures of existing practices and are solved by developing improved means, which lead to ends that we intend to continue pursuing. Predicaments arise when changing circumstances bring the awareness of conflicts among our own values and are resolved by creating new meaning, which activates shared commitments. In considering the direction of assessment paradigm changes, matters of difference and equity should not be seen as side effects of education but rather values that can be effectively promoted only when infused into the full spectrum of educational activity.

Similar to the case studies featured in Baker, Jankowski, Provezis, and Kinzie (2012), this pilot project sees room for development and does not conclude that it is “yet arrived” (p. 6). Assessment is never completed but it continuously advances through an ongoing process in which closing the loop opens new inquiries. Some of the limitations of this study include its pilot nature, case-study scale, and focus on faculty’s direct assessments rather than also including students’ perspectives. From a theoretical stance, I plan to contribute to studies on assessment approaches first in relation to indigenous contexts and later beyond the dominant Anglo-American axis. From a practical stance, my institution plans to continue implementing assessment approaches that are flexible (as suggested by Metzler & Kurz, 2018) as well as culturally responsive (as suggested by Montenegro & Jankowski, 2017b). Rationalized and yet flexible processes will keep leading assessment efforts.

First, with regard to efficiency, a new curriculum process will allow a more flexible procedure for updating and linking outcomes, while also maintaining the principles that outcomes should be concise and clear for all students. A new Assessment Management System (AMS) will allow data disaggregation by student background and give faculty options, by asking some brief standardized questions and creating a space for additional data on specific interests (Baker et al., 2012). Specific interests will also evolve, for example, around place-based approaches, which remain the essence of our campus as demonstrated by our findings (Baker et al., 2012; Montenegro & Jankowski, 2017b).

Second, with regard to calculability, the new AMS will allow desegregated analytics to investigate how the assessment might affect all students, benefit certain populations, and hinder others. Qualitative methodologies will continue to illuminate the complex predicaments and resolutions that lie underneath numerical values. Student voices will also become part of the data triangulation, for instance, by integrating Community College Survey of Student Engagement (CCSSE) results as well as many other student surveys that disseminate on campus (Driscoll & Wood, 2007).

Third, predictability will appear through embedding assessment into institutional processes such as program reviews, decision-making by campus-wide committee, and external documents so that assessment efforts are optimized (Baker et al., 2012). For example, both applications and reports for Title III federal grants in support of Hawaiian values need culturally

**With regard to efficiency, a new curriculum process will allow a more flexible procedure for updating and linking outcomes, while also maintaining the principles that outcomes should be concise and clear for all students**

responsive assessment data. Information from assessment results, including success stories and action plans, should be distributed more widely to both internal and external audiences (Baker et al., 2012). For example, a top administrator integrated the analysis of the index cards into her presentation at the planning council. Predictability will also motivate the drafting of new assessment policy and procedures in order to bring together various perspectives and communicate clearly leading principles—above all assessment data needs to be collected, analyzed, discussed, and used toward improvement in student learning and institutional performance, regardless of specific details.

Fourth, control can frame more widely the spaces where dialogues about student learning and institutional performance become usable data. Conversations about improving student success take place constantly in numerous informal channels and those voices should be included in datasets (Baker et al., 2012). A committee has just stepped forward to become the body to examine five-year program reviews, encourage the integration of program-level assessment analyses, and to find ways to support the department. Fresh efforts have started to include nontenure-line faculty in campus initiatives such as curriculum mapping, optional orientation, and faculty training, including the assessment series (Kezar & Maxey, 2014). The monthly assessment series tries to meet various accessibility preferences—in addition to the face-to-face sessions, I post on the assessment page the full PowerPoint, a one-page handout, and a five-minute online tutorial with captures.

**The study finds that assessment data emerge spontaneously across numerous spaces on campus, can be collected in flexible manners, and can be analyzed through an equity lens in order to support a diverse student population.**

In conclusion, offering an assessment framework toward a more equitable higher education landscape motivates this study. This paper argues for organic initiatives that supplement the assessment work already being done, by blooming naturally from faculty and staff's expertise while also pollinating each dimension of the assessment with culturally responsive attention (Metzler & Kurz, 2018; Montenegro & Jankowski, 2017b). The study finds that assessment data emerge spontaneously across numerous spaces on campus, can be collected in flexible manners, and can be analyzed through an equity lens in order to support a diverse student population. In particular, the results point out that faculty members are implementing inclusive practices in their instruction and assessment, and closely collaborate with units in student affairs to engage all learners. This flexibility is endorsed by accrediting agencies, which do not prescribe narrow templates but rather leave institutions free to sculpt their own assessment image (Cain, 2014). Accreditation protects institutional autonomy, academic freedom, and institutional diversity (American Council on Education, 2012). Assessment rightly conducted “asks faculty to work together as colleagues to assess student work fairly by criteria respected in the field and to share their knowledge of student strengths and weaknesses, in order to improve curriculum, pedagogy, and other factors affecting learning” (Cain, 2014, p. 12).

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UNIVERSITY of HAWAII  
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COMMUNITY COLLEGE

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## ANNOUNCEMENT

Welcome to the newly redesigned HonCC Intranet!

## Committees

# Assessment Committee

## I. SCOPE OF AUTHORITY

The Assessment Committee will report to the Planning Council. The Assessment Committee will have the authority to create ad hoc workgroups for specific tasks or initiatives; these ad hoc workgroups are ongoing, but called only as needed, require a list of appointed members, and must report their activities and findings to their committee.

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## II. STATEMENT OF PURPOSE

The Assessment Committee will have primary responsibility in planning, advising, and monitoring the progress of assessment-related activities of the College.

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## III. OPERATING PROCEDURES

The Assessment Committee will:

1. Coordinate assessment activities on an annual basis, in accordance to the College's mission and values as well as accreditation requirements.
2. Provide educational material and training for faculty and staff in all forms of assessment.
3. Coordinate communication pertinent to these initiatives.
4. Have the authority to form ad hoc work groups focused on specific tasks.



5. Conduct its meetings according to Robert's Rules of Order.

## **IV. MEMBERSHIP OF THE COMMITTEE**

The Assessment Committee will include:

1. Institutional Assessment Specialist (Chair, ex officio, non-voting).
2. Accreditation Liaison Officer (ex officio, non-voting).
3. Representative from Administration (ex officio, non-voting).
4. Representative from Institutional Research (ex officio, non-voting).
5. Representative from Hawaiian Programs.
6. Representative from Humanities/Social Sciences.
7. Representative from Language Arts.
8. Representative from Math.
9. Representative from Natural Sciences.
10. Representative from Tech I.
11. Representative from Tech II.
12. Representative from Academic Support
13. Representative from Administrative Services.
14. Representative from ITS.
15. Representative from PCATT.
16. Representative from Student Services.
17. Representative from any other department that may be added over the years.

Each member can hold one position only.

## **V. MEMBERS SHALL:**

1. Be selected by the supervisor of each area of membership as listed in section IV, namely:
  - Institutional Assessment Specialist: NA, one candidate only
  - Accreditation Liaison Officer: NA, one candidate only.
  - Representative from Administration: Selected by VCAA.
  - Representative from Institutional Research: NA, one candidate only (ODS/AMS integration).
  - Representative from Hawaiian Programs: Selected by Chair.
  - Representative from Humanities/Social Sciences: Selected by Chair.

- Representative from Language Arts: Selected by Chair.
- Representative from Math: Selected by Chair.
- Representative from Natural Sciences: Selected by Chair.
- Representative from Tech I: Selected by Chair.
- Representative from Tech II: Selected by Chair.
- Representative from Academic Support: Selected by Dean.
- Representative from Administrative Services: Selected by Vice Chancellor.
- Representative from ITS: Selected by Chief Information Officer.
- Representative from ITS: Selected by Chief Information Officer.
- Representative from Student Services: Selected by Dean.

2. Have assessment interest.
3. Commit to two years of service with possibility of extension.
4. Be responsible for consulting with and informing their constituents of the issues and activities of the committee.
5. Appoint a proxy representative, if unable to attend a meeting (prior notice for a proxy representative must be sent to the Chair of the committee).
6. Cast one vote in representation of their constituents.
7. Make decisions according to majority rule.

## **VI. MEETINGS**

The Assessment Committee will meet monthly during the academic year (no fewer than three times each semester). Chair emails members the agenda at least a day prior to the meeting. All meetings are open to the campus at large.

## **VII. DOCUMENTATION/COMMUNICATION**

1. Minutes from all meetings of the Assessment Committee will be prepared by the Chair and posted online.
2. Reports from the ad hoc workgroups of the Assessment Committee will be incorporated into the minutes of that committee.
3. The Assessment Committee will provide end-of-year summary reports to the Planning Council.
4. The Assessment Committee will review its charter annually.

## VIII. AUTHORIZATION

FSEC: Acknowledged on April 9, 2020

SSEC: Acknowledged on April 21, 2020

Planning Council: Acknowledged on September 25, 2020

## MINUTES

View [Assessment Committee \(/intranet/committees/committee-minutes/?wpv-committee=assessment-committee\)](/intranet/committees/committee-minutes/?wpv-committee=assessment-committee) Minutes

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## ARCHIVE

Access to past documents are available on our dedicated Google Drive. *Note: If you are logged in to your UH account, you will be able to view the archive. Please request access to view if you are not logged in.*

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Archive**



([https://drive.google.com/drive/folders/1KcUqbYZv0-70i-ixiGqQjR\\_011yShr25?usp=sharing](https://drive.google.com/drive/folders/1KcUqbYZv0-70i-ixiGqQjR_011yShr25?usp=sharing))

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## Assessment Procedures

**Prepared by:** Assessment Committee

**Approved by:** Karen C. Lee, Interim Chancellor

A handwritten signature in cursive script, appearing to read 'Karen C. Lee'.

**Effective Date:** March 22, 2021

**Policy Number:** [UHCC 5.202](#); [EP 5.201](#), [EP 5.202](#), [EP 5.210](#), [EP 5.221](#); [RP 4.205](#), [Chapter 4, Chapter 5](#); [HCCP #4.101](#); [ACCJC Accreditation Standards](#)

### I. Purpose

The Honolulu Community College is committed to the improvement of student learning across campus, including through all instructional and non-instructional units. The procedures below delineate the process for the assessment of learning and service outcomes.

### II. Definitions

1. **Assessment.** Assessment is a continuous, systematic, and reflective process aimed to improve student learning and related unit performance. It consists of the following steps:
  - a) Defining the outcomes;
  - b) Determining appropriate methods to assess the outcomes;
  - c) Gathering evidence of the outcomes;
  - d) Analyzing the evidence; and
  - e) Using this information to improve student learning and evolve the program or service.
2. **Outcomes.** Our institution has established outcomes for all units:
  - a) Non-instructional units: Service Area Outcomes (SAOs). Units or participants achieve SAOs after experiencing a particular initiative.
  - b) Instructional units: Student Learning Outcomes (SLOs)
    - Course Learning Outcomes (CLOs): Students achieve CLOs after completing a course.
    - Program Learning Outcomes (PLOs): Students achieve PLOs after completing a specific degree or certificate.
    - Institutional Learning Outcomes (ILOs): Students achieve ILOs after completing any paths of study.
3. **Curriculum map.** CLOs are linked to PLOs and ILOs. SAOs are linked to the mission of the area.
4. **eLumen Assessment Management System (AMS).** A secure and confidential online platform that is integrated with relevant platforms (e.g., Banner), eLumen stores assessment data, maps outcomes, and provides reports.



### III. Policy implementation and procedural guidelines

#### 1. Calendar.

- a) Non-instructional units submit their assessment reports every Spring (i.e., the end of the fiscal and academic year) or every semester, depending on their operations.
- b) Faculty submit their assessment reports for targeted courses every semester. For all other sections, they continue their ongoing reflection on student learning, but a report is not required. eLumen captures a sample of end-results.

**2. eLumen form.** Assessment forms are a space for faculty and non-instructional units to reflect on student learning and unit performance. Non-instructional units reflect on all their SAOs and faculty reflect on all the CLOs for the planned section(s). Over time questions change but generally address if student/participant met the outcome, what worked well, what needs adjustments, and what methods were used.

**3. Updates.** Coordinators can update outcomes (e.g., SAO, CLOs, PLOs, ILOs) prior to the start of the semester and can update the curriculum map at any time. These changes reflect prior consensus within the unit or all faculty teaching the course.

**4. Reports.** Assessment is not intended for faculty-, section-, and course-comparisons. The focus is on reflections around learning, which are discussed within departmental meetings and are the basis for improvement strategies.

- a) Non-instructional units run report on their SAOs.
- b) Faculty run their own reports on their CLOs.
- c) Coordinators run reports on PLOs.
- d) Data Steward run reports on ILOs.

**5. Resources.** Assessment guides, trainings, and tutorials are available on the assessment webpage. Faculty and staff are also invited to attend campus presentations and departmental workshops on assessment. The members of the Assessment Committee are available for support.

	<b>LONG_DESC</b>	<b>Coordinator</b>	<b>Role</b>
<b>Service</b>	<b>Academic Support</b>	<b>Stefanie Sasaki</b>	<b>Area Coordinator</b>
Service	Care	Ina Miller-Cabasug	Unit Coordinator
Service	Career Services	Silvan Chung	Unit Coordinator
Service	Education Technology Center	Ross Egloria	Unit Coordinator
Service	Learning Skills		Unit Coordinator
Service	Library	Stefanie Sasaki	Unit Coordinator
Service	Policy, Planning, and Research	Steve Shigemoto	Unit Coordinator
Service	Student Access	Wayne Sunahara	Unit Coordinator
Service	Testing and Tutoring	Silvan Chung	Unit Coordinator
<b>Service</b>	<b>Administrative Services</b>	<b>Jason Ohta</b>	<b>Area Coordinator</b>
Service	Business Office	Myrna Patterson	Unit Coordinator
Service	Human Resources	Monique Tingkang	Unit Coordinator
Service	Operations and Maintenance	David Tanaka	Unit Coordinator
Service	Safety and Security	John Schell	Unit Coordinator
<b>Course</b>	<b>Arts and Humanities</b>	<b>Mitchell Okamura</b>	<b>Area Coordinator</b>
Course	Accounting		
Course	American Studies	Sharleen Nakamoto-Levine	Unit Coordinator
Course	Art		
Course	Asian Studies	Pat Patterson	Unit Coordinator
Course	Communication	Karadeen Kam-Kalani	Unit Coordinator
Course	History	Mieko Matsumoto	Unit Coordinator
Course	Music		
Course	Philosophy	Ron Pine	Unit Coordinator
Course	Religion		
Course	Speech	Mitchell Okamura	Unit Coordinator
Course	Theatre		
<b>Course</b>	<b>Communication and Services</b>	<b>Elizabeth Hartline</b>	<b>Area Coordinator</b>
Course	Administration of Justice	Gordon Knowles	Unit Coordinator
Course	Communication Arts		
Course	Computing, Security, and Network Technology	Sally Dunan	Unit Coordinator
Course	Cosmetology	Mahina Hong	Unit Coordinator
Course	Early Childhood Education	Elizabeth Hartline	Unit Coordinator
Course	Fashion Technology	Karen Kamahele	Unit Coordinator
Course	Food Science and Human Nutrition		
Course	Human Services	Elliot Higa	Unit Coordinator
Course	Information and Computer Science		
Course	Music and Entertainment Learning Experience	John Vierra	Unit Coordinator
<b>Course</b>	<b>Cooperative Education</b>	<b>n/a</b>	<b>n/a</b>
Course	Cooperative Education	Diane Caulfield	Unit Coordinator
<b>Service</b>	<b>Hawaiian Center</b>	<b>n/a</b>	<b>n/a</b>
Service	Hawaiian Center	Kaleialoha Lum-Ho	Unit Coordinator
<b>Course</b>	<b>Hawaiian Programs</b>	<b>Hau'oli Lorenzo-Elarco</b>	<b>Area Coordinator</b>
Course	Hawaiian	Hau'oli Lorenzo-Elarco	Unit Coordinator
Course	Hawaiian Studies	Hau'oli Lorenzo-Elarco	Unit Coordinator
<b>Service</b>	<b>Information and Technology</b>	<b>William Becker</b>	<b>Area Coordinator</b>
Service	Educational Environmental Technology	Zane Nedbalek	Unit Coordinator
Service	Events	Zane Nedbalek	Unit Coordinator

Service	Networking	William Becker	Unit Coordinator
Service	Operations	Nick Harris	Unit Coordinator
Service	Planning, Purchasing, and Asset	Kyle Higa	Unit Coordinator
Service	Service Desk	Zane Nedbalek	Unit Coordinator
<b>Course</b>	<b>Interdisciplinary Studies</b>		
Course	Interdisciplinary Studies		
<b>Course</b>	<b>Language Arts</b>	<b>Bed Paudyal</b>	<b>Area Coordinator</b>
Course	American Sign Language	Shioko Yonezawa	Unit Coordinator
Course	Chinese		
Course	East Asian Languages and Literature		
Course	English	Conred Maddox	Unit Coordinator
Course	English as a Second Language	Kalehua Kamakawiwoole	Unit Coordinator
Course	Japanese	Shioko Yonezawa	Unit Coordinator
Course	Journalism	Jeff Stearns	Unit Coordinator
Course	Korean	Shioko Yonezawa	Unit Coordinator
Course	Linguistics		
Course	Spanish		
<b>Course</b>	<b>Mathematics</b>	<b>Elliot Ossanna</b>	<b>Area Coordinator</b>
Course	Mathematics	Elliot Ossanna	Unit Coordinator
<b>Course</b>	<b>Natural Sciences</b>	<b>Gabriel Peckham</b>	<b>Area Coordinator</b>
Course	Agriculture	Isaiah Smith	Unit Coordinator
Course	Astronomy	Kerry Tanimoto	Unit Coordinator
Course		John Delay	Unit Coordinator
Course	Biochemistry	Brent Rubio	Unit Coordinator
Course	Biology	Hsin-I Tong	Unit Coordinator
Course	Botany	Isaiah Smith	Unit Coordinator
Course	Chemistry	Brent Rubio	Unit Coordinator
Course	Civil Engineering	Mevan Ranasinghe	Unit Coordinator
Course	Electrical Engineering	Mevan Ranasinghe	Unit Coordinator
Course	Geology and Geophysics	Arjun Aryal	Unit Coordinator
Course	Microbiology	Hsin-I Tong	Unit Coordinator
Course	Oceanography	Michelle Nathan	Unit Coordinator
Course	Physics	Shidong Kan	Unit Coordinator
Course	Physiology	Gabriel Peckham	Unit Coordinator
Course	Science	Shidong Kan	Unit Coordinator
Course	Zoology	Michelle Nathan	Unit Coordinator
<b>Service</b>	<b>Pacific Center for Advanced Technology Training</b>	<b>n/a</b>	<b>n/a</b>
Service	Pacific Center for Advanced Technology Training	Patricia Treinen	Unit Coordinator
<b>Course</b>	<b>Social Sciences</b>	<b>Mitchell Okamura</b>	<b>Area Coordinator</b>
Course	Anthropology		Unit Coordinator
Course	Economics	Lena Low	Unit Coordinator
Course	Geography	John DeLay	Unit Coordinator
Course	Political Science	Larry Meacham	Unit Coordinator
Course	Psychology	Coty Gonzales	Unit Coordinator
Course	Social Sciences		
Course	Sociology	Fumi Takasugi	Unit Coordinator
Course	Women's Studies	Fumi Takasugi	Unit Coordinator

<b>Service</b>	<b>Student Services</b>	<b>Drake Zintgraff</b>	<b>Area Coordinator</b>
Service	Academic Counseling	Drake Zintgraff	Unit Coordinator
Service	Admissions and Records	Jennifer Naguwa	Unit Coordinator
Service	Financial Aid	Heather Florendo	Unit Coordinator
Service	Health Office		Unit Coordinator
Service	Outreach	Pearl Wu	Unit Coordinator
Service	Student Life and Development	Emily Kukulies	Unit Coordinator
Service	Wellness Center	Carlene Flores	Unit Coordinator
<b>Course</b>	<b>Transportation and Trades</b>	<b>Morris Payes</b>	<b>Area Coordinator</b>
Course	Aeronautics	Evelyn Greene	Unit Coordinator
Course	Applied Trades		
Course	Architectural Engineering and CAD Technology	Guy Fo	Unit Coordinator
Course	Auto Body Repair and Painting		Unit Coordinator
Course	Automotive Mechanics Technology	Robert Silva	Unit Coordinator
Course	Industrial Education		Unit Coordinator
Course	Boat Maintenance and Repair	Robert Perkins	Unit Coordinator
Course	Carpentry	George Boeman; Dean Crowell	Unit Coordinator
Course	Diesel Mechanics	Bobby Salvatierra	Unit Coordinator
Course	Electrical Installation and Maintenance Technology	Louis Maghanoy	Unit Coordinator
Course	Fire and Environmental Emergency Response	Scotty Rhode	Unit Coordinator
Course	Occupational Environmental Safety Management	Joey Shibata	Unit Coordinator
Course	Refrigeration and Air Conditioning	Steven Chow, Morris Payes	Unit Coordinator
Course	Sheet Metal and Plastics	Eugene Takauye	Unit Coordinator
Course	Welding	Alton Waiamau	Unit Coordinator





# INSTITUTIONAL ASSESSMENT



E komo mai! Assessment is an ongoing and interactive process consisting of the following steps:

- I. Defining the outcomes.
- II. Determining appropriate methods to assess the outcomes.
- III. Gathering evidence of the outcomes.
- IV. Analyzing the evidence.
- V. Using this information to improve student learning and evolve the program/service.

 I. OUTCOMES

 II. METHODS

 III. EVIDENCE

 IV. ANALYSIS

 V. IMPROVEMENT

## CONTACT US

Please contact us if you have questions. We are happy to support you!

## eLumen refresher: How to map outcomes (Instructional coordinators)

171 views • Jan 13, 2021

LIKE DISLIKE SHARE SAVE ...

## Fall 2018's General meeting: Index cards analysis

The Fall 2018's General Meeting took place on August 14, 2018 at the Honolulu Community College (HonCC). Approximately 250 staff and faculty members attended. The Vice President for Academic Affairs, Dr. Karen Lee, introduced the 2018-2019 academic year as the "year of purposeful engagement." She asked the audience to share some current practices and future plans on how to fulfill this vision.

Attendees answered two questions: "what are you already doing to engage students and promote student success?" on blue index cards and "what will you commit to doing this year that can engage students and promote persistence?" on pink index cards. Participants submitted 145 blue cards and 134 pink cards. They noted a variety of insights on each card, for a total of 233 practices on blue cards and 176 plans on pink cards.

I analyzed the data using Grounded Theory methodology. I coded each index card via NVIVO software and framed the codes within the Universal Design for Learning model (<http://www.cast.org/our-work/about-udl.html>), which is suitable for a diverse campus as HonCC. The practices and plans for engagement overlapped, with regards to both numerical and textual analysis. Therefore, I'll present the current practices for engagement and note the future plans that add to them. Because the index card questions were about engagement, the results tend to cluster on the third UDL principle, "provide multiple means of engagement." Yet, some meaningful insights emerged also across the first two principles.

Table 1: Synopsis of results

I. Provide multiple means of REPRESENTATION		II. Provide multiple means of ACTION/EXPRESSION		III. Provide multiple means of ENGAGEMENT	
Practices	Plans	Practices	Plans	Practices	Plans
4.29%	2.84%	29.18%	36.36%	66.52%	60.80%
(10)	(5)	(68)	(64)	(155)	(107)

### Principle I. Provide multiple means of representation

Faculty and staff members clarify vocabulary, promote understanding across languages, and illustrate information through a variety of media. For instance, they "engage with students' cultures and use students' languages if possible" (UDL guideline 2, mentioned 0.86% of the time).

They also activate background knowledge, highlight patterns, and maximize transfer of knowledge. For example, they relate class content to global perspectives, local context, everyday life, and students' stories "to show students that what they are learning is practical and important" (UDL guideline 3, mentioned 3.43% of the time).

In addition to continuing these effective practices, they plan to:

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 Phone: (808) 844-2317 ~ E-mail: [logli@hawaii.edu](mailto:logli@hawaii.edu) ~ Webpage: <https://www.honolulu.hawaii.edu/assessment>

- Offer new trainings;
- Participate in more workshops;
- Share what they learned in professional development, such as in Ho‘āla Hou to help students make connections between cultures.”

### **Principle II. Provide multiple means of action and expression**

Faculty and staff members vary the methods for response and optimize access to technologies, including via emails, SMS, phone calls, special phone-office hours for distance education (DE) students, videos of all lectures and lab work, extra credit for early Laulima communication, Google apps (e.g., sheets, slides, sites, groups), online discussions, and other virtual platforms to support student collaboration (UDL guideline 4, mentioned 6.44% of the time).

They also provide options for expressions, such as through class discussions, student debates, interactions during lab, in-depth engaging questions, hands-on activities, experimental learning, practical experiences, community service, industry networking, and service learning projects in order to “guide students to see the beauty in the subject.” As a faculty member wrote, the intention is to “create space for students to become part of the program in significant ways” (UDL guideline 5, mentioned 6.87% of the time).

In addition, they guide appropriate goal-setting by sending various types of e-newsletters and handouts to students before sessions with contact and course information. They support planning and strategy development by assisting students to find spaces and resources (e.g., classrooms, labs, writing center, testing center, Hawaiian center, veteran center, library, academic counseling, TRIO, CARE, career services, tutoring, Transition Coordinator, peer mentors, non-credit ESL classroom in PCATT, graduation pathways, financial aid, campus tour, orientation, student worker training, student access, student success center, academic support). For instance, they mention to “give kudos on Mysuccess” and “contact those who receive academic alert via MySuccess to hopefully find them resources that can help them overcome their challenge.” They enhance capacity for monitoring progress by “keeping students accurately updated on content course grades” and “inspecting every project that a student creates—if there is a deficiency, it is addressed and corrected before moving on to the next project” (UDL guideline 6, mentioned 15.88% of the time).

With regards to plans for the future, they will build upon the current practices and:

- Maximize usage of technology (e.g., providing webpage with instructor’s bio, emailing DE students, increasing discussion forum to solidify teacher presence, using Laulima for content material, handouts, quizzes, homework submission);
- Expand course material that students will not get on other campuses (e.g., sustainability focus);
- Develop authentic assessments that are reflective of student learning outcomes, rather than unrelated goals (e.g., writing skills);
- Scaffold learning;
- Increase resources, become more knowledgeable about resources, refer students to resources, and follow through with students who use resources;

- Use MySuccess to check-in with students who are underperforming, to provide early and timely feedbacks so they know how they are doing, to engage students through survey and other available resources;
- Schedule CARE presentations/workshops in class;
- Require students to visit a counselor and go to the Writing Center—10% of grade;
- Make an assignment where they have to plot an outline of courses to reach their end goal;
- Require one office visit per student per semester;
- Hold more Saturday office hours, where students can bring kids;
- Return graded work by the next class meeting and regularly email progress reports;
- Promote HCC programs and courses to increase enrollment;
- Capitalize on the growing Early College Credits trend;
- Bringing more of HonCC's opportunities to high school students.

### **Principle III. Provide multiple means of engagement**

Faculty and staff members optimize individual choice and autonomy, for instance by allowing them to create the ground rules for class, creating options for them at every step, and putting them in charge of opening and closing lab classrooms. They minimize distractions, for instance by creating a safe space, non-pressure learning atmosphere, and a friendly environment “so that students feel comfortable enough to interact with each other and help each other learn better” (UDL guideline 7, mentioned 5.15% of the time).

They heighten salience of goals, including by framing lessons within current news, highlighting ethical considerations around social media, engaging students in real world activities (e.g., excursions, workshops, fieldtrips, site visits, outside-of-classroom projects, professional development opportunities, guest speakers), and making assignments relevant to students' lives. They vary demands and resources to optimize challenge—“I diversify my teaching strategies, I switch mode every 10 minutes to support each learning preference.” They foster collaboration and community, by encouraging students to participate in campus life (e.g., joining RISO, PTK, department clubs, social activities, leadership opportunities) and integrating small group projects, ice breaker activities, and get-together so students can get to know one another, solve challenging problems, create a sense of community, and take responsibility as a team member. A faculty member arranges “talk story hikes” and field trips with DE students to get to know each other. They also increase mastery-oriented feedback by integrating “feedback every few minutes,” “overseeing students to ensure they understand the subject, using question and answer process,” and encouraging peer mentorships and learning communities where students “share their mistakes, discoveries and learn from each other” (UDL guideline 8, 21.03% of the time).

They promote expectations and optimize motivation by having an open door policy, calling students by name, acknowledging student on the mall, engaging the family when appropriate, always checking if they need help, assisting them to solve issues instead of passing them along, taking the time to understand their needs, responding in a timely manner even when not on duty, having lots of one-on-one interactions, pointing out their strengths, pushing them to do better, sharing weekly inspirational quotes, and giving them several attempts, and keeping contact after graduation. A faculty member mentions that “in DE courses, we still have face-to-face meeting

to discuss life issues on demand by the student.” They facilitate personal coping skills by finding out their passions, dreams, strengths, areas of growth as well as providing mentoring, advising, coaching, and guidance with students one-to-one in their process towards their goals. Participants mention that they provide letters and recommendation, live networking, application revisions, mock interviews, joint training and testing with local organizations. They develop self-assessment and reflection, through regular office hours, one-minute survey (e.g., What did you learn today? What did you have more questions about?), end of semester meetings, and student evaluations where they ask for student feedback and act upon it (UDL guideline 9, mentioned 40.34% of the time).

In addition to continue all these successful practices, faculty and staff members will:

- Give students more meaningful responsibilities, including voting on curriculum and creating rubrics;
- Move the tables to form squares to promote students’ engagement with each other rather than sitting in a straight line;
- Add activities to help students identify with place, culture, greater community;
- Find a more convenient place to hold office hours than campus office;
- Be more proactive to engage students before semester starts;
- Connect with DE students more often;
- Consistently make an effort to learn students’ stories;
- Show up early to class;
- Add response chart in lobby for students to communicate with us;
- Create talk story/snack time;
- Conduct “I wish my teacher knew” exercise at the start, mid, and end to compare the knowledge;
- Use positive language so students think positively;
- Get the whole cohort together in auditorium and talk about their classes, their needs, how we HonCC can assist them better;
- Mentor a new student;
- Provide more class time for discussions about school- and career-related concerns
- Support the study abroad students during that transition;
- Weekly “my story” facts; give students insight/inspiration based on my path;
- Introduce environmental awareness and offer sustainable community-based extra credit activities (e.g., Lo’i Kalo Park, Malama Aina Days);
- Be involved with student groups, as an advisor, advocate, announcer of student activities;
- Share students’ engagement strategies with other faculty members and lecturers;
- Create communities of practice;
- Increase personal touch on campus by emailing less and calling/interacting more.



# HonCC Purposeful Engagement | Spring 2020



Equal Opportunity/Affirmative Action Institution

## Join Our Community of Practice

### Teachers<sup>1</sup> and Educators Talk<sup>2</sup> Learning (T2EL)

#### Tech Talks

#### Assessment Workshops

#### & More



## Feb.

- |   |   |
|---|---|
| <p><b>1</b> <b>Tech Talk #1: Lailima: Quizzes, Tests and Gradebook</b><br/>Tues. 4, 1:00-2:00 pm 2-401<br/>Wed. 5, 2:30-3:30 pm 2-401</p> | <p><b>2</b> <b>T2EL #1 Embedding Student Success Skills</b><br/>Tues. 11, 1:00-2:00 pm 2-214<br/>Wed. 12, 2:30-3:30 pm 2-214</p>                            |
| <p><b>3</b> <b>Assessment Ambassadors Showcase</b><br/>Tues. 18, 1:00-2:00 pm 2-214<br/>Wed. 19, 2:30-3:30 pm 2-214</p>                   | <p><b>4</b> <b>T2EL #2 Reading Interventions &amp; Addressing Learned Helplessness</b><br/>Tues. 25, 1:00-2:00 pm 2-214<br/>Wed. 26, 2:30-3:30 pm 2-214</p> |

## Mar.

- |   |  |
|---|--|
| <p><b>1</b> <b>Tech Talk #2: Engagement with Personal Tech Devices</b><br/>Tues. 1, 1:00-2:00 pm 2-401<br/>Wed. 2, 2:30-3:30 pm 2-401</p> | <p><b>2</b> <b>Hawai'i Student Success Institute</b><br/>Friday, March 6, at the Hilton Hawaiian Village<br/>Register: <a href="http://go.hawaii.edu/Afe">http://go.hawaii.edu/Afe</a></p> |
| <p><b>3</b> <b>T2EL #3 Culturally Sensitive Active Learning</b><br/>Tues. 10, 1:00-2:00 pm 2-214<br/>Wed. 11, 2:30-3:30 pm 2-214</p>      | <p><b>4</b> <b>T2EL #4 Open Topic or Practicing Our Active Learning Strategies</b><br/>Tues. 24, 1:00-2:00 pm 2-214<br/>Wed. 25, 2:30-3:30 pm 2-214</p>                                    |
| <p><b>5</b> <b>Assessment Ambassadors Showcase</b><br/>Tues. 31, 1:00-2:00 pm 2-214<br/>Wed. Apr. 1, 2:30-3:30 pm 2-214</p>               |  |

## Apr.

- |   |  |
|---|--|
| <p><b>1</b> <b>Tech Talk #3: Lailima Lessons</b><br/>Tues. 7, 1:00-2:00 pm 2-401<br/>Wed. 8, 2:30-3:30 pm 2-401</p> | <p><b>2</b> <b>T2EL #5 Instructional Design Collaboration: Designing for Learning</b><br/>Tues. 14, 1:00-2:00 pm 2-214<br/>Wed. 15, 2:30-3:30 pm 2-214</p> |
| <p><b>3</b> <b>Video Creation and Captions with Bill Becker</b><br/>Tues. 21, 1:00-2:00 pm 2-401</p>                | <p><b>4</b> <b>Data: Friend or Foe? with Bill Corbett</b><br/>Tues. 28, 1:00-2:00 pm 2-214</p>   |

## May

- 1** **T2EL #6 Year-End Adieu and Potluck**  
Tues. 12, 1:00-2:30 pm 2-214  
Wed. 13, 2:00-3:30 pm 2-214



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### Certificate of Professional Engagement (CPE)

- Attend 7+ sessions of any of the above and achieve an CPE
- Level 1, 2 and 3 Achievers from 2018-19, eligible for next level

### Each session will:

- feature usable practices and resources
- showcase the work of our of community
- be an opportunity to share and learn from each other
- Build communities between faculty, lecturers and staff
- include light snacks provided by Faculty Development Committee!

Draft: Workshops subject to change



# Teachers<sup>1</sup> and Educators Talk<sup>2</sup> Learning (T2EL)

The Year of Purposeful Engagement | Spring 2019



UNIVERSITY OF HAWAII  
HONOLULU  
COMMUNITY COLLEGE

## Join Our Community of Practice

Each session will:

- feature usable practices and resources to build student skills
- be an opportunity to share and learn from each other
- build communities between faculty, lecturers and staff
- include light snacks provided by Faculty Development Committee



### Jan.

#### #1. Problem Solving and Building Our Community Through Design Thinking

Tues. 22, 2:30-3:30 pm 2-214  
Wed. 23, 2:30-3:30 pm 2-214

### Feb.

#### #2. Motivating Students to be Active Learners

Tues. 12, 2:30-3:30 pm 2-214  
Wed. 13, 2:30-3:30 pm 2-401

#### #3. Understanding Digital Natives | Quizlet and Kahoot

Tues. 19, 2:30-3:30 pm 2-214  
Wed. 20, 2:30-3:30 pm 2-401

### Mar.

#### #4. Building Community Online versus Face to Face

Tues. 12, 2:30-3:30 pm 2-214  
Wed. 13, 2:30-3:30 pm 2-214

### Apr.

#### #5. Group Work in Face to Face and Online Communities

Tues. 9, 2:30-3:30 pm 2-214  
Wed. 10, 2:30-3:30 pm 2-214

#### #6. Meta-Cognition and Meta-Teaching | Looping students into the process

Tues. 16, 2:30-3:30 pm 2-214  
Wed. 17, 2:30-3:30 pm 2-214

### May

#### #7. Year-End Reflection

Tues. 7, 2:00-4:15 pm 2-214  
Wed. 8, 11:00 am-1:15 pm 2-214

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- Attend 5+ sessions and earn a Certificate of Professional Engagement (CPE)
- Sessions attended in Fall 2018 carryover for CPE achievement
- CPE achievers from Fall 2018 will earn a Level Two Certificate for 4 sessions

# Year of Purposeful Engagement | Spring 2019

## Professional Development Opportunities

- (T2EL) Teachers and Educators Talk Learning: Roya M. Dennis | roya@hawaii.edu
- Assessment: Chiara Logli Ph.d | logli@hawaii.edu|www.honolulu.hawaii.edu/assessment
- Technology: Ross Egloria | egloria@hawaii.edu
- Distance Education | Natalie Perez | natalie.perez@hawaii.edu

### January

- **Assessment is for you! | Assesment Showcase | Chiara Logli**  
Thurs. 3, 1:00-2:00 pm [2-201]
- **Distance Education Orientation: "Laulima Tools Overview for Course Design" | Ross Egloria**  
Thurs. 3, 2:00-3:00 pm [2-201]
- **My Success Training | Ina Miller Cabasug**  
Tues. 15, 2:30-3:30 pm & Wed. 16, 2:30-3:30 pm [2-401]
- **T2EL: Problem Solving and Building Our Community Through Design Thinking** ★  
Tues. 22, 2:30-3:30 pm & Wed. 23, 2:30-3:30 pm [2-214]
- **Safe Zone Certification Training | Dr. Brent Rubio**  
Tues. 29, 1:00-2:30 pm [2-214]

### February

- **"What we learned in the process of Contract Renewal" | Faculty Panel**  
Fri. Feb 1, 1:30-3:00 pm [2-214]
- **Tech | "How to easily record and distribute audio lectures" | Ross Egloria**  
Tues. 5, 2:30-3:30 pm & Wed. 6, 2:30-3:30 pm [2-401]
- **T2EL: Motivating Students to be Active Learners** ★  
Tues. 12, 2:30-3:30 pm [2-214] & Wed. 13, 2:30-3:30 pm [2-401]
- **T2EL: Understanding Digital Natives | Quizlet and Kahoot** ★  
Tues. 19, 2:30-3:30 pm [2-214] & Wed. 20, 2:30-3:30 pm [2-401]
- **Conflict Management in the Workplace | Nicole Mitani**  
Thurs. 21, 2:30-3:45 pm [7-533]
- **The Latest in Assessment Trends | Chiara Logli Ph.d**  
Tues. 26, 2:30-3:30 pm & Wed. 27, 2:30-3:30 pm [2-214]

★ The star indicates a T2EL workshop that counts toward the Certificate of Professional Engagement



UNIVERSITY of HAWAII  
**HONOLULU**  
COMMUNITY COLLEGE

This is not a comprehensive list.  
Please check the calendar at <https://www.honolulu.hawaii.edu/facdev>

# Year of Purposeful Engagement | Spring 2019

## Professional Development Opportunities

- (T2EL) Teachers and Educators Talk Learning: Roya M. Dennis | roya@hawaii.edu
- Assessment: Chiara Logli Ph.d | logli@hawaii.edu|www.honolulu.hawaii.edu/assessment
- Technology: Ross Egloria | egloria@hawaii.edu
- Distance Education | Natalie Perez | natalie.perez@hawaii.edu

### March

- Hawaii Student Success Institute| Hawai'i Convention Center  
Fri. 1, 8:30 am-4:00 pm & Post-Institute Sat. 2, 8:30 am-2:00 pm
- Tech | Screencasting 101: "What is it and how can I utilize it in my course" | Ross Egloria  
Tues. 5, 2:30-3:30 pm & Wed. 6, 2:30-3:30 pm [2-401]
- T2EL: Building Community Online versus Face to Face ✨  
Tues. 12, 2:30-3:30 pm & Wed. 13, 2:30-3:30 pm [2-214]

### April

- Tech | Google Docs and Your Syllabus | Ross Egloria  
Tues. 2, 2:30-3:30 pm & Wed. 3, 2:30-3:30 pm [2-401]
- T2EL: Group Work in Face to Face and Online Communities ✨  
Tues. 9, 2:30-3:30 pm & Wed. 10, 2:30-3:30 pm [2-214]
- T2EL: Meta-Cognition and Meta-Teaching | Looping students into the process ✨  
Tues. 16, 2:30-3:30 pm & Wed. 17, 2:30-3:30 pm [2-214]
- Assessment for Hawai'i | Chiara Logli Ph.d  
Tues. 23, 2:30-3:30 pm & Wed. 24, 2:30-3:30 pm [2-214]

### May

- T2EL: Year-End Reflection ✨  
Tues. 7, 2:00-4:15 pm [2-214]  
Wed. 8, 11:00 am-1:15 pm [2-214]
- Assessment Ambassador Academy | Chiara Logli Ph.d  
Tues. 14, 9:00 am-4:00 pm [2-214]

✨ The star indicates a T2EL workshop that counts toward the Certificate of Professional Engagement



This is not a comprehensive list.  
Please check the calendar at <https://www.honolulu.hawaii.edu/facdev>

# HonCC Purposeful Engagement | Fall 2019

Join Our Community of Practice  
 Teachers<sup>1</sup> and Educators Talk<sup>2</sup> Learning (T2EL)

Tech Talks  
 Assessment Workshops  
 & More



## Sept.

- |  |   |
|--|---|
| <p><b>1 Tech Talk #1: SoftChalk</b><br/>                 Tues. 3, 2:30-3:30 pm      2-401<br/>                 Wed. 4, 2:30-3:30 pm      2-401</p>             | <p><b>2 T2EL #1 Understanding how students learn</b><br/>                 Tues. 10, 2:30-3:30 pm      2-214<br/>                 Wed. 11, 2:30-3:30 pm      2-214</p> |
| <p><b>3 Assessment for Busy People Part 1</b><br/>                 Tues. 17, 2:30-3:30 pm      2-214<br/>                 Wed. 18, 2:30-3:30 pm      2-214</p> | <p><b>4 T2EL #2 Interactive Technopedagogy</b><br/>                 Tues. 24, 2:30-3:30 pm      2-214<br/>                 Wed. 25, 2:30-3:30 pm      2-214</p>       |

## Oct.

- |  |   |
|--|---|
| <p><b>1 Tech Talk #2: Screencastify</b><br/>                 Tues. 1, 2:30-3:30 pm      2-401<br/>                 Wed. 2, 2:30-3:30 pm      2-401</p>         | <p><b>2 T2EL #3 Serving students with various learning styles &amp; needs</b><br/>                 Tues. 8, 2:30-3:30 pm      2-214<br/>                 Wed. 9, 2:30-3:30 pm      2-214</p>            |
| <p><b>3 Assessment for Busy People Part 2</b><br/>                 Tues. 15, 2:30-3:30 pm      2-214<br/>                 Wed. 16, 2:30-3:30 pm      2-214</p> | <p><b>4 T2EL #4 Understanding our students through the lens of the #MeToo movement</b><br/>                 Tues. 22, 2:30-3:30 pm      2-214<br/>                 Wed. 23, 2:30-3:30 pm      2-214</p> |
| <p><b>5 Domestic Violence #101 Safety Planning and Scenarios</b><br/>                 Thurs. 24, 1:30-3:30 pm      2-214</p>                                   |   |

## Nov.

- |  |   |
|--|---|
| <p><b>1 Tech Talk #3: Laulima Lessons</b><br/>                 Tues. 5, 2:30-3:30 pm      2-401<br/>                 Wed. 6, 2:30-3:30 pm      2-401</p>             | <p><b>2 T2EL #5 Culture-based &amp; Place-Based Models</b><br/>                 Tues. 12, 2:30-3:30 pm      2-214<br/>                 Wed. 13, 2:30-3:30 pm      2-214</p> |
| <p><b>3 T2EL #6 Alternative Forms of Assessment</b><br/>                 Tues. 19, 2:30-3:30 pm      2-214<br/>                 Wed. 20, 2:30-3:30 pm      2-214</p> |   |

## Dec.

- |   |
|---|
| <p><b>1 T2EL #7 Year-End Reflections &amp; Potluck</b><br/>                 Tues. 3, 2:30-4:00 pm      2-214<br/>                 Wed. 4, 2:30-4:00 pm      2-214</p> |
|---|



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### Certificate of Professional Engagement (CPE)

- Attend 7+ sessions of any of the above and achieve an CPE
  - Level 1 and Level 2 Achievers from 2018-19, eligible for next level
- Each session will:
- feature usable practices and resources
  - showcase the work of our of community
  - be an opportunity to share and learn from each other
  - build communities between faculty, lecturers and staff
  - include light snacks provided by Faculty Development Committee!

Draft: Workshops subject to change

# Teachers and Educators Talk Learning (T2EL)

## The Year of Purposeful Engagement | Fall 2018

Join our new communities of practice. Each session will:

- showcase the work of our faculty
- feature usable instructional practices and resources
- be an opportunity to share and learn from each other
- faculty, lecturers and staff. All welcome!

*Light snacks provided by  
Faculty Development Committee*

### SEPT

- **How I Support Students in Becoming Successful Students**

Mon. 10, 2:30-3:30 pm 2-214  
Tues. 11, 10:00-11:00 am

- **How I Use My Success and Coaching to Support My Students**

Mon. 17, 2:30-3:30 pm 2-214  
Tues. 18, 10:00-11:00 am

### OCT

- **How I Use Place-Based Learning and Relevancy to Engage Students**

Mon. 8, 2:30-3:30 pm 2-214  
Tues. 9, 10:00-11:00 am

- **How I Support the Different Levels and Ways of Learning in My Classes (UDL)**

Mon. 22, 2:30-3:30 pm 2-214  
Tues. 23, 10:00-11:00 am

### NOV

- **How I Practice and Promote Self-Care for Myself and My Students**

Tues. 13, 10:00-11:00 am 2-214  
Wed. 14, 2:30-3:30 pm 7-533

- **How I Engage Students and Clarify Goals Through My Syllabus**

Mon. 19, 2:30-3:30 pm 2-214  
Tues. 20, 10:00-11:00 am

### DEC

- **Considering the Impact of the Rail: Purposefully Engaging Our Students by Using OER, Distance Education and Other Modalities**

Tues. 4, 10:00-11:00 am 2-214  
Wed. 5, 2:30-3:30 pm

- **Purposefully Engaging Next Steps for Spring 2019**

Mon. 17, 2:30-3:30 pm 2-214  
Tues. 18, 10:00-11:00 am

★ Attend 5+ sessions and earn a Certificate of Professional Engagement ★

# Year of Purposeful Engagement | Fall 2018

## Professional Development Opportunities

- (T2EL) Teachers and Educators Talk Learning: Roya M. Dennis | roya@hawaii.edu
- (FDC) Faculty Development Committee | roya@hawaii.edu
- Assessment: Chiara Logli | logli@hawaii.edu | www.honolulu.hawaii.edu/assessment
- My Success & iPASS: Rachel Mullins Veney | rmullins@hawaii.edu
- Mali'uka'ai: A Hawaiian Cultural Series: Hau'oli Lorenzo-Elarco | jelarco@hawaii.edu

### August

- **Laulima Drop-In Support:** Tues. 14, 3-4:30pm [2-401]
- **FDC: Campus Resource Tour:** Wed. 15, 3-4pm [Arch between Bldg 2 & 7]
- **Assessment: Developing Learning Outcomes:** Mon. 27, 2:30-3:30 pm & Tues. 28, 10-11am [2-214]
- **My Success & iPASS Training:** Wed. 29, 2:30-3:30pm & Thurs. 30, 10-11am [2-401]
- **FDC: Dossier Workshop on Pagination, Organization and Appendices w/ Brent Rubio:** Fri. 31, 9-10:30am [2-214]

### September

- **My Success & iPASS Training:**  
Wed. 5, 2:30-3:30pm & Fri. 7, 9-10am [2-401]
- **Faculty Development Outcomes| Panel Discussion:**  
Fri. 7, 2:30-3:30pm [2-201]
- **T2EL: How I Support Students in Becoming Students:**  
Mon. 10, 2:30-3:30pm & Tues. 11, 10-11am [2-214]
- **T2EL: How I Use My Success and Coaching:**  
Mon. 17, 2:30-3:30pm & Tues. 18, 10-11am [2-214]
- **Assessment: Creating an Assessment Plan:**  
Mon. 24, 2:30-3:30pm & Tues. 25, 10-11am [2-214]
- **Mali'uka'ai: A Hawaiian Cultural Series:**  
Mon. 17, & 24, 1-3pm [5-203]

### October

- **FDC: Safe Zone Certification:**  
Mon. 1, 2-3:30pm [2-214]
- **T2EL: Using Place-Based Learning:**  
Mon. 8, 2:30-3:30pm & Tues. 9, 10-11am [2-214]
- **T2EL: Different Ways and Levels of Learning:**  
Mon. 22, 2:30-3:30pm & Tues. 23, 10-11am [2-214]
- **Assessment: Using Assessment Findings:**  
Mon. 29, 2:30-3:30pm & Tues. 30, 10-11am [2-214]
- **Mali'uka'ai: A Hawaiian Cultural Series:**  
Mon. 8, 15, & 29, 1-3pm [5-203]

### November

- **T2EL: Practicing Self Care:**  
Tues. 13, 10-11am [2-214] &  
Wed. 14, 2:30-3:30pm [7-533]
- **T2EL: Engage Students & Clarify Goals[...]| Syllabus:**  
Mon. 19, 2:30-3:30pm & Tues. 20, 10-11am [2-214]
- **Assessment: Sharing Our Assessment Stories:**  
Mon. 26, 2:30-3:30pm & Tues. 27, 10-11am [2-214]

### December

- **T2EL: The Impact of the Rail| Engaging our Students with OER, DE and Other Modalities:**  
Tues. 4, 10-11am & Wed. 5, 2:30-3:30pm [2-214]
- **T2EL: Next Steps for 2019/ Wrap-Up:**  
Mon. 17, 2:30-3:30pm & Tues. 18, 10-11am [2-214]

This is not a comprehensive list.

Please contact Hau'oli for the **Ho'ala Hou: A Culture & Place-Based Learning Program** | jelarco@hawaii.edu

Please check the calendar at <https://www.honolulu.hawaii.edu/facdev>

and look for email announcements from our Faculty Development Committee for additional opportunities.

TEACHING ONLINE  
SUMMER WORKSHOP SERIES:

## TUESDAYS @ 2:30

- June 2**  
Pat Patterson  
Methods and Standards for Online Communication
- June 9**  
Elizabeth Hartline  
Ethics, Equity, and Trauma-informed Course Design
- June 16**  
Ann Abeshima  
Ann's Top 10 Tools for Remote Learning
- June 23**  
Kym Hogan  
Using Blog Posts for Student Engagement
- June 30**  
Ken Quilantang & Brenda Coston  
Effective, Engaging, Essentials for Online Instruction
- July 7**  
Alapaki Luke  
Bringing Culture & Current Issues to the Virtual Classroom!
- July 14**  
Hau'oli Lorenzo-Elarco  
Pilina: Continuing to Cultivate and Preserve Class Relationships
- July 21**  
Coty Gonzales  
Use Principles of Neuroscience and Psychology to Ignite Online Learning

by Faculty Development

HO'OMŌHALU, SUMMER 2020  
A REJUVENATING SERIES:

## RELEASED FRIDAYS

**Mana'o Ho'okō:** Asynchronous workshops to refresh, rejuvenate, and reinvigorate

**Register** at the Ho'omōhalu Registration Form link

**June 19 (Maui)**  
Ka Holomoana: Salt Water Heals  
Learn the importance of the ocean in rejuvenation.

**July 3 (Akua)**  
Nā I'a 'Ono: Let's Eat Fish!  
Learn different ways to prepare raw fish, lomi, poke, and sashimi.

**July 17 (Lono)**  
Lei a Hāloa: Farming in Kahana Valley  
Join Kumu Alapaki virtually at his lo'i in Kahana to learn about traditional taro farming practices.

**July 31 (Mohalu)**  
Nā 'Ono o Ka 'Āina : Making 'Uala Cheesecake  
Kumu Kalani will demonstrate his special recipe for 'uala (sweet potato) cheesecake.

by Hulili ke kukui



UNIVERSITY of HAWAII  
HONOLULU  
COMMUNITY COLLEGE

An Equal Opportunity/  
Affirmative Action Institution

# Fall 2019

## MĀLAMA 'ĀINA DAYS

### Service Learning Opportunity



**Mālama Pūpūkea-  
Waimea  
(Shark's Cove Beach)**  
Saturday, Sept 21  
*\*Bus transportation provided*



**Kumuola Farms  
(Mānoa Valley)**  
Friday, Sept 27  
*\*Must ride vans (limit 20 ppl)*



**Mālama Maunaloa  
(Kuli'ou'ou)**  
Saturday, Oct 12  
*\*No transportation provided*



**Waimānalo Limu Hui  
(Kaiona Beach)**  
Saturday, Oct 26  
*\*No transportation provided*



**Kapālama Canal  
(Niuhelewai)**  
Friday, Nov 8  
*\*Meet at Lot 8 on Kokea Street*



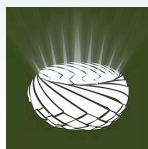
**HonCC Campus  
(Niuhelewai)**  
Friday, Nov 22  
*\*Meet in Bldg 5 Courtyard*

*Mālama 'Āina Days run from 8:00 am to 12:00 pm, unless otherwise noted.*

You must RSVP to attend a Mālama 'Āina Day and spaces are limited. To sign up, please visit the Hulili Ke Kukui Hawaiian Center or go to: <https://tinyurl.com/MADFall2019>

*For more information call 844-2345 or [hulilik@hawaii.edu](mailto:hulilik@hawaii.edu)*

**Sponsors:**



HULILI KE KUKUI  
HAWAIIAN CENTER  
HONOLULU COMMUNITY COLLEGE\*





# IKEA

# INSPIRING KNOWLEDGE, EMPOWERMENT & ACHIEVEMENT



## JANUARY

1/21/20	Intro to Computer Basics	12:00 pm - 1:00 pm	Bldg. 5, Rm. 203
1/22/20	GET IT!	9:30 am - 12:30 pm	Hale Aina
1/22/20	The ONE Secret to Success	1:00 pm - 2:00 pm	Bldg. 7, Rm. 309
1/28/20	Intro to Google Basics	12:00 pm - 1:00 pm	Bldg. 5, Rm. 203
1/29/20	Intro to Computer Basics	2:00 pm - 3:00 pm	Bldg. 5, Rm. 203
1/30/20	Got Job!	10:00 am - 11:00 am	Bldg. 2, Rm 401
1/30/20	Got Job!	12:00 pm - 1:00 pm	Bldg. 7, Rm. 309/Zoom

## FEBRUARY

2/4/20	Graduation/Transfer Check	11:30 am - 12:30 pm	Bldg. 5, Rm. 203
2/5/20	How to Raise Your GPA	11:30 am - 12:30 pm	Bldg. 5, Rm. 203
2/11/20	Study Skills	1:00 pm - 2:00 pm	Bldg. 7, Rm. 309
2/12/20	Transfer Fair	11:00 am - 1:00 pm	Hale Aina
2/12/20	Memory Skills	1:00 pm - 2:00 pm	Bldg. 7, Rm. 309
2/18/20	Time Management	2:00 pm - 3:00 pm	Bldg. 7, Rm. 309
2/19/20	Digital Notes ONENOTE	1:00 pm - 2:00 pm	Bldg. 7, Rm. 309
2/20/20	Take Action to Meet Your Goals	2:30 pm - 3:30 pm	Bldg. 5, Rm. 203
2/25/20	How to Raise Your GPA	1:00 pm - 2:00 pm	Bldg. 5, Rm. 203
2/26/20	FAFSA (Financial Aid)	10:00am - 11:00am	Bldg. 5, Rm. 203
2/26/20	Self-Advocacy	12:00 pm - 1:00 pm	Bldg. 7, Rm. 309

**NO SIGN UP REQUIRED TO ATTEND WORKSHOPS!**



STUDENT  
SUCCESS  
CENTER  
Spring  
2019  
Workshop  
Series

**FINANCIAL  
AID  
OFFICE**  
HONOLULU COMMUNITY  
COLLEGE



**PO'I NĀ NĀLU**  
Native Hawaiian Career & Technical  
Education Program

**TRiO**  
STUDENT SUPPORT SERVICES  
#TRIOWORKS

**C.A.R.E.**  
College  
Achievement &  
Retention  
Experience

**CAREER  
SERVICES**  
HONOLULU  
COMMUNITY COLLEGE



**Academic  
Counseling**  
HONOLULU COMMUNITY  
COLLEGE



**HULILI KE KUKUI**  
HAWAIIAN CENTER  
HONOLULU COMMUNITY COLLEGE

CONTRIBUTING PROGRAMS

# IKEA

# INSPIRING KNOWLEDGE, EMPOWERMENT & ACHIEVEMENT

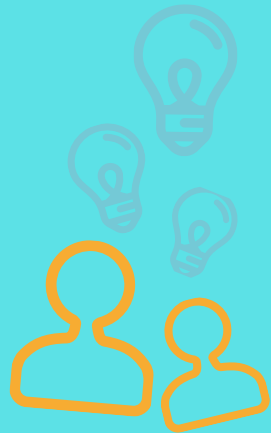


## MARCH

3/3/20	Ready. Set. Career Fair!	1:00pm - 2:00pm	Bldg. 7, Rm. 309
3/4/20	Mindset	1:00pm - 2:00pm	Bldg. 7, Rm. 309
3/11/20	Graduation/Transfer Check	11:30am - 12:30pm	Bldg. 5, Rm. 203
3/24/20	Resume Writing	12:00pm - 1:00pm	Bldg. 7, Rm. 309

## APRIL

4/7/20	LinkedIn: Do & Don'ts	12:00pm - 1:00pm	Bldg. 7, Rm. 309/Zoom
4/14/20	Reality Check: What You Need to Know (Job Search)	10:00am - 11:00am	Bldg. 7, Rm. 309
4/16/20	Ace That Interview	1:00pm - 2:00pm	Bldg. 7, Rm. 309
4/29/20	You Are Your Social Media	12:00pm - 1:00pm	Bldg. 7, Rm. 309/Zoom



**STUDENT  
SUCCESS  
CENTER**  
Spring  
2020  
Workshop  
Series

**Zoom Sessions: invite link will be sent to student emails on the day of the workshop**

## REMINDERS

- **COMPLETE YOUR FAFSA FOR THE 2020-2021 SCHOOL YEAR**
- **REGISTER FOR SUMMER 2020 AND/OR FALL 2020 CLASSES**
- **OBTAIN SUPPORT FROM ANY or ALL OF THE CONTRIBUTING PROGRAMS**

**NO SIGN UP REQUIRED TO ATTEND WORKSHOPS!**

**FINANCIAL  
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POI NĀ NĀLU  
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**TRiO**  
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**C.A.R.E.**  
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COMMUNITY COLLEGE



**Academic  
Counseling**  
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HULI KE KUKUI  
HAWAIIAN CENTER  
HONOLULU COMMUNITY COLLEGE

CONTRIBUTING PROGRAMS

**Q1.23: [QFE 1:23 CARE](#)**

**Review real-time student-level data and predictive analytics to proactively reach out to students at high risk of not persisting.**

**Fall 2018 to present**

1. **Spring 2021 Pacific Islander and Returning Adult initiative:** CARE assisted with supporting and mentoring these student populations. These students were matched with a CARE peer coach who would work with these students throughout the spring term. The peer coaches provided timely outreach to see how students were doing. The coaches would send regular emails and conduct phone calls to offer support and guidance.

Pacific Islander population = 93 total student count

Returning Adult population = 30 total student count

2. **Early Alert System (MySuccess outreach/support):** CARE provided timely and proactive support to students by connecting students to essential campus services such as tutoring or discussing potential study strategies for academic success. Instructors would submit academic concern referrals as early as week 3 of each term. CARE would outreach to these students to provide proactive support and guidance.

**AY 18-19: Early Alert Description and total count:**

<b>Activity Title</b>	<b>Description</b>	<b>Fall 2018</b>	<b>Spring 2019</b>	<b>Total</b>
Academic Alert	Follow up on instructor referrals for students who were at risk of failing the course. The purpose is to provide the support to help students continue in the course and connect them to resources on campus.	1052 (duplicate d)	771 (duplicate d)	1823 (duplicate d)
Academic Alert 2-way communication	Follow up system for students who were referred to CARE from the MySuccess Academic Alerts with 2 way communication with CARE staff and student regarding academic, attendance, general, and personal concerns	289 (duplicate d)	185 (duplicate d)	474 (duplicate d)

**AY 19-20: Early Alert Description and total count:**

<b>Activity Title</b>	<b>Description</b>	<b>Fall 2019</b>	<b>Spring 2020</b>	<b>Total</b>
Academic Alert	Follow up on instructor referrals for students who were at risk of failing the course. The purpose is to provide the support to help students continue in the course and connect them to resources on campus.	853 (duplicated)	852 (duplicated)	1705 (duplicated)
Academic Alert 2-way communication	Follow up system for students who were referred to CARE from the MySuccess Academic Alerts with 2 way communication with CARE staff and student regarding academic, attendance, general, and personal concerns	228 (duplicated)	208 (duplicated)	436 (duplicated)

**AY 20-21: Early Alert Description and total count:**

<b>Activity Title</b>	<b>Description</b>	<b>Fall 2020</b>	<b>Spring 2021</b>	<b>Total</b>
Academic Alert	Follow up on instructor referrals for students who were at risk of failing the course. The purpose is to provide the support to help students continue in the course and connect them to resources on campus.	1053 (duplicated)	494 (duplicated)	1547 (duplicated)
Academic Alert 2-way communication	Follow up system for students who were referred to CARE from the MySuccess Academic Alerts with 2 way communication with CARE staff and student regarding academic, attendance, general, and personal concerns	763 (duplicated)	442 (duplicated)	1205 (duplicated)

# First Progress Update (MySuccess)- Fall 2018

**89% increase in Progress Update Use,  
Leads to over 1,000 Students Receiving  
Early Feedback- Faculty Observe  
Improvements in Student Behavior.**

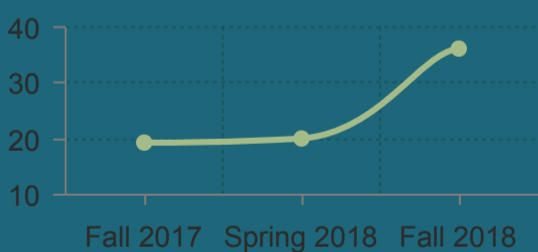
## Why Faculty Liked Using the First Progress Update

Sue Lao, ICS Instructor, explained that she liked that the feedback went directly to the students. Most students followed up with her even before CARE contacted them, and she was able to work with them to get back on track.

Kalani Flores, Hawaiian Studies Faculty, sees the Progress Update feature of MySuccess as a "way for us to beef up student success strategies." He explained that the progress updates serve as a good reminder to communicate progress to students. Following flagging students, he noticed improvements in behavior, particularly in following up with him and using Laulima.

Anne Gasc, Biological Sciences Faculty, noticed that students were more cognizant of their absences after receiving an "Attendance Flag". They began to attend more regularly and communicate absences to the instructor.

### Percent of First Progress Updates Completed



**50%**

**Percent of DE Courses with  
Submitted progress Updates**

An over 75% increase in participation since last Spring.

**1,085**

Number of students (unduplicated) receiving some type of progress update feedback- either kudos or flags.



[Want to provide feedback about MySuccess or suggestions on how the progress update can improve?](#)

Contact Us:

Rachel Mullins Veney: [rmullins@hawaii.edu](mailto:rmullins@hawaii.edu)

Ina Miller-Cabasug: [inamc@hawaii.edu](mailto:inamc@hawaii.edu)



# WRITING CENTER

Honolulu Community College Writing Center is a free resource that helps all students in all stages of the writing process, for all disciplines offered on the campus—science, history, sociology, psychology, ESL, composition, and so on. All the tutors in the center are trained writing coaches.

The Writing Center coaches have expertise in brainstorming, outlining, drafting, editing, revising, proofreading, citing, and researching strategies. The comfortable academic setting of the Writing Center allows coaches to provide patient, collaborative support, to help students improve as writers.



## OTHER SERVICES

### ONLINE

The [University of Hawai'i at Mānoa Online Learning Academy](http://manoa.hawaii.edu/ola/). (<http://manoa.hawaii.edu/ola/>). (OLA) provides free, online tutoring in writing.

### TUTOR.COM

Tutor.com provides free, online tutoring services for all UH Community College students. Sign in to [myuh.hawaii.edu](https://myuh.hawaii.edu) (<https://myuh.hawaii.edu>) for access to Tutor.com. For more information and video presentations about Tutor.com, visit the [Testing and Tutoring \(/node/18\)](#) (scroll to the bottom of the page).

## HOURS & LOCATION

Building 7 Room 520  
Monday 9 AM to 2 PM  
Tuesday 9 AM to 1 PM  
Wednesday 9 AM to 2 PM  
Thursday 12 noon to 2 PM

## STAFF

Derek Otsuji  
[dotsuji@hawaii.edu](mailto:dotsuji@hawaii.edu) (<mailto:dotsuji@hawaii.edu>)

# Student Life & Development

Honolulu Community College



## GRADUATION APPLICATION DEADLINE FOR HONCC SPRING SEMESTER MARCH 15TH

UPDATES

Apply For Spring 2022 Graduation!

admin-sld February 11, 2022

IF YOU HAVE QUESTIONS REGARDING THE GRADUATION APPLICATION PROCESS, PLEASE CONTACT THE HONOLULU CC



**Giveaway Event**

FEBRUARY 7, 2022 TO FEBRUARY 16, 2022  
PICK UP AT STUDENT LIFE & DEVELOPMENT - BLDG 2, RM 113

GIVEAWAY INCLUDES A BUILD-A-PLUSHIE, V-DAY GOODIE BAG, A DIY KIT, AND MORE!  
SIGN UP FOR THE EVENT USING THIS QR CODE:

Valentine's Day Build-a-Plushie

February 7, 2022

**HAPPY Lunar New Year!**

Lunar New Year Giveaway

February 1, 2022

**BULLET JOURNALS**

HOSTED BY HONCC STUDENT ACTIVITIES BOARD

Free Bullet Journals

January 18, 2022

Let us know how we did!

End of Fall 2021 Survey

December 16, 2021

## Campus Announcements

### Valentine's Giveaway

February 16, 2022, 8:00 am Building 2, Room 113 Giveaway includes a build-a-plushie and Valentine's goodie bag! Sign up here! Pick up at Student Life & Development Office

### Graduation and Transfer Check

February 16, 2022, 11:30 am Via Zoom Learn what to do when graduating and how to transfer to a four-year university <https://www.honolulu.hawaii.edu/ikea>

### President's Day (Holiday)

February 21, 2022, 12:00 am 874 Dillingham Blvd. Federal & State Holiday. On Federal Holidays, classes scheduled on Military Bases and labs associated with Military-Base classes will not meet. On State Holidays and recesses, classes scheduled at other facilities will not meet



## Past Events



## Ka Lā News



### Its Graduation!

on May 14, 2021

Graduation is once again here! Join Honolulu Community College in celebrating all Spring 2021 and Fall 2020 graduates at <https://commencement.hawaii.edu/honolulu/2021/> Know someone graduating? Tell







### Video : Don't Wait, Stop the Hate

on May 12, 2021

In Honors of Asian American and Pacific Islander Heritage Month 2021 during the month of May. A Leeward CC Student Life production encouraging you



### Art & Soul Magazine Spring 2021 is Now Available

on May 4, 2021

The Student Media Board is proud to announce that the Art & Soul Magazine Spring 2021 Edition is finished. Mahalo to all the

## Ka Lā Podcast



### Ka Lā Podcast Episode 27 - Graduation

on April 12, 2021

Welcome to Ka Lā Podcast! In this episode, our hosts recount the hard work that has gone in towards giving a graduation for the upcoming Spring Commencement while also asking what comes next in their career and educational journey once graduation is over. Subscribe for new episodes every Monday. HonCC 2020 through Spring 2021 Graduates: Register for the Celebration of Graduates to customize your very own webpage! <https://commencement.hawaii.edu/honolulu/2021/> Professional & Casual Picture Days! Professional Grad Photo

Day (April 16, 2021 from 11:30 a.m. to 7:00 p.m.): [...]



### Ka Lā Podcast Ep. 26 - Honolulu CC Financial Aid

on April 5, 2021

Welcome to Ka Lā Podcast. In this episode, we talk with the Financial Aid Office to ask how students can fill out their FAFSA and apply for scholarships in getting ready for Summer 2021 and Fall 2021 classes. For more information visit [honolulu.hawaii.edu/finaid](http://honolulu.hawaii.edu/finaid), Email: [honccfao@hawaii.edu](mailto:honccfao@hawaii.edu), Phone: (808) 845-9116. To learn more about HINET visit [hinethawaii.org](http://hinethawaii.org), Email: [hinethon@hawaii.edu](mailto:hinethon@hawaii.edu) Phone: (808) 844-2391.



### Ka Lā Podcast Ep. 25 - Chatting with Windward CC

on March 29, 2021

Welcome to Ka Lā Podcast. In this episode, the boys talk with Rene, the President of Student Government at Windward CC. We go over her journey throughout Windward CC and reflect her time at Student Government before transfers to UH Mānoa. We also geek a bit over some good comic books. Follow us on Instagram @honcc\_sld + @hcckalanews, Twitter, and Facebook for HonCC news, events, and updates.

## Instagram





**STAR** is a tool to assist students in their current degree requirements and accessing their academic record

**ACADEMIC ESSENTIALS**

“Click” here to view your degree requirements and how you’re progressing toward your degree. Ex: Courses not completed yet; GPA; completed course grades; etc.

**Step 1** Log into MyUH at “[myuh.hawaii.edu](http://myuh.hawaii.edu).”

**Step 2** Click on “STAR GPS Registration” and Sign In (With Username and Password)



**Step 3** Congrats! You’re now on STAR (Click on the Academic Essentials tab). View top right of the screen to be sure you’re on your most current semester. If not, [click here](#) to select your most current semester.

**GPS REGISTRATION**

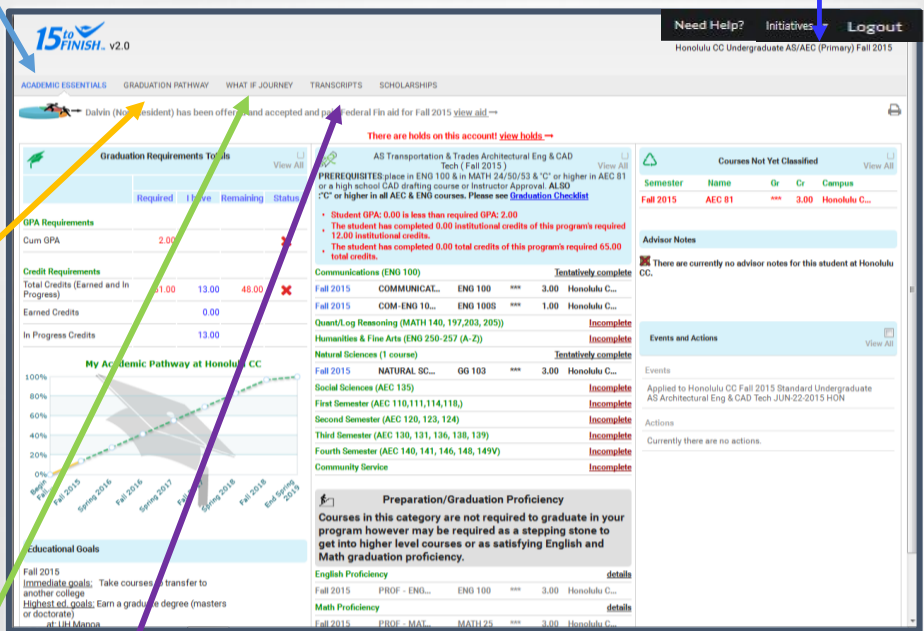
“Click” on this tab and it will create your own personal, semester-by-semester pathway to graduation. (View back of sheet for more info and instruction.)

**WHAT IF JOURNEY**

“Click” here to see how your current academic record satisfies course requirements for another degree in the University of Hawai’i system. You can also explore as many program tracks as you like! Don’t forget to click back on “Graduation Pathway” to see a suggested semester-by-semester pathway to graduation.

**TRANSCRIPTS**

Will display your academic record by semester, grades, GPA, and transfer courses. Report cards are not mailed to you. Check transcripts at the end of the semester for your grades.



**\*NOTE: STAR is a tool to assist you in planning, however you should always consult with your Academic Counselor.**

# Why should I use Graduation Pathway System (GPS)?

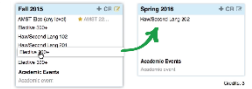
GPS will automatically create your own personal semester by semester pathway to Graduation.

If you go off-track, your GPS will merely "recalculate" letting you know your new optimal path to graduation...just like a GPS in a car when you miss an exit.

You can drag and drop courses into other semesters; if you make any changes to your academic plan, make sure to consult with your Academic Counselor.



Recalculating...



The screenshot shows the GPS web application interface for a student named Jane Doe. The interface includes a top navigation bar with 'Student Search', 'Need Help?', and 'Logout'. Below this is a 'View holds' section with a 'Register - Add/Drop Classes' button. The main area displays a semester plan for Spring 2018 and Spring 2019, with a 'Credits in Plan: 62.00' and 'GPA: 4'. A right-hand sidebar contains 'GPS Menu options' such as 'Print', 'View Changes', and 'Turn off recalculating'. A 'Semester Notes' box at the top right contains the text: 'Please see your Academic Counselor by April 2018'. A 'Pathway Narrative' section at the bottom right provides detailed program requirements.

- 1 Register –Add/Drop classes and Select, click & drag classes (one at a time) to adjust your semester load.
- 2 View holds here; Current hold(s) on your record, may restrict you from using other services at University of Hawaii.
- 3 Add a requirement from this drop down screen
- 4 Adjust your credit load preference here.
- 5 Type-out reminders to yourself on things you need to do to stay on track for graduation.
- 6 If GPS class changes have been made, click here to complete your changes or see GPS suggestions
- 7 Menu for more GPS options
- 8 See your program prerequisites. Pathway Narrative
- 9 Check here as you may have received information from your counselor. Academic Events

\* **NOTE:** (1) GPS calculates the major listed in "Academic Essentials" OR the major you select from "WHAT IF JOURNEY".  
 (2) Classes for future semesters (other than your current semester) are only TENTATIVE, **you ARE NOT registered for them.**

# CALENDAR OF EVENTS

Hulili Ke Kukui Hawaiian Center's events are open to everyone. Below please find our calendar of events for the semester. Events are FREE and provide a fun opportunity to learn about the Hawaiian culture, career pathways and develop skills to help you succeed. For events that require an RSVP, please click on the Google Form link.



## HAWAIIAN CENTER EVENTS

Hulili Ke Kukui Hawaiian Center hosts cultural, college development, and career development events sponsored by the Center, Po'i Nā Nalu NHCTEP, and Ho'āla Hou throughout the semester. All events are FREE and open, but some events require RSVP. Follow us on social media to keep up to date our our activities or click on an event below to find out what's happening next!

[View Spring 2020 Events \(/sites/www.honolulu.hawaii.edu/files/hawaiian-center-calendar.pdf\)](/sites/www.honolulu.hawaii.edu/files/hawaiian-center-calendar.pdf) [PDF  
(<https://get.adobe.com/reader/>)]

## OLI TRAINING WORKSHOPS

Are you graduating this semester? If so, you can make your experience at commencement even more memorable by participating in the school's opening protocol ceremony. Everyone is invited to attend workshops to learn the school's graduation oli (chant) written by our own Uncle Kimo Keaulana.



# HULILI KE KUKUI HAWAIIAN CENTER EVENTS

Today

February 2022

Print Week Month Agenda

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31 12:30pm Mana'o Mo	Feb 1	2 Last Day for 50%	3	4	11am Karla Bc
6	7	8	9	10	11	
13	14	15	16	17	18	
20	21 Presidents' Day (f	22	23	24	25	
27	28	Mar 1	2 10:30am Kīpaipai Al	3	4 Non-Instructional	

Events shown in time zone: Hawaii-Aleutian Standard Time

Calendar

## MĀLAMA 'ĀINA DAYS

Traditionally, Hawaiians have always practiced sustainability through malama 'āina, taking care of the land. Mālama 'Āina Days began in 2006 as part of the Native Hawaiian Career Technical Education Program. It has since become a campus-wide activity coordinated in partnership by TRIO-SSS, Hulili Ke Kukui Hawaiian Center, Po'i Nā Nalu Native Hawaiian Career & Technical Education Program and Nā Papa Hawai'i. These service-learning activities are open to all Honolulu Community College students and faculty and provide hands-on opportunities to learn more about the Hawaiian culture and traditional sustainability practices. Mālama 'Āina Days are open to EVERYONE and they offer students and staff the opportunity to learn about how Hawaiians practiced sustainability, such as water management taro cultivation. Plan to **work hard**, have lots of fun and actively take part in perpetuating the Hawaiian culture.

For more information please visit the Hawaiian Center or call 808-844-2345 or email [hulilik@hawaii.edu](mailto:hulilik@hawaii.edu) (<mailto:hulilik@hawaii.edu>)





## HOW TO SIGN UP

The campus provides five Mālama 'Āina Days each semester throughout the island and at a variety of sites, from lo'i kalo (wetland taro patches), to mala 'ai (community gardens), and oko i'a (fishponds). Please anticipate each event to start at 7:45 am and end by 3:00 pm.

All Honolulu CC students, faculty and staff are welcome to participate in Mālama 'Āina Days, but RSVPs are required. Please note that spots are limited for each Mālama 'Āina Day so reservations are first-come, first-served. If you sign up for an event after the limit is already reached, you will be put on a waitlist. [Sign up here to reserve your spot \(https://tinyurl.com/MADSpring2020\)](https://tinyurl.com/MADSpring2020).

We will call and email you to confirm your reservation the week of each Mālama 'Āina Day event. If you do not respond to confirm your reservation within 24 hours, your spot will be given to the next person on the waitlist.

Please note that you are responsible for showing up to each event you sign up for and if you are a "No Show" you are taking away a seat from another potential participant. If you need to cancel any date you signed up for, please email us at [hulilik@hawaii.edu](mailto:hulilik@hawaii.edu) (<mailto:hulilik@hawaii.edu>).

[View Spring 2020 Mālama 'Āina Days \(/sites/www.honolulu.hawaii.edu/files/hawaiian-malama-aina-days.pdf\)](/sites/www.honolulu.hawaii.edu/files/hawaiian-malama-aina-days.pdf)

## CONSENT, WAIVER, RELEASE AND INDEMNITY AGREEMENT

All participants are required to complete a Consent, Waiver, Release and Indemnity Agreement and a Photo Release Form each year. If you have not updated your release forms recently, please complete and print the forms below and bring them to the Mālama 'Āina Day. If you do not complete these forms, you will not be allowed to participate.

[Consent, Waiver, Release and Indemnity Agreement \(/sites/www.honolulu.hawaii.edu/files/hawaiian-forms-consent.pdf\)](/sites/www.honolulu.hawaii.edu/files/hawaiian-forms-consent.pdf) [PDF (<https://get.adobe.com/reader/>)]

[Parent/Legal Guardian Consent, Waiver, Release and Indemnity Agreement \(/sites/www.honolulu.hawaii.edu/files/hawaiian-forms-consent-parent.pdf\)](/sites/www.honolulu.hawaii.edu/files/hawaiian-forms-consent-parent.pdf) [PDF (<https://get.adobe.com/reader/>)]



[Medical Consent Form \(/sites/www.honolulu.hawaii.edu/files/forms-medical-consent.pdf\)](/sites/www.honolulu.hawaii.edu/files/forms-medical-consent.pdf) [PDF  
(<https://get.adobe.com/reader/>)]

[Photo Release Form \(/sites/www.honolulu.hawaii.edu/files/forms-photo-release.pdf\)](/sites/www.honolulu.hawaii.edu/files/forms-photo-release.pdf) [PDF  
(<https://get.adobe.com/reader/>)]



PC: Kaeo Kapana

## RELATED PAGES

- › [Services \(/node/1987\)](/node/1987)
- › [Calendar of Events \(/node/1988\)](/node/1988)
- › [Po'i Nā Nalu \(/node/1989\)](/node/1989)
- › [Ho'āla Hou \(/node/1990\)](/node/1990)
- › [Niuhelewai Scholars Project \(/node/2483\)](/node/2483)
- › [Native Hawaiian STEM Programs \(/node/1991\)](/node/1991)
- › [Resources \(/node/1992\)](/node/1992)
- › [Hulili Ke Kukui Staff \(/node/1993\)](/node/1993)
- › [Hui 'Ōiwi Hawaiian Club \(/node/2091\)](/node/2091)





# TUTORING/COACHING

Through faculty and staff referrals, each of our Peer tutors/coaches have been interviewed and selected by the TRIO-SSS professional staff. In addition, they have been trained and have been found competent to provide effective assistance to our program participants.

The Tutoring/Coaching Program has been designed to, guide and assist students with a particular subject or field of study, provide on going support, advice and encouragement, and share experiences that will assist students in their overall development. This service represents an important form of instruction that impacts students who are not only struggling with the academic and personal demands of college but to also encourage students to maintain, and stay on top of the demands to ensure good academic standings.

Furthermore, one of our greatest goals is to help students become independent learners. Our Peer Tutors are, not an information or answer dispenser. Students need to understand and be reminded that they are responsible for their own learning. It is the student's responsibility to attend classes regularly, do the assigned work, projects, and readings.

These services are available during the Fall, Spring and Summer Sessions during TRIO-SSS normal working hours:

Monday through Friday (8:00 AM - 4:30PM)

Except for Weekends, Institutional Holidays, and Winter Break

## SPRING 2022 TUTORING/COACHING SCHEDULE

### STAFF TUTOR/COACH

TUTOR	AVAILABILITY	SUBJECT(S)
Jan	Monday through Friday 9:00 AM - 4:00 PM	ENGLISH BASIC MATH HDFS ALL COACHING SKILLS



Jennifer	Tuesday and Thursday 9:00AM-4:00PM	ANTH 200 ENGLISH Pre-College, 100, 209 FAMR 230 HLTH 123 HLTH 398C HIST 151, 152 ICS 101 MATH 75X, 103, 115, 134, 161 MICR 130 MUSIC 107, 253 PSY 100 SP151 ZOO 240, 241 ALL COACHING SKILLS
Jolene	Monday through Friday 9:00 AM - 4:00 PM	ENGLISH SP 151 WRITING BASIC MATH ALL COACHING SKILLS

## PEER TUTOR/COACH

TUTOR	AVAILABILITY	SUBJECT(S)
Danthone	Monday, Wednesday, Friday 11:30am - 4:00pm	ANTH 151 ASTRO 110 CHEM 161L CHEM 162 EE 160 (Intro to C coding) ENGLISH 100, 257A HIST 151 HWST 107 MATH 75x, 24, 25, 103, 241, 242, 243, 244 PHYS 170, 170L, 272, 272L SOC 100 SP 251 MICR 130 ALL COACHING SKILLS

Karen	<p>Monday 10:00am - 2:00pm</p> <p>Tuesday, Thursday 12:00pm - 4:30pm</p> <p>Wednesday 10:00am - 4:30pm</p>	<p>ART 101 ENGLISH 100 FAMR 100, 133, 141, 296 HDFS 340, 341, 350 HSER 100, 245, 140, 248, 268, 270 HIST 151, 152 IS103 KLS 195 KRS 395 OCN 201 PHIL 111 SOC 335 SP 151 SPED 304 SW 200 ALL COACHING SKILLS</p>
Rexella	<p>Monday 8:30am - 4:00pm</p> <p>Wednesday &amp; Friday 8:30am - 10:00am</p>	<p>ACC 201, 202 ANTH 151 ASAN 201 BLAW 200 BUS 250 CHEM 161/161L ECON 130, 131 ENGLISH 100, 209 ESL 23, 24 HWST 107 HIST 152 ICS 101 MATH 75x, 25, 103, 109, 135 POLS 130 PSY 100 SP 151 ZOO 200 ALL COACHING SKILLS</p>

# PO‘I NĀ NALU



PC: Nic Smith

**Pi‘i ka nalu, hokua ka nalu, po‘i ka nalu a pae.**

*The wave rises, the wave crests, the wave breaks, then one comes ashore.*

Established in 1995, Po‘i Nā Nalu is Honolulu Community College's oldest Native Hawaiian-serving program. As the Native Hawaiian Career and Technical Education program, its goal is to prepare Native Hawaiian students for employment in high-skill, high-wage, or in-demand careers in the CTE and STEM sectors of the global economy by providing vigorous and culturally appropriate opportunities for academic and professional success. Sponsorship is provided by ALU LIKE, Inc. and funded through a Carl Perkins grant from the U.S. Department of Education.

## **Contact Information:**


Program Coordinator: Greg Kashigi, 808-844-2322, [gkashigi@hawaii.edu](mailto:gkashigi@hawaii.edu) (<mailto:gkashigi@hawaii.edu>).

Academic Support Specialist: Ka‘ano‘i Akaka, 808-844-2323, [ariana@hawaii.edu](mailto:ariana@hawaii.edu) (<mailto:ariana@hawaii.edu>).

Educational Specialist: Kathleen Ballesteros, 808-844-2347, [ks@hawaii.edu](mailto:ks@hawaii.edu) (<mailto:ks@hawaii.edu>).

## **Location:**

Hulili Ke Kukui Hawaiian Center, Building 5, Second Floor (makai wing)

 ([https://www.instagram.com/poinanalu\\_nhctep](https://www.instagram.com/poinanalu_nhctep)). Follow Our Instagram at [@poinanalu\\_nhctep](https://www.instagram.com/poinanalu_nhctep) ([https://www.instagram.com/poinanalu\\_nhctep](https://www.instagram.com/poinanalu_nhctep)).



# SCHEDULE AN APPOINTMENT



(<https://www.star.hawaii.edu/appointment/>)

Scheduling for appointments is available online via STAR Balance. Appointments are currently offered virtually via Zoom and by phone through the link above. For assistance with booking an advising appointment on STAR Balance, please contact our office via email at [nanalu@hawaii.edu](mailto:nanalu@hawaii.edu) (<mailto:nanalu@hawaii.edu>) or phone, (808) 844-2322.



## + ELIGIBILITY

## + SERVICES



Po'i Nā Nalu supports the academic and professional goals of our participants through a variety of services.

## WORKSHOPS & HUAKA'I





Po'i Nā Nalu offers workshops and field trips focused on College and Career Development, Cultural Enrichment, Financial Literacy, Community Service and four-year college campus visits.

Past workshops and field trips:

- Lomilomi and Lā'au Lapa'au
- Building Math Skills
- Personal Statement and Resume Writing
- Financial Aid and Scholarship Assistance
- Hawai'i News Now Station
- Iolani Palace and Bishop Museum
- The Honolulu Symphony
- Kewalo Marine Lab
- Kawaiaha'o Church and Preschool

## TUTORING & MENTORING

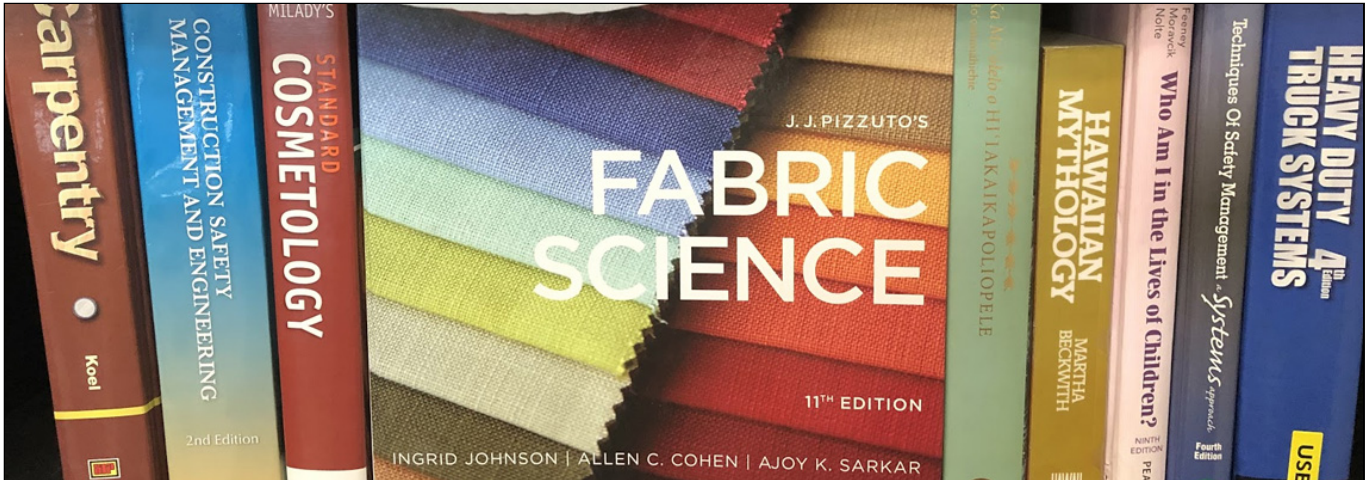


Po'i Nā Nalu offers Peer Mentoring and Academic Tutoring to support participating students. Peer mentors help students understand and acquire strategies aimed at strengthening academic performance.

Tutoring subjects vary each semester.

Students who are **ACTIVE** in the program (attend an Orientation, complete a Mid-Semester meeting, and attend at least **TWO** events per semester) may take advantage of the following services: ^

## LOAN OUT PROGRAM



Eligible students may borrow the following items through our loan-out program:

- Laptops (48 hours)
- Textbooks (one semester)
- Tools (one semester)
- Electronics: calculators, cameras, headphones, projectors (48 hours)
- Resource books and DVDs (in-house use only)

## INTERNSHIPS



Po'i Nā Nalu's Ke Ala Noelo Internship Program is designed to offer Po'i Nā Nalu participants an invaluable internship opportunity to network within their future professional community. Through hands-on training and professional mentoring, student interns receive relevant and rigorous educational experiences in preparation for their aspiring careers. Eligible students receive a stipend upon internship completion.

Past internship sites:

- HonCC Cosmetology Department
- Malama Honua Public Charter School
- iHeartRadio



**Q1.24:**

**Regularly review current communication and onboarding processes and develop practices to streamline communication in order to strategically engage students on only relevant and timely information.**

**Fall 2018 to present**

1. **Student newsletter:** Since Fall 2020, CARE has created monthly student newsletters focused on academic success strategies and tips, highlight important events and deadlines, and promote campus services. These newsletters were emailed to all the HonCC students at the beginning of each month. Current newsletters would be posted on the CARE website under [Student and Study Resources](#).
  - Fall 2018 = 2
  - Spring 2019 = 5
  - Fall 2019 = 5
  - Spring 2020 = 3
  - Fall 2020 = 3
  - Spring 2021 = 4
  
2. **Class visits/Workshops:** CARE has conducted various presentations focused on CARE services and various study strategy workshops (time management, test taking, study habits, and note taking). These presentations have been in English, ESL, and Math 75x courses, as well as, iKEA, and College Experience and MAPs workshops.
  - AY18-19 = 279 total student count
  - AY19-20 = 751 total student count
  - AY20-21 = 364 total student count
  
3. **Campaign calls:** CARE staff and student assistants have conducted various campaign calls each term to encourage students to register for upcoming semesters, welcome first year students to the campus, and support DE students enrolled in asynchronous courses.

**AY 18-19: Campaign Description and total count:**

Activity Title	Description	Fall 2018	Spring 2019	Total
Campaign Calls - Registration	Encouraged continuing students to register for the following term	1033 (total number on call list)  368 Registered for Fall 2018	1379 (total number on call list)  969 Registered for Spring 2019	2412 (total number of students on call list for F'18 and Sp'19)  1337 (Students who have registered based on campaign efforts)
Campaign Calls – non-payment	Reminder call to students to re-register for courses after purge date	226 (total number on call list)  129 Re-registered	191(total number on call list)  149 Re-registered	417 (total number of students on purge call list for F'18 and Sp'19)  278 Re-registered
Welcome Calls	Outreach to first year students who have completed New Student Registration to welcome them to HCC, connect students to campus services, answer questions, and promote College Experience Week.	873 (total number on call list)	64 (total number on call list)	937 (total number of students on welcome call list for F'18 and Sp'19)



**AY 19-20: Campaign Description and total count:**

Activity Title	Description	Fall 2019	Spring 2020	Total
Campaign Calls - Registration	Encouraged continuing students to register for the following term	967 (total number on call list)  350 (Registered for Fall 2019)	1282 (total number on call list)  809 (Registered for Spring 2020)	2249 (total number of students on call list for F'19 and Sp'20)  1159  (Students who have registered based on campaign efforts)
DE Call Campaign	Outreach to first time HCC online student to discuss distance education expectations (focus on QFE 2)	473 (total number on call list)  104  (made contact)	469 (total number on call list)  62  (made contact)	942 (total number on call list)  166  (made contact)
Welcome Calls	Outreach to first year students who have completed New Student Registration to welcome them to HCC, connect students to campus services, answer questions, and promote College Experience Week.	229	50	279

**AY 20-21: Campaign Description and total count:**

<b>Activity Title</b>	<b>Description</b>	<b>Fall 2020</b>	<b>Spring 2021</b>	<b>Total</b>
Campaign Calls - Registration	Encouraged continuing students to register for the following term	Did not conduct campaign due to budgetary reasons	1226 (total number on call list) 817 (Registered for Spring 2021)	1226 (total number of students on call list for Sp'21) 817 (Students who have registered based on campaign efforts)
Welcome Calls	Outreach to first year students who have completed New Student Registration to welcome them to HCC, connect students to campus services, answer questions, discuss online course format and promote College Experience.	233	93	326

# Intake survey for all new, transfer, and returning students

## History of the CARE Intake Survey

- Click on the links below to take you to the section that displays the survey questions and responses.

[Spring 2020](#) - Survey given to CTE students - 96 responses

- Kenisha handled these surveys and reached out to students.

Summer 2020 - Did not offer an intake form due to change of staff and lack of budget. (Note: FT student did outreach to welcome incoming students by phone, but no data was collected)

Summer 2021/Fall 2021\_ - Survey given to all incoming, returning and transfer students

- [Intro Questionnaire for New Students - 112 students](#)
- [Intro Questionnaire for Returning/Transfer Students - 124 students](#)
- Full-time staff reached out to all students who completed the intake survey to address their questions/concerns. Students we spoke to received an email recapping the services and information we discussed with them over the phone. Per student's consent, direct referrals to TRIO, Career Services and HiNet were made - student's information was forwarded to these departments for direct contact with the student.

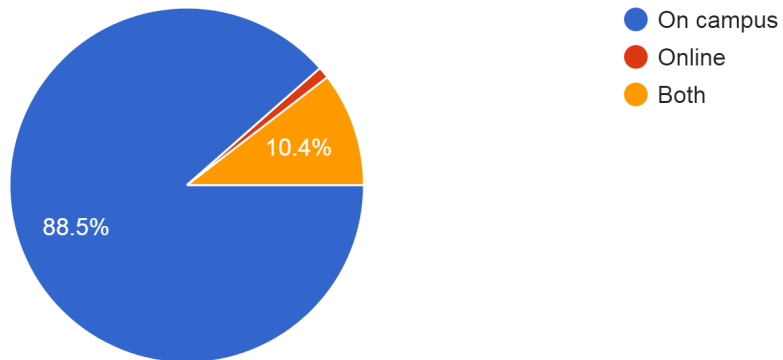
Spring 2022 - CARE plans to continue offering the intake survey to all incoming, returning and transfer students

## Spring 2020 - Intro Questionnaire for New CTE Majors\_Sp20

1. Where do you plan to take most of your classes?

Where do you plan to take most of your classes?

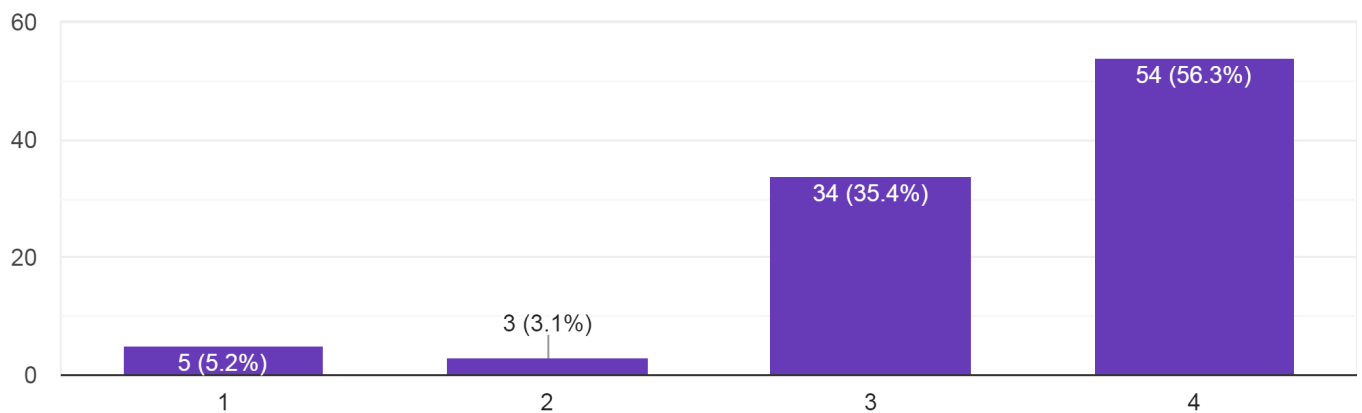
96 responses



2. How certain are you of your career goals? (1 - Not Certain at all, 4 - Very certain)

How certain are you of your career goals?

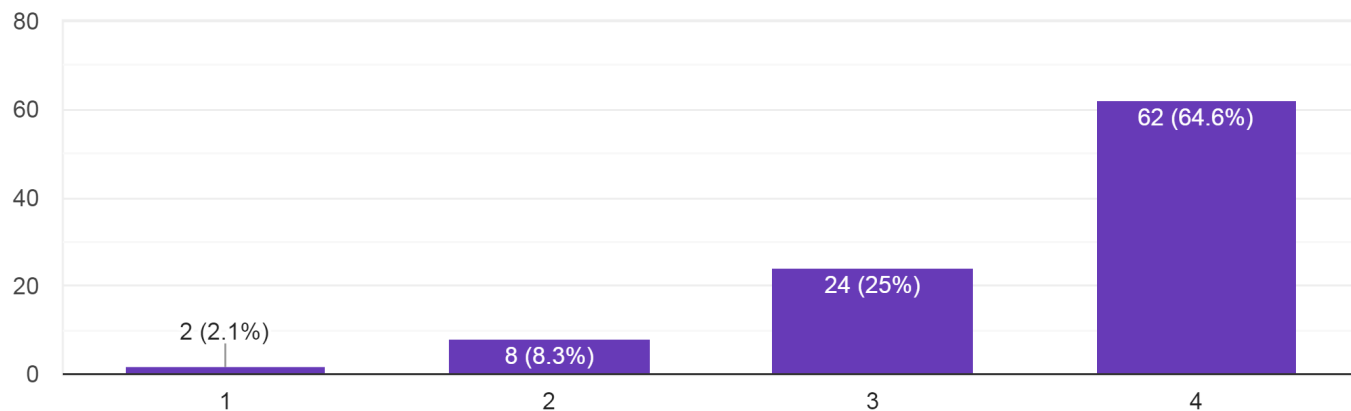
96 responses



3. How certain are you of your chosen major? (1 - Not Certain at all, 4 - Very certain)

### How certain are you of your chosen major?

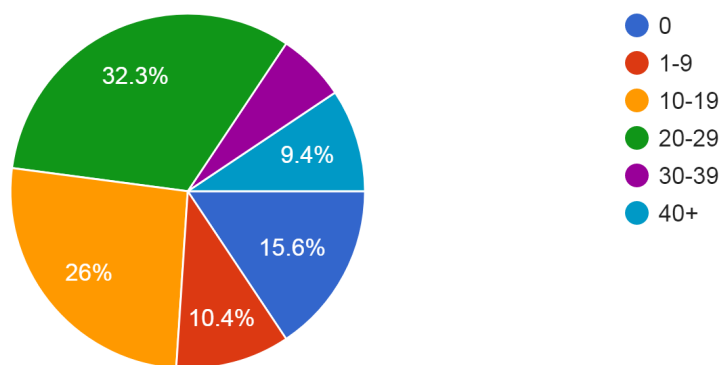
96 responses



### 4. How many hours a week do you plan to work while enrolled in classes?

#### How many hours a week do you plan to work while enrolled in classes

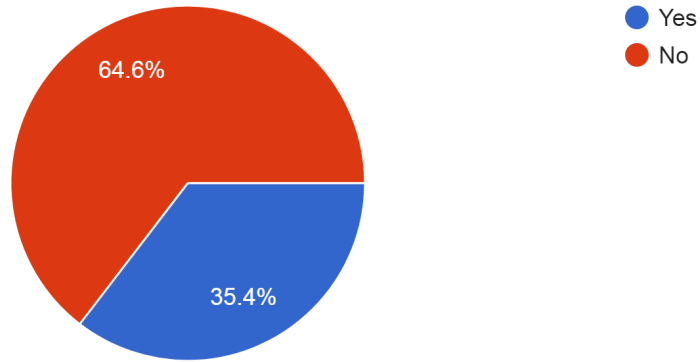
96 responses



### 5. Do you provide frequent care for individuals other than yourself (children, siblings, parents, etc)?

Do you provide frequent care for individuals other than yourself (children, siblings, parents, etc)?

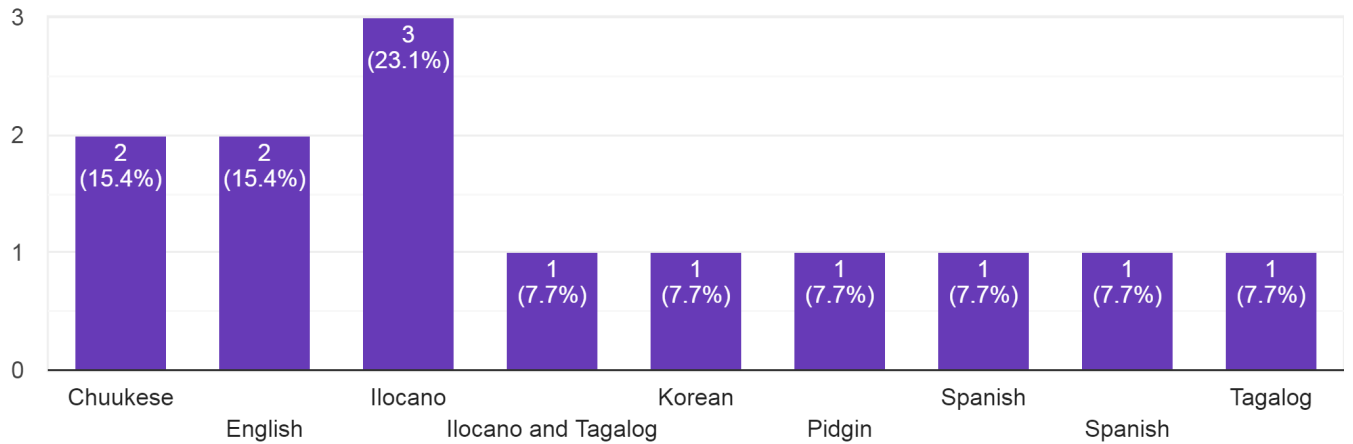
96 responses



6. What is the primary language you speak?

What is the primary language you speak?

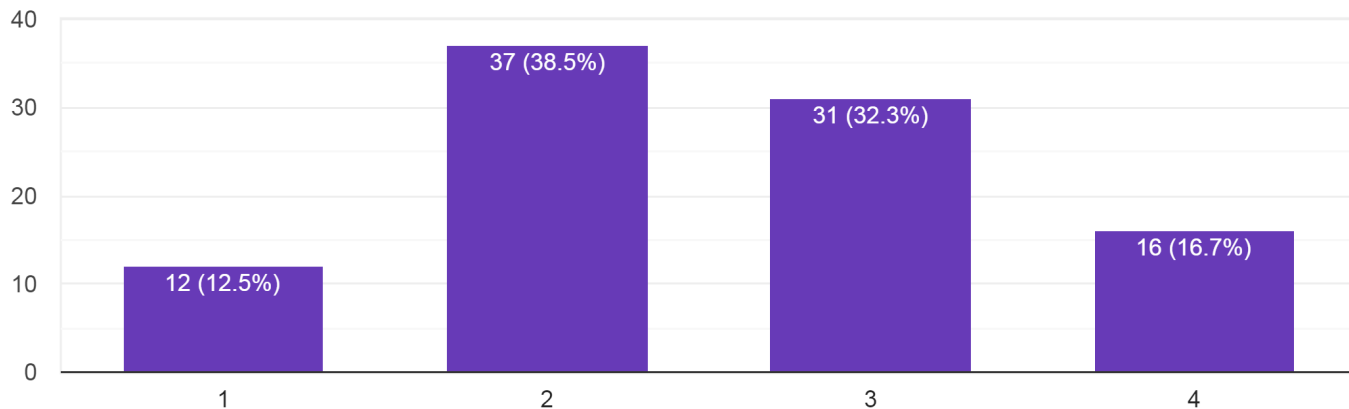
13 responses



7. How would you rate your past experiences in math? (1-Not challenging at all, 4- Very challenging)

How would you rate your past experiences in math?

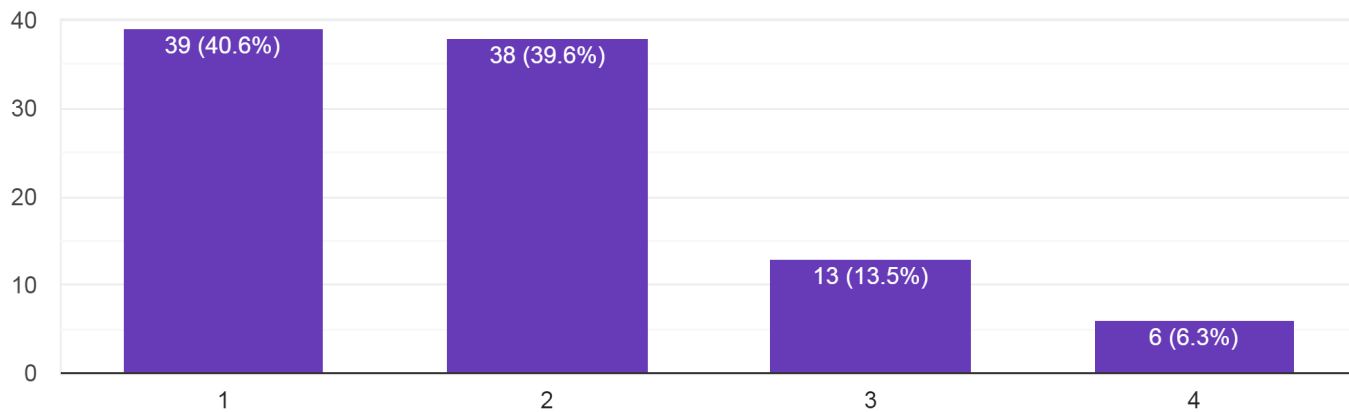
96 responses



8. How would you rate your past experience in reading? (1-Not challenging at all, 4- Very challenging)

How would you rate your past experience in reading?

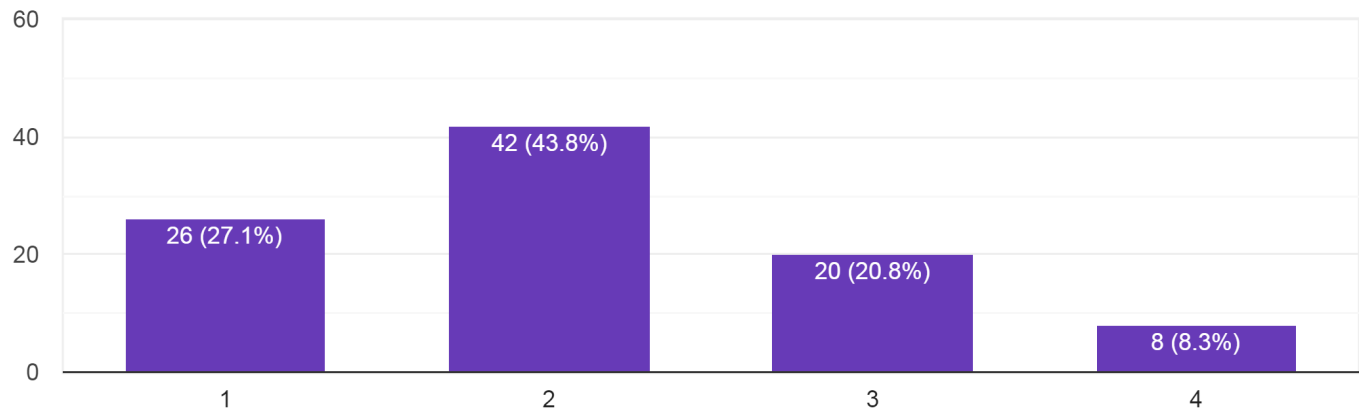
96 responses



9. How would you rate your past experiences in writing? (1-Not challenging at all, 4- Very challenging)

How would you rate your past experiences in writing?

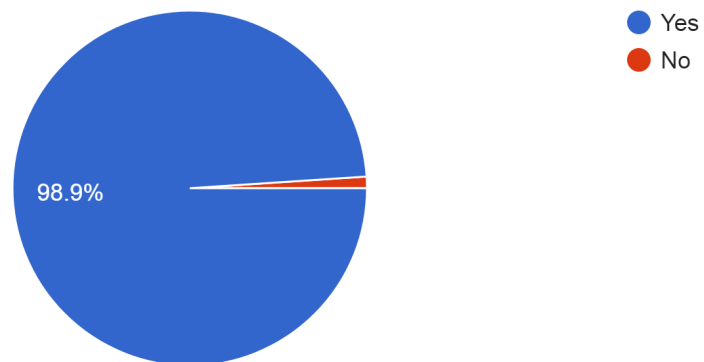
96 responses



10. Do you and your family have access to enough food every day?

Do you and your family have access to enough food every day?

95 responses

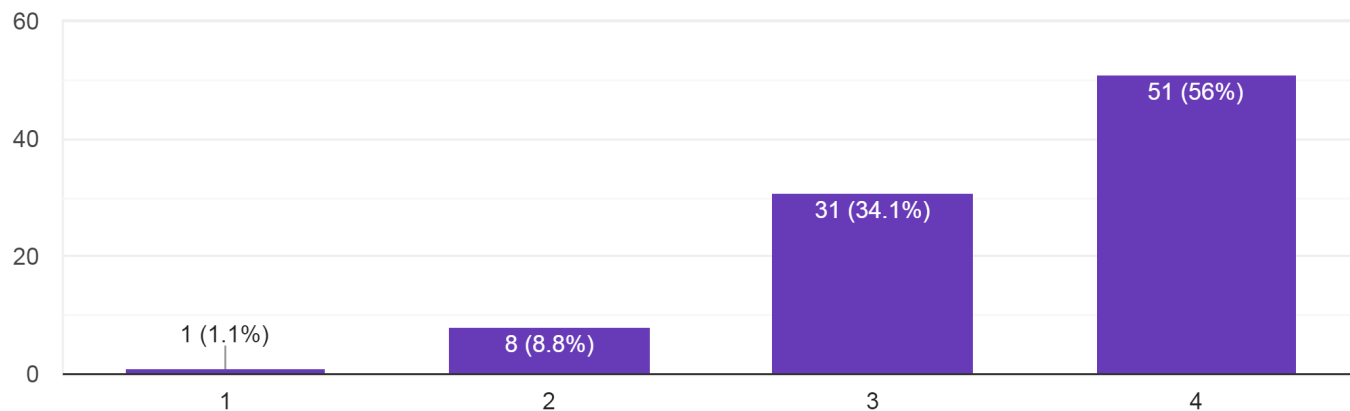


11. How confident are you in your ability to use a computer to complete assignments? (1-Not very confident at all, 4-Very confident)



How confident are you in your ability to use a computer to complete assignments?

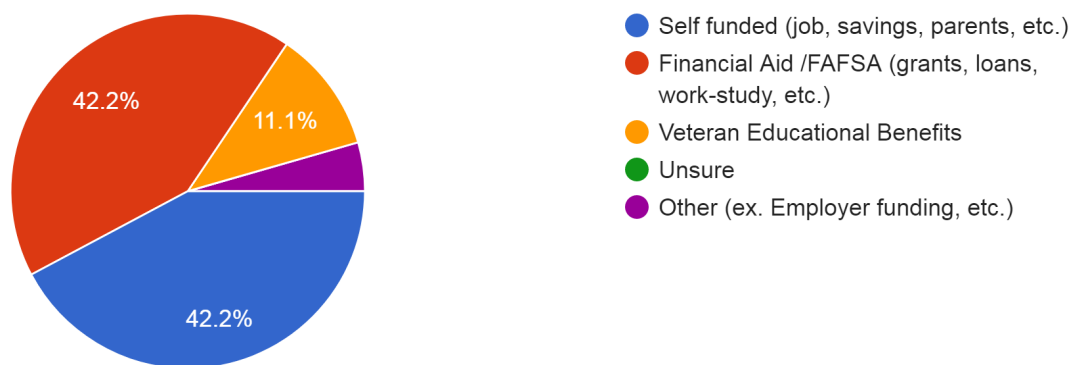
91 responses



12. How are you planning to pay for college?

How are you planning to pay for college?

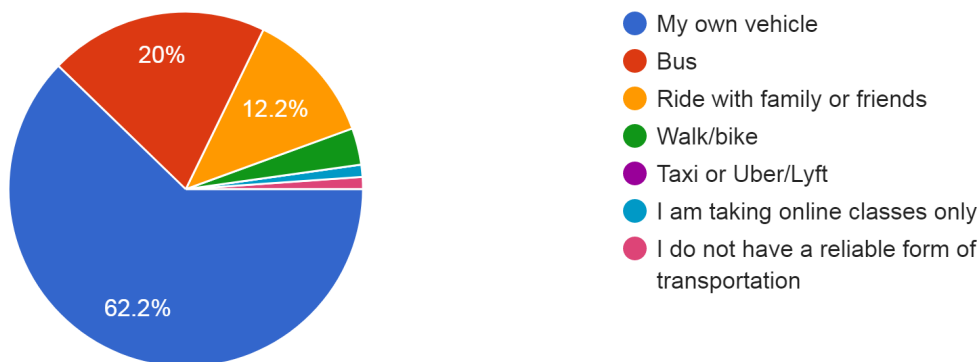
90 responses



13. When you have to go to campus for class, how will you typically get there?

### When you have to go to campus for class, how will you typically get there?

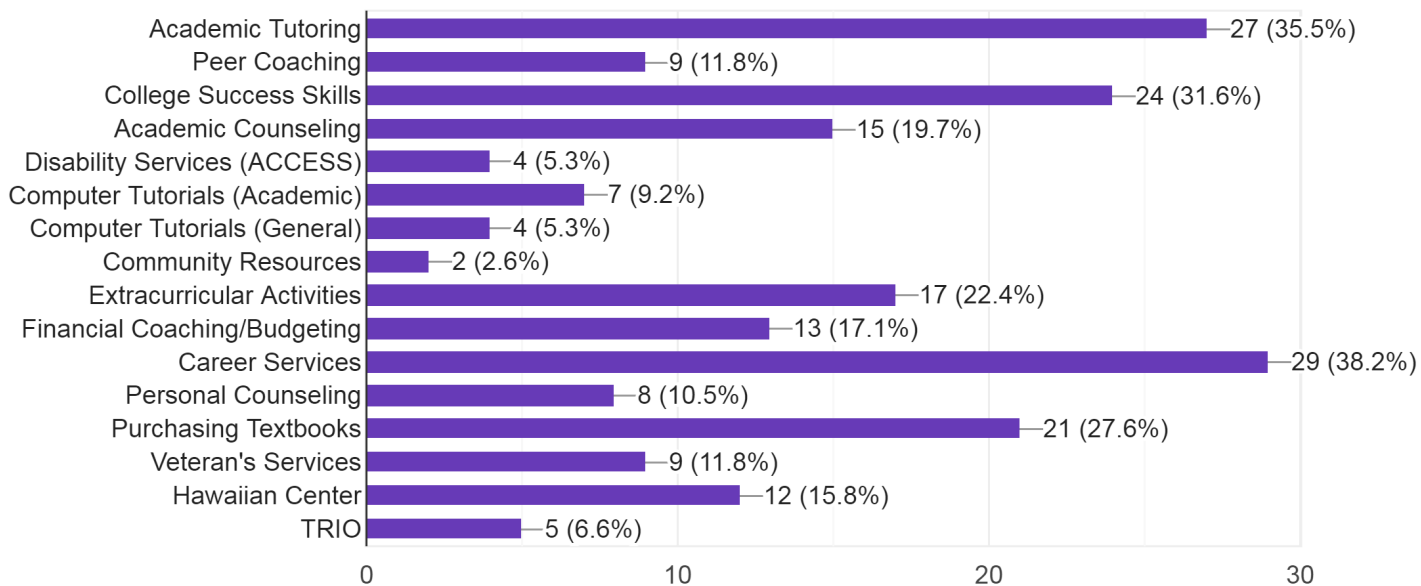
90 responses



### 14. Which of the following services would you like information about before you begin classes at HonCC? (Check all that apply)

### Which of the following services would you like information about before you begin classes at HonCC? (Check all that apply)

76 responses

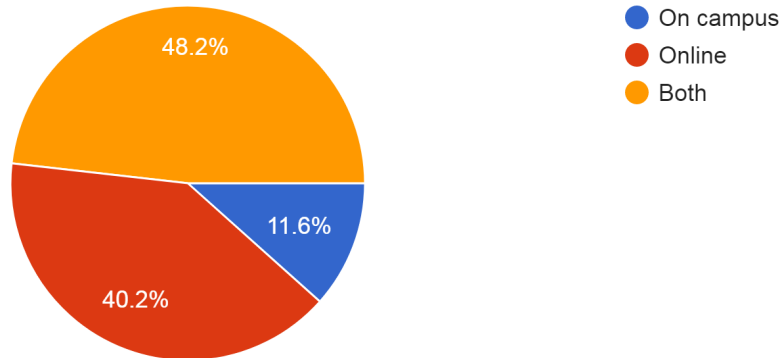


## Summer 2021 - Intro Questionnaire for New Students - 112 students

1. Email Address
2. Where do you plan to take most of your classes?

Where do you plan to take most of your classes?

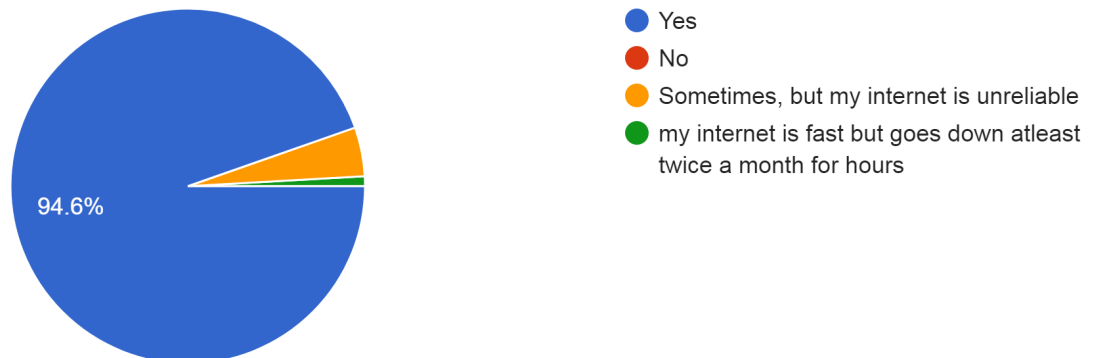
112 responses



3. Do you have access to the internet from home?

Do you have access to the internet from home?

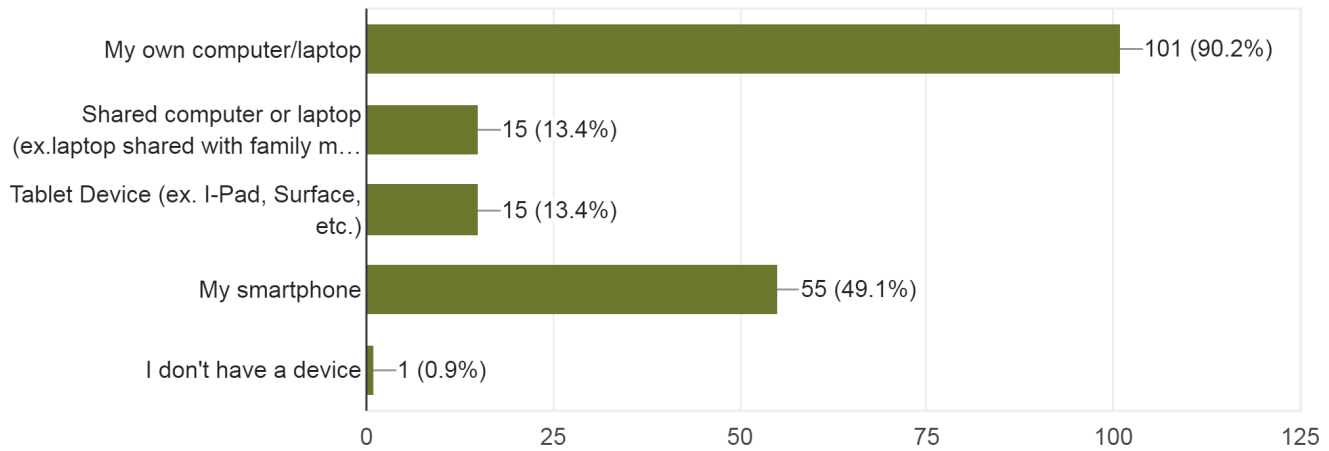
112 responses



4. What device are you planning to use for your learning? (check all that apply)

### What device are you planning to use for your learning? (check all that apply)

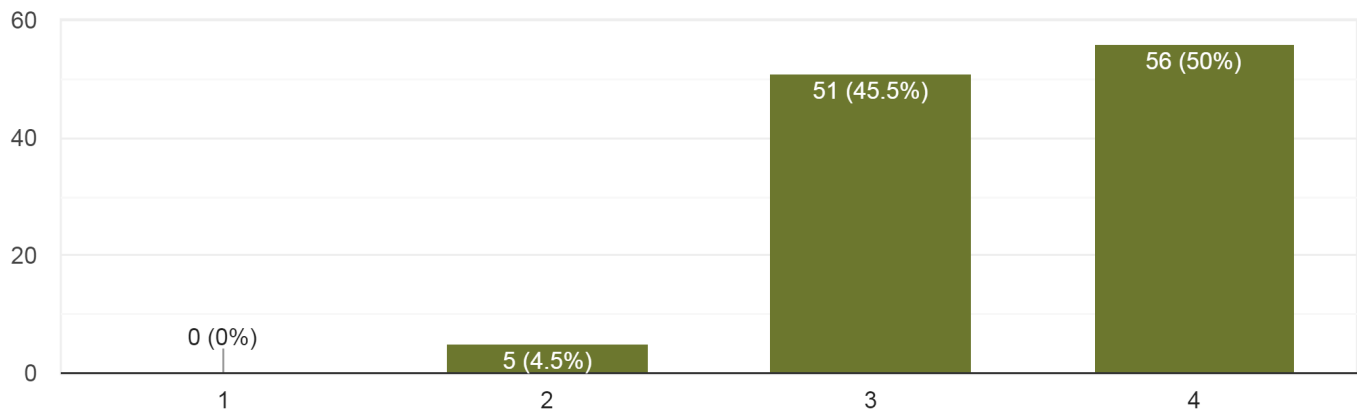
112 responses



5. How confident are you in your ability to use a computer to complete assignments? (1- Not very confident at all, 4 - Very confident)

### How confident are you in your ability to use a computer to complete assignments?

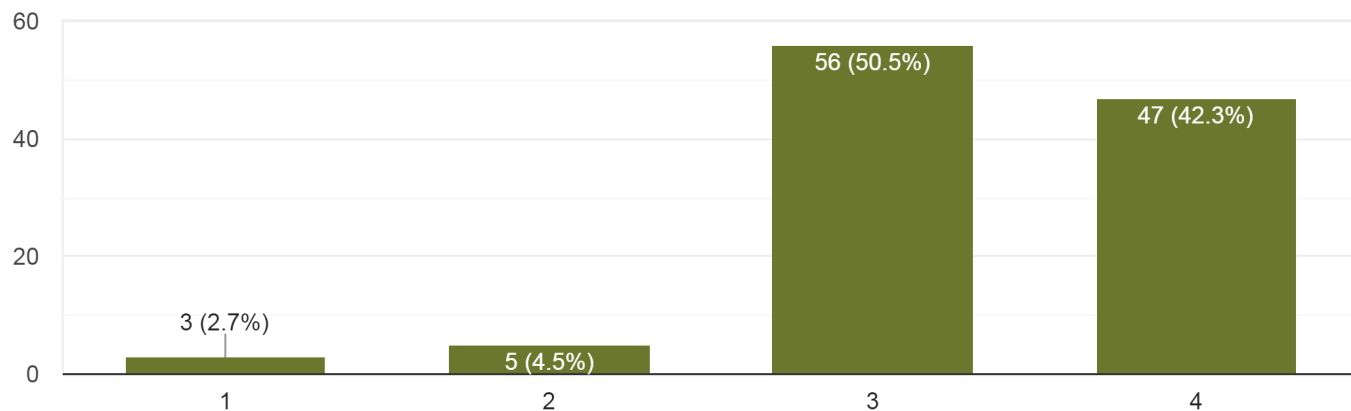
112 responses



6. How certain are you of your career goals? (1- Not certain at all, 4 - Very certain)

### How certain are you of your career goals?

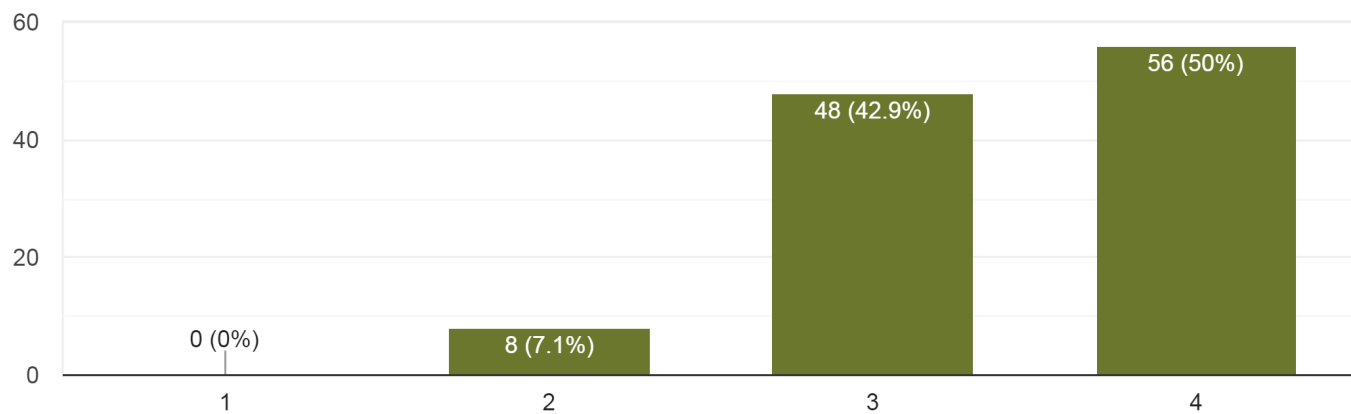
111 responses



### 7. How certain are you of your chosen major? (1- Not certain at all, 4 - Very certain)

#### How certain are you of your chosen major?

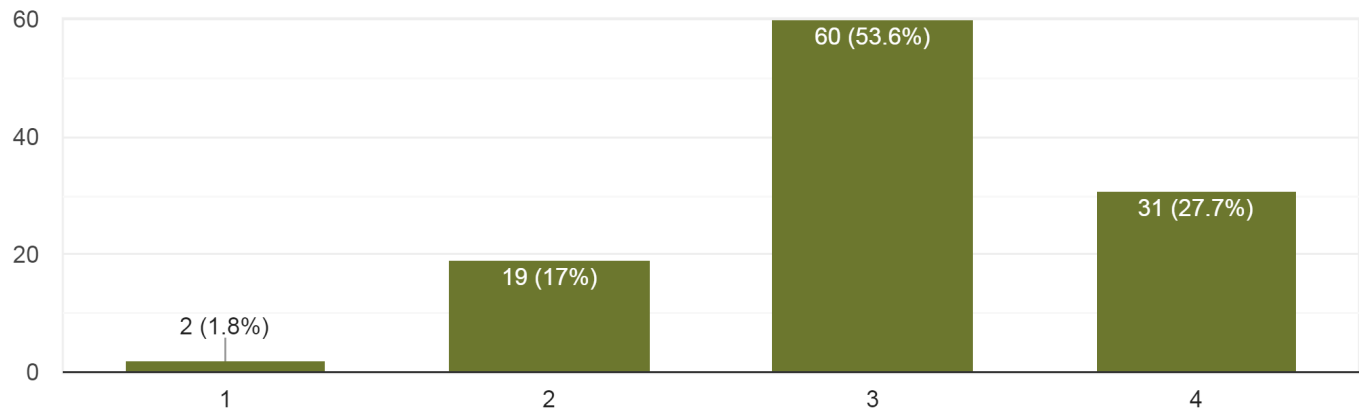
112 responses



### 8. How would you rate your past/current experience in reading? (1- Very challenging, 4 - Not challenging at all)

How would you rate your past/current experience in reading?

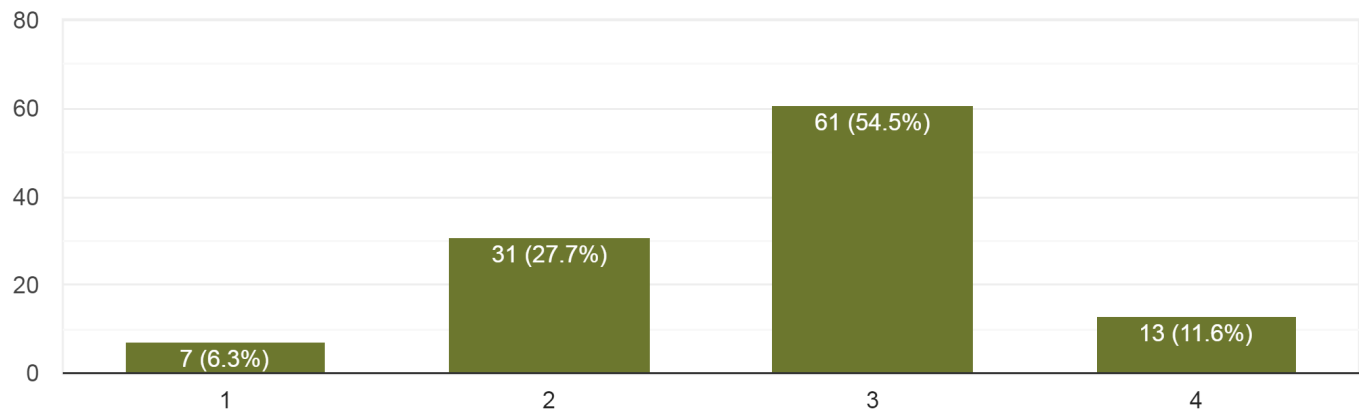
112 responses



9. How would you rate your past/current experiences in writing? (1- Very challenging, 4 - Not challenging at all)

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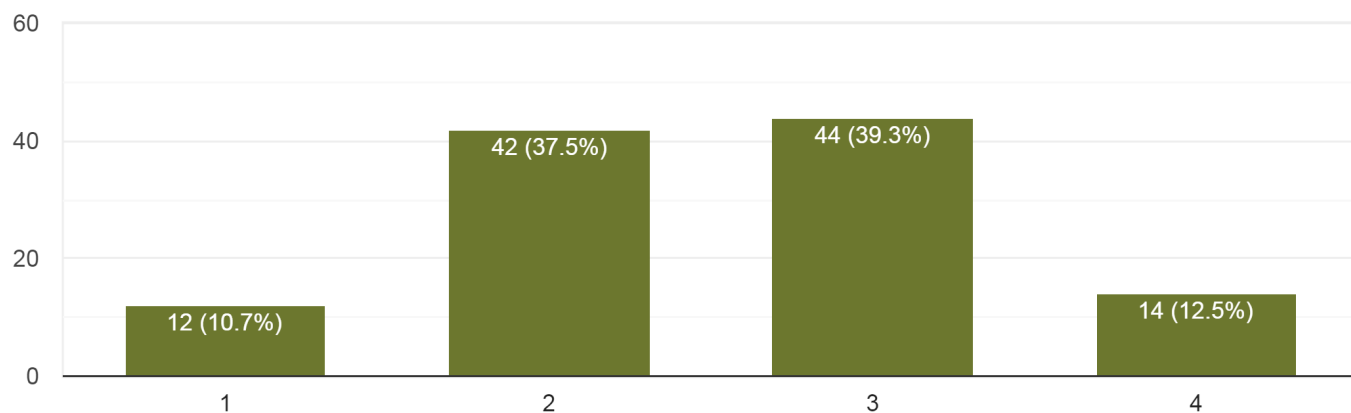
112 responses



10. How would you rate your past/current experiences in math? (1- Very challenging, 4 - Not challenging at all)

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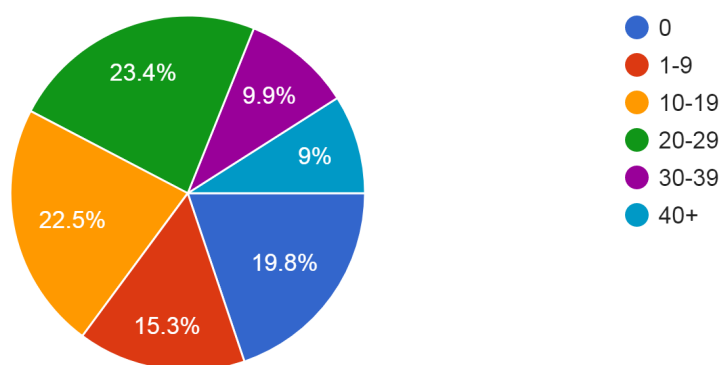
112 responses



11. How many hours a week do you plan to work while enrolled in classes?

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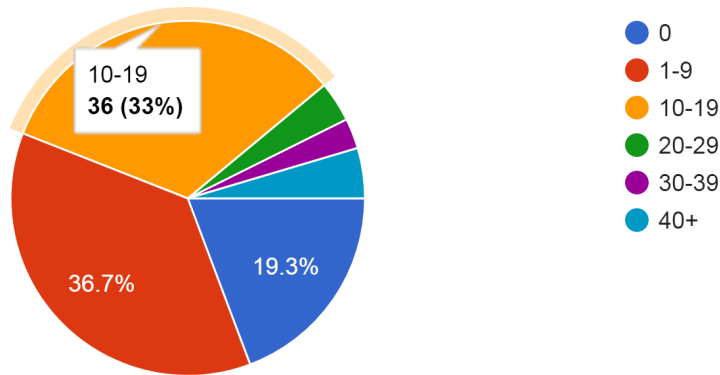
111 responses



12. How many hours a week do you participate in other outside activities that may take time away from your college responsibilities? (ex: frequent care for individuals other than yourself, chores, church, sports, etc)

How many hours a week do you participate in other outside activities that may take time away from your college responsibilities? (ex: frequent ca...ls other than yourself, chores, church, sports, etc)

109 responses



13. What are the primary language(s) you speak?

What are the primary language(s) you speak?

108 responses

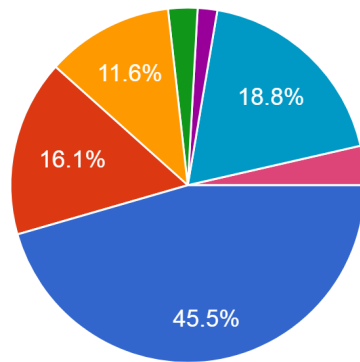


14. When you have to go to campus for class, how will you typically get there?



When you have to go to campus for class, how will you typically get there?

112 responses

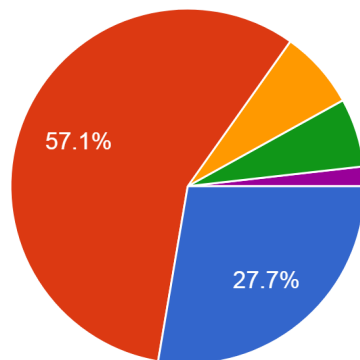


- My own vehicle
- Bus
- Ride with family or friends
- Walk/bike
- Taxi or Uber/Lyft
- I am taking online classes only
- I do not have a reliable form of transportation

15. How are you planning to pay for college?

How are you planning to pay for college?

112 responses

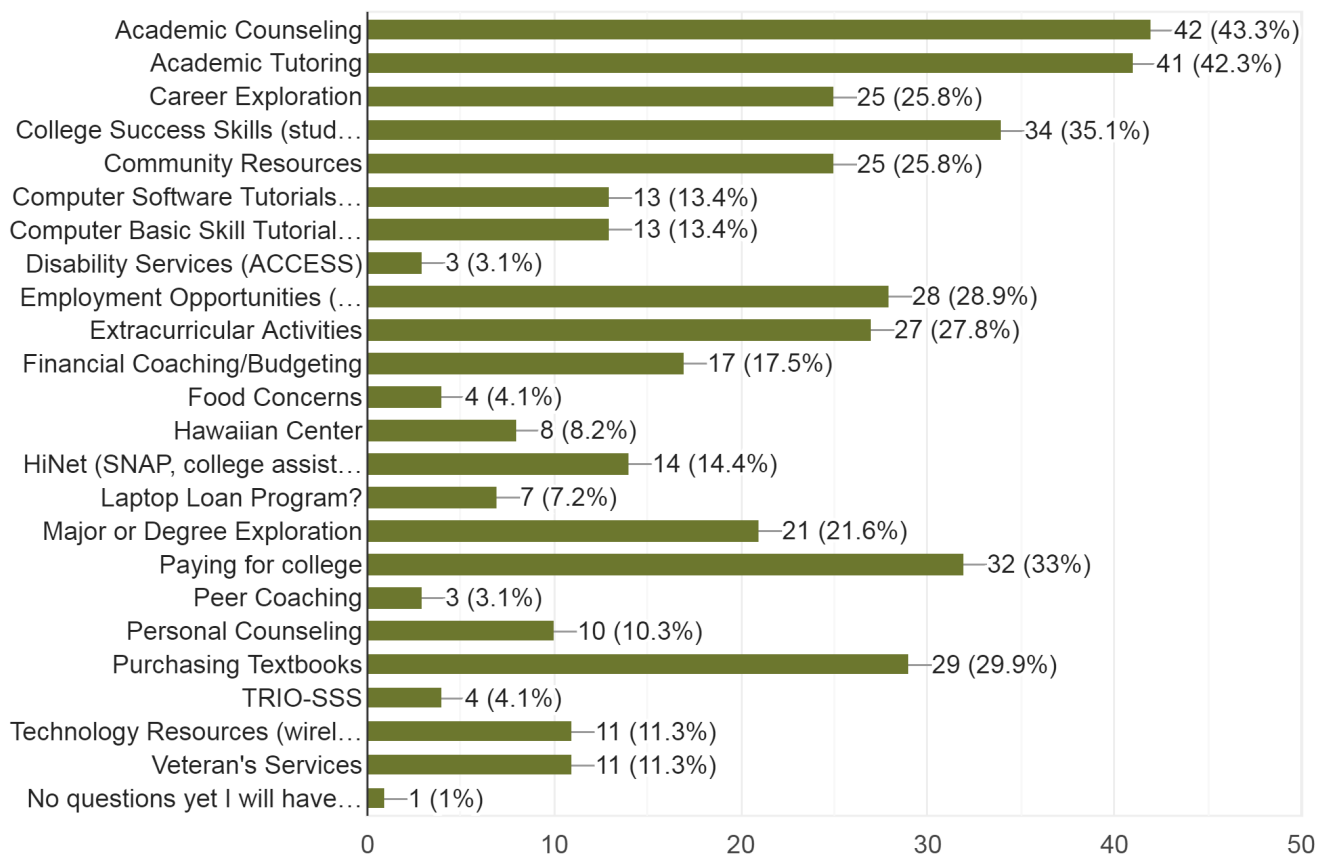


- Self funded (job, savings, parents, etc.)
- Financial Aid /FAFSA (grants, loans, work-study, etc.)
- Veteran Educational Benefits
- Unsure
- Other (ex. Employer funding, etc.)

16. Which of the following services would you like information about before you begin classes at HonCC? (Check all that apply)

Which of the following services would you like information about before you begin classes at HonCC? (Check all that apply)

97 responses



17. A question(s) I have that the CARE staff can address

None

N/A

n/a

none

None

Not at the moment but will email you when the time comes, thank you for all the support.

Is COVID vaccine required

None.

Unsure

No questions yet

What computer programs will I be using? Will I be using Google programs like Google Docs, Slides, etc. or Word, PowerPoint, or Excel?

Would it be very expensive to change to a different major?

How am I gonna deal with online school and being a new student?

I have no questions.

How are students cared for in the college?

Extra Curricular Activities

where do I go to cash out a scholarship?

how's the first day like? any advice for new student like me in the campus?

Will I be getting an email from my teachers for my zoom link meetings before classes start? How will that work?

Finding ways to help pay for college

What do I do when I have a Dr's appointment on a school day?

How to get student health care?

When do I know if I've been approved for financial aid? What kind of benefits , if any, do I have being a student of hawaiian ancestry?

How do I use Laulima for my classes?

How will CARE assist me?

Is it possible I can get help as much as possible?

no questions yet I'm ok

No questions

Not sure.

im unsure on how to get into my chemistry class i need in order to do my other required classes to earn my associates and wondering if i can try to take the chem 105 if there is anyway that i can.

N/a

0

none at this time

I don't have any

How to receive loans and pale grants for schooling.

Will there be another orientation before we have our first school day?

Are the number of in person classes limited due to COVID?

What on campus jobs would be recommended? Once that's an option.

Do I get a school id? Can i purchase a laptop or ipad using my financial aid? Free math tutoring?

How will hybrid classes work? Will we have to come on campus day 1 or will I be getting a notification informing of which days to attend beforehand?

How can I confirm if my VA benefits are active so I can pay for school?

Not atm

None at the moment

How do I successfully transfer to UH Manoa

Text book

Am I able to have someone help me with reading and writing. I suffer from ADHD and need help with that

I can't think of any at the moment.

I have a learning disability

How do I view the hold that is put on my STAR account and how do I make sure my FASFA went through to receive my financial aid

Is it possible to work a full time job and be a full time student

Why is my account on hold

2031 Liliha street, Honolulu, Hawaii,96817

As of right now I have no questions for the CARE staff team. But if I do I'll make sure to get in contact with you guys.

None at the moment

I don't have any questions at this time.

NA

Not at the moment

No questions at this time

How do I get all my text books

I'm not sure what materials is needed for my class.

From non-resident to resident

Are there any study clubs available that will help me with math and english?

Can I learn all of this?

is it possible to become a part time student one semester then a full time student in another semester?

no

What does the care staff help with?

What are teachers/staff implementing on campus to slow the spread of Covid-19?

How do I know when the due dates are for payments?

No questions at the moment. I will definitely let you folks know as they come up.

When do we get our schedules?

I have been out of school for over 30 years. Can you give me advice on time management and good study habits?

I need help with what classes I have to take, when to take in what order, and what is expected of me to get to my goal.

Can I be able to purchase textbooks online since I will be attending HCC here on Kauai? If yes, how can I do that?

no more question

Where is HInet located? On campus?

If I'm not sure I want to keep my major, will I be able to change majors? If so, how will I be able to catch up in the major I would switch into?

All my classes are registered for but will i get an email on how and when to attend my classes?

no question

Nothing specific

What do I do if I MIGHT have to move to another country if I don't complete my associate's here?

How do I use my time wisely while having all asynchronous classes?

None at this time

Where can I find tutoring help and assistance so I can be successful in my education.

18. I know I will succeed in college because...

I am a hard worker and I am determined

I'm very disciplined and dedicating to a goal in something that will benefit my family like a future career path to better support them financially.

I have always done great in school

I am committed.

I have family support

Even though I go into some things unsteady, I always manage to get through them.

I want it

I am determined to get my degree to do the job I want.

I have the intelligence and the drive to do so.

I have no other choice.

I am a great worker and I love to work with my hands and build things

I am persistant

I am motivated to earn my degree

I know I will succeed in college because I have a really good work ethic. I always push myself to do the best I can when it comes to school or sports. I also have clear goals in mind that will help push me to be successful

Because I have faith in confidence in myself and because there are lots of people who can help me on campus and at home.

I am motivated to pursue a career

of staff that will remind me of importance dates and by being responsible

I will try hard and manage my time off and on campus properly and diligently

I am determined to have a successful future for myself.

I am determined to go through despite the struggles I may face.

I am a driven individual

I know I have a lot of great resources all around to guide me through any obstacle or question I have.

I'm highly motivated and excited to attend and graduate

I constantly study and I have a lot of support

I trust in the college staff to help me whenever I need

I will do my best to finish everything same as what I did in my high school.

I know I will succeed in college because I am dedicated and willing to put in the hard work to complete all the tasks I have in front of me to reach my goal. I also know that I will never give up because I worked too hard to just quit now, every single day for the last year and the half I put in so much work and dedication to myself. so I know I will not pass this opportunity.

I have a goal and will work as hard as I can to get there

I am very determined and hardworking.

I have the confidence to pass my classes and study hard to get my associates.

I will do my best in everything I do

I will try my best and study hard to insure that I will have a successful life

I have the support of my family

I am determined

I can start my life.

I have prepared myself throughout high school.

I am dedicated

I have no choice but to do so, or disappoint my family.

I have been wanting to do it, for career change. My will and drive to finish it.

I really enjoy the path and possible career I have chosen to work toward.

I know there are people who can help me when I need it

I'm motivated to further my education and start turning my hobbies into jobs I can truly enjoy.

My main focus is on school, gotta take a break on working double shift.

I am determined

I have the mindset and perseverance to achieve my goals

The military has taught me a lot about not giving up

I am determined to start working.

I have set goals that I will achieve in the future

I am determined to do my best and to get place

Of a self driven goal

I think I have stuff planned out

I know what I want and work hard for my goals.

I am determined to provide for my kids by doing what I love.

I know I will succeed in college because I would try my best to pass all my classes and be confident to ask help if needed

I know I will succeed in college because I'm at most focused to get something over and done with. I will say I'm not the smartest and/or intelligent being but I will always do my best to accomplished and complete what is given.

Once I start something I see it through

I know I can do it and am really interested in the FIRE Science program.

I am very invested into college and I want to make my moneys worth

Because I have heart and determination Because I have drive and determination.

I am at an age and place in life where I've been through various challenges and life experiences that motivate me to want better for myself and my son and I'm willing to put in the work to further my education and make that happen

I will put my fullest efforts forth .

I will work hard and do my best.

I have to dedication and will to push forward to help guide me to the career path I want.

I have people who support me

I am going to dedicate 100% into it.

I am willing to try my best and never give up when it gets hard.

I will study truly hard

I have good work ethic and I ask questions when I'm confused about something

I will strive to study for my family

I have goals to be accomplished and it won't get done unless i work for it.

I am majoring in a career that I enjoy a lot so I have motivation to follow through with my career plan.

I am a hard worker and I can get assignments done on time.

I now have a clear goal that I am going to devote myself to.

I'm dedicated, persistent and have the drive.

I have faith in myself.

The major I chose meets most of my criteria and interests and I can really see myself being an A&P (Airframe/Powerplant) mechanic.

I have help from my family and I know I don't want to fail any of my courses

I moved here from big island and i dont want to turn back due to bad grades. my future also depends on how i do in college.

Me wanting to be succesfull

I am determined and well motivated

i will study hard

I am very driven and know exactly what I want and how i'm going to achieve my goals.

I'm motivated.

I have the drive and ambition to be the best I can be

I'm getting back into education straight out of high school, so my learning brain is still relatively fresh to keep on going with school.

I plan to have a great job and succeed

I embrace challenge and love learning new information.

I'm motivated to try my best

My will and drive to show my children that you can accomplish anything at any age no matter what experiences life hands you.

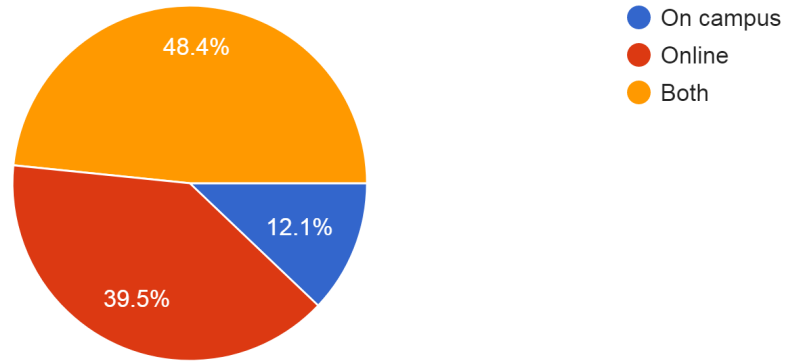


## Summer 2021 - Intro Questionnaire for Returning/Transfer\_Fall 21

1. Email Address
2. Where do you plan to take most of your classes?

Where do you plan to take most of your classes?

124 responses



3. Do you have access to the internet from home?

Do you have access to the internet from home?

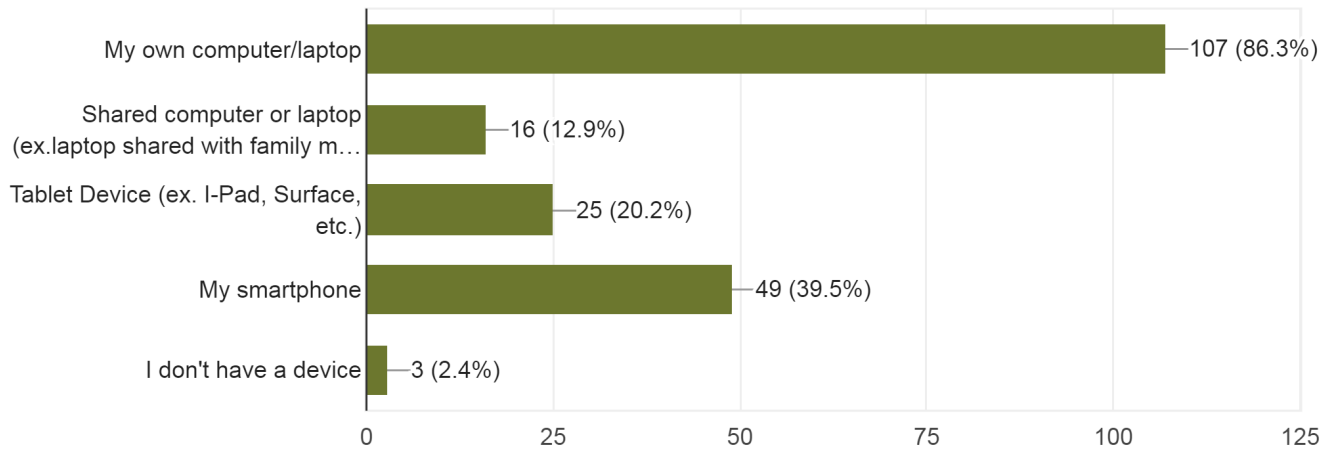
124 responses



4. What device are you planning to use for your learning? (check all that apply)

What device are you planning to use for your learning? (check all that apply)

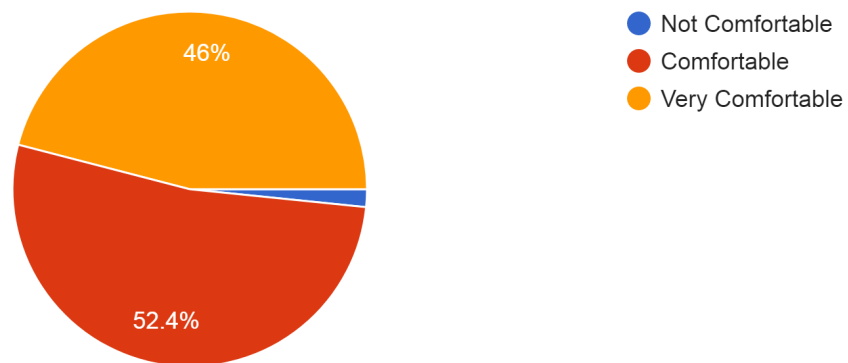
124 responses



5. How comfortable are you in your ability to use a computer to complete assignments? (1- Not comfortable, 4 - Very comfortable)

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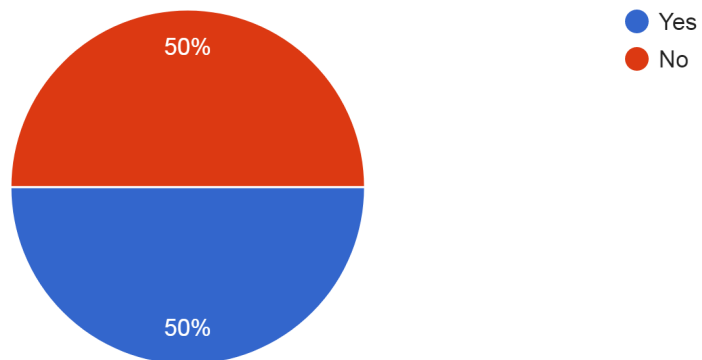
124 responses



6. Have you attended any of the UH campuses within the last 5 years?

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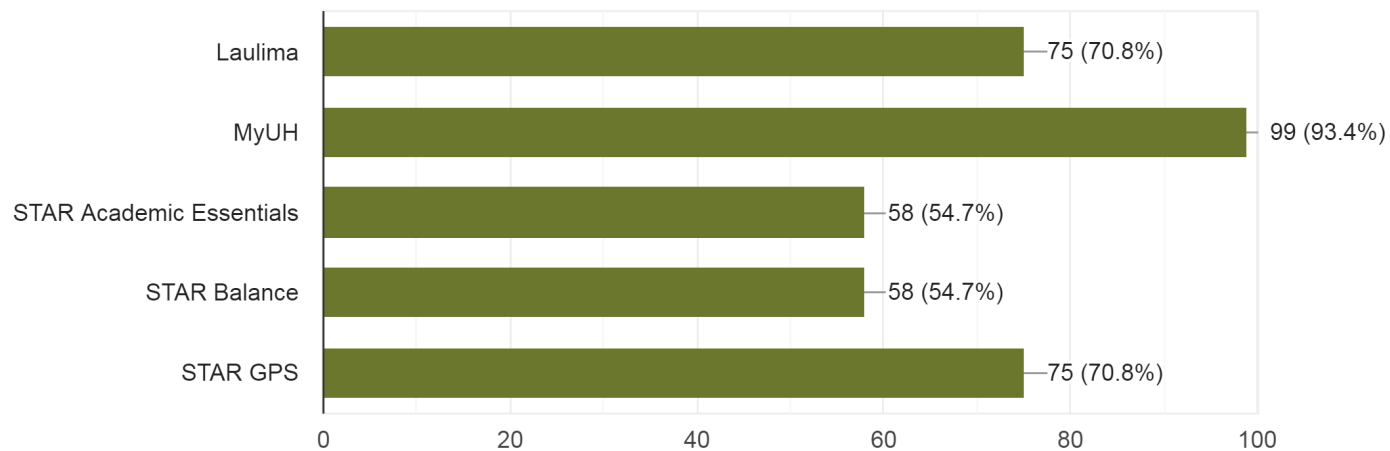
124 responses



7. Are you familiar with any of the following University of Hawaii online platforms? (Select all that apply)

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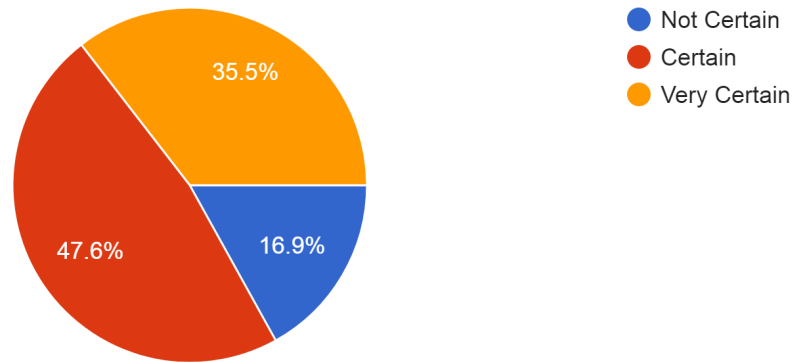
106 responses



8. How certain are you of your career goals? (1- Not certain, 3 - Very certain)

How certain are you of your career goals?

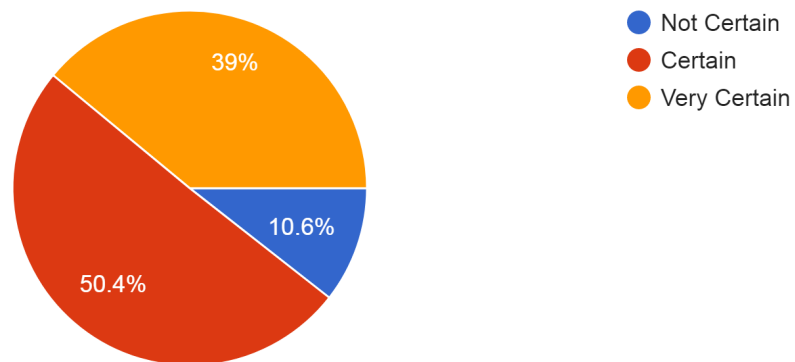
124 responses



9. How certain are you of your chosen major? (1- Not certain, 3 - Very certain)

How certain are you of your chosen major?

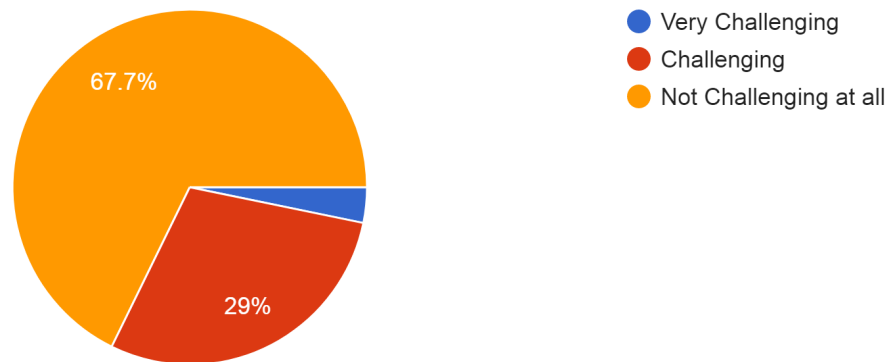
123 responses



10. How would you rate your past/current experience in reading? (1- Very challenging, 3 - Not challenging at all)

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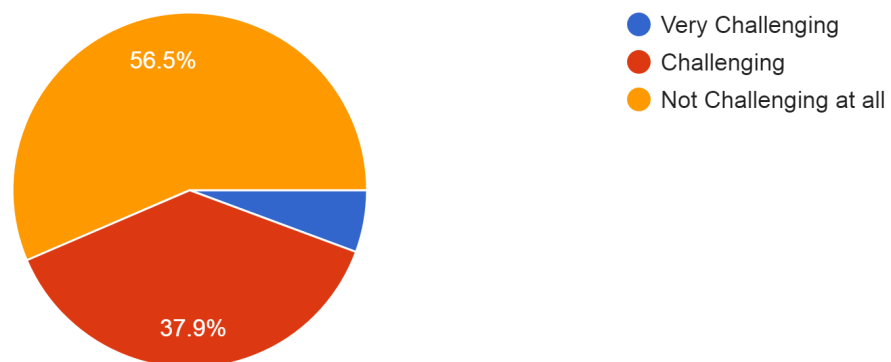
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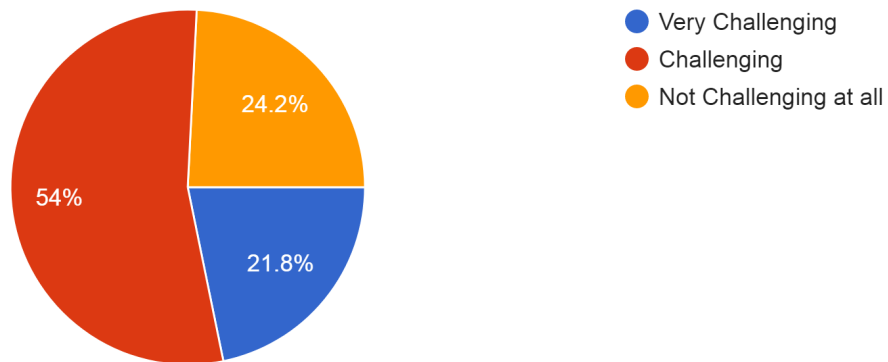
124 responses



12. How would you rate your past/current experience in math? (1- Very challenging, 3 - Not challenging at all)

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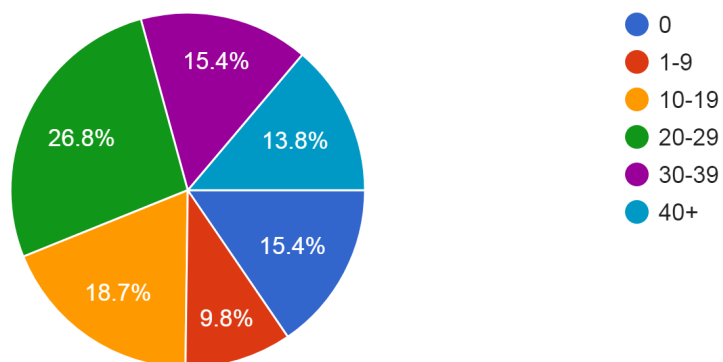
124 responses



13. How many hours a week do you plan to work while enrolled in classes?

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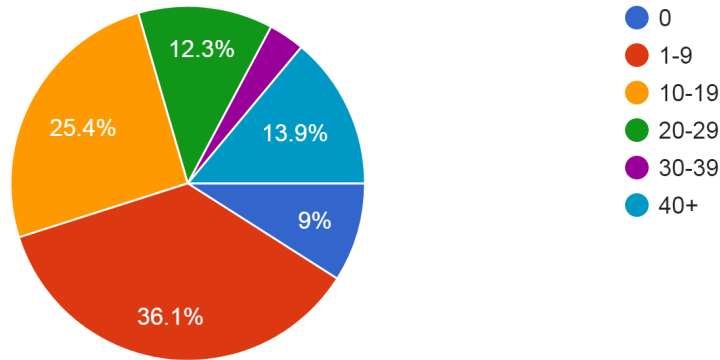
123 responses



14. How many hours a week do you participate in other outside activities that may take time away from your college responsibilities? (ex: frequent care for individuals other than yourself, chores, church, sports, etc)

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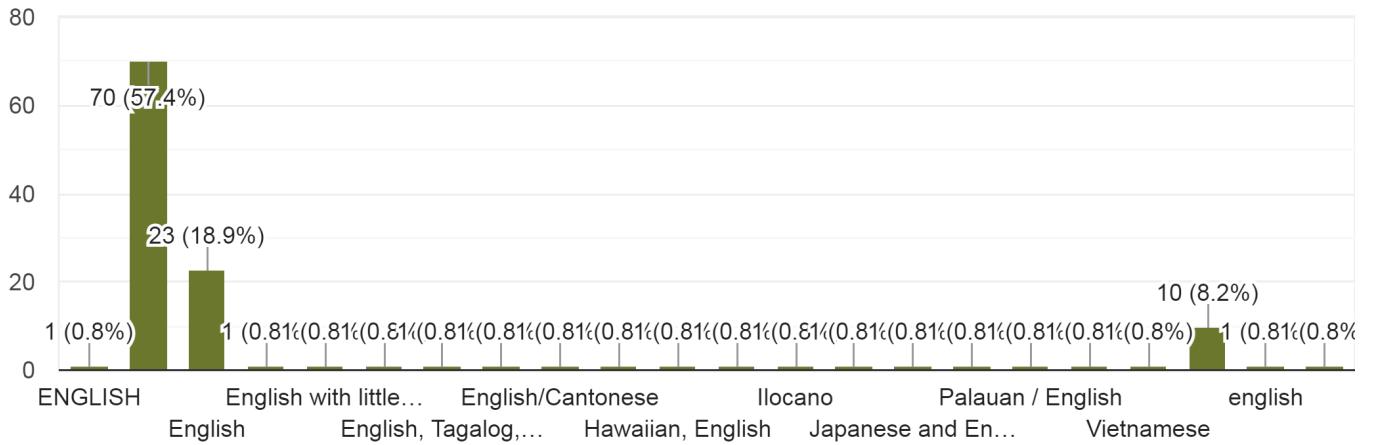
122 responses



15. What are the primary language(s) you speak?

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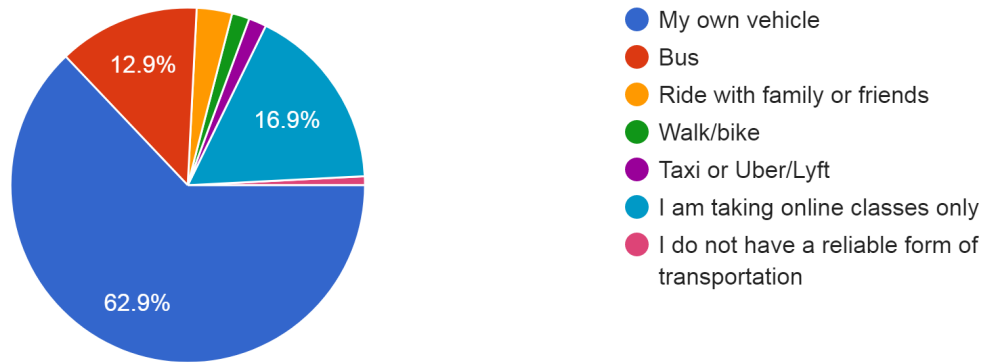
122 responses



16. When you have to go to campus for class, how will you typically get there?

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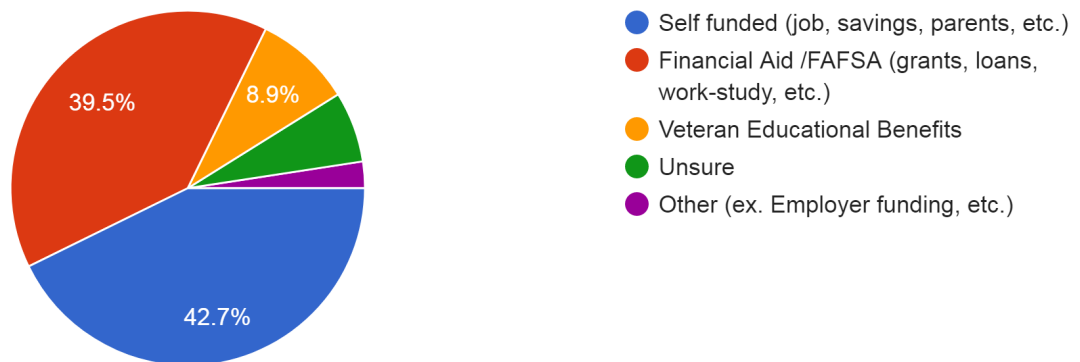
124 responses



17. How are you planning to pay for college?

How are you planning to pay for college?

124 responses

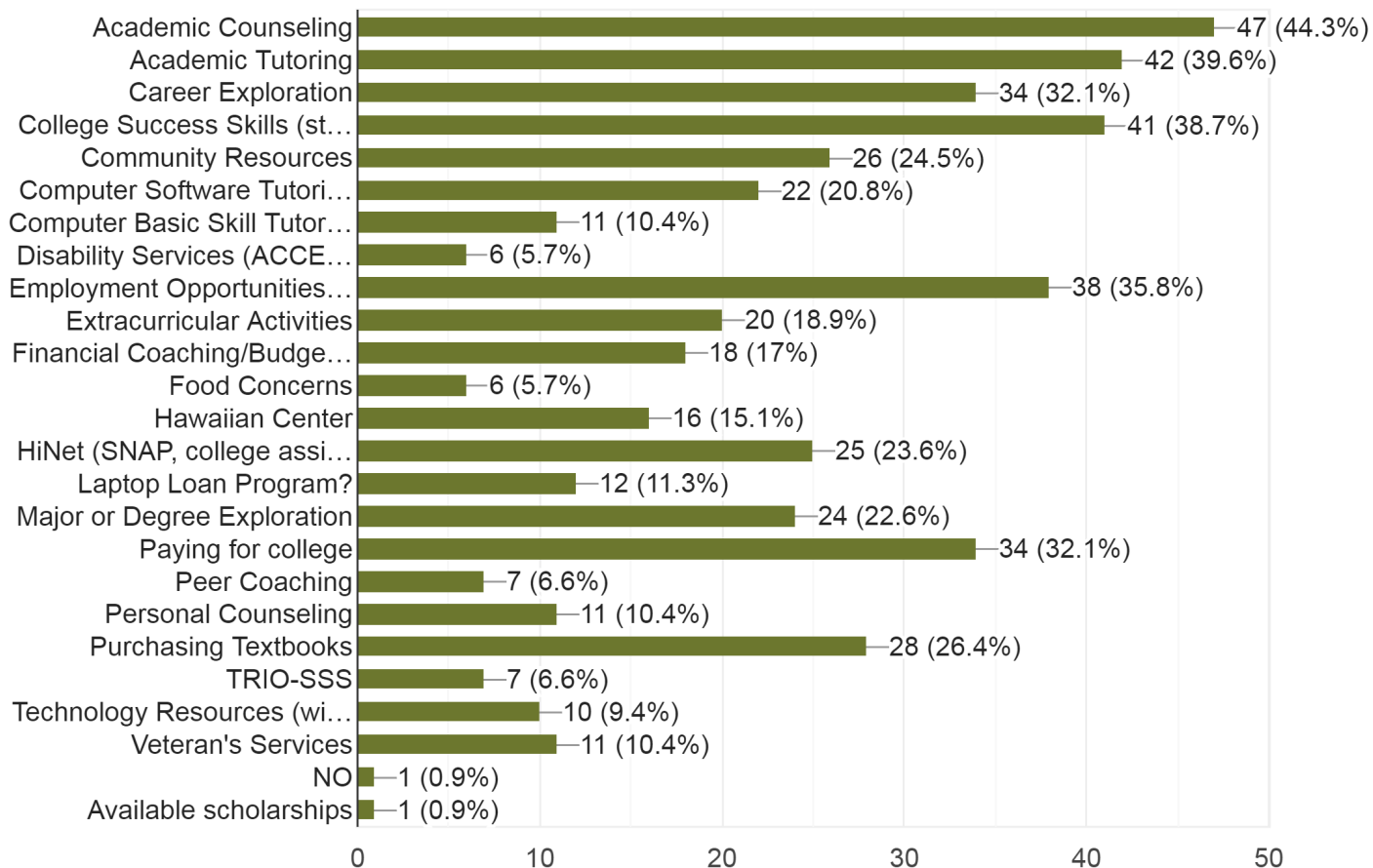


18. Which of the following services would you like information about before you begin classes at HonCC? (Check all that apply)



Which of the following services would you like information about before you begin classes at HonCC? (Check all that apply)

106 responses



19. A question(s) I have that the CARE staff can address

N/A

None

n/a

N/a

none

Is there a program that can help me find housing when I move to Hawaii

Where do I go if I need help with school work?

Can a campus tour be scheduled?

Idk

none at the moment

Are there any flexible on campus jobs available?

Are there any part time jobs I can do on campus ?

what are the changes or challenges you had to face because of COVID?

Can a member from the CARE Staff assist me not just academically, but perhaps emotionally (emotions that pertain to college)? ...

Am I able to be open and speak about any emotions that I have that might interfere with my desires and goals of being in and graduating from college?

?

Would I be able to rent text books as opposed to purchase them?

None at this time

Is there online tutoring?

I don't have questions right now.

Are there scholarships that are given through the school? When will more on campus jobs open up? Where do I purchase textbooks and see which ones are needed for each class?

I am only taking 1 credit class in the Fall (2021)

Not at the moment

I currently don't have any questions

I took the accuplacer exam AFTER registering for classes. Is there a way I can see if my test scores require me to change the classes I currently have under my name?

It is my first year back to college in a few years (since 2017) and due to personal reasons, I quit/flunked out. Is there campus therapists or campus advisors available for student access that goes beyond academic counseling?

I'm planning on pursuing a career into EMT services once I have the prerequisites completed. Are there jobs and other steps I can be taking to make my profile more attractive to the instructors?

Any merit based scholarship opportunities?

what days do I show up for class

New student orientation 5/19

are the veteran services on campus open?

No

Is there scholarship opportunities?

Am I on track to graduating on schedule according to the Fire Science handbook?

None

if I'm in the right path way

How to check on my financial aid application?

where are you located on campus

What are the subjects that I can take because I already submit my transcript of record? And what is my next step after taking the Accuplacer Test?

Figure out what my strengths are so I can be certain about what path I will be taking.

What is there to know about school in Hawaii? I'm from the mainland, and would love to know how I can integrate into the culture and make sure I respect others that are from here.

NONE - I AM AN HCC ALUMNI- Thank you.

Can I meet with someone to talk about my classes?

Is it possible to work full time and attend classes part-time?

Just any resources that can help me while I am in school (food, loans, textbooks etc.)

How to balance work and school

Job placement for different major (CAD)

Will I be able to ask you any questions in the future? I don't have questions at this time.

Resources

When should I expect to hear from my Teachers when my class starts?

I just want to succeed before I transfer to the mainland

NO

I don't think I have any for the moment

Is there a gym on campus?

Will I be able to finish my degree solely by taking online courses?

My goal is to work on fixing my GPA...I need a 2.75 or higher

-

How do you get a college counselor?

None as of right now

none at this time

What tutoring opportunities are there for my major?

How can I get a list of all the classes that I need to finish for my degree?

Academic Advising for choosing the right courses / Creating Academic Plan for the next 2 years

None at the moment

Can I get extended time for testing?

I currently live at home with my parents and my brother. What are some strategies I can use to help me focus on my classes without getting distracted by things that are going on in the house.

I read from this website Student ID Cards – Student Life & Development (hawaii.edu), I should make an appointment for a student ID card. I emailed the office. When should I receive an email response from them? Thank you.

My classes

not at the moment

I don't get it

My main concern is budgeting in life and paying for school if financial aid doesn't cover me.

When can I expect to have a FAFSA offer from HCC? HCC recently received my application.

NA

Not sure at the present time

Is there any tutoring classes or study websites I can do to get better or refresh my memory in math before I take math classes?

None at this time.

Is CARE similar to TRIO?

career placement

Is it yet known for sure where the classes will be online or in person?

how to connect with Hawaiian studies communities

Do I have a specific time or schedule for online classes or is it self-paced classes?

Just interested in learning more about tutoring opportunities

A health clearance is not necessary if only taking online classes right? I've had all my shots but my PCP doesn't have all the records. They're spread across 3 different clinics including UH Manoa. It'll take some time.

Can you purchase parking permits by semesters or by year?

I want to be sure my credits from LCC are transferred.

May I please have help finding an advisor?

Can Financial Aid cover the cost of textbooks?

I have dyslexia and dysgraphia and it's made it really hard for me to pass Eng 100 are there any resources I can use to help me pass it this time?

I don't have any yet, but maybe will have after I speak with someone from the team

How is the work load in general

I am wondering if my transcripts from 2011-2012 are still applicable?

Na

Do you help with applying for scholarships?

Specifics about the Cybersecurity program that I couldn't find online

I don't know what to ask at the moment

Nothing pressing at the moment

I have been out of school for 15+ years so would especially love more information about any online classes to practice Word and Google and any other platforms that might be helpful.

Tutoring after 5pm.

20. I know I will succeed in college because..

I am dedicated

I want to.

I'm determined to achieve the goals I've set for myself for a better life.

I will study and work as hard as I can to achieve my goals.

I am a driven individual

I'll use the experience from my first degree to finish this degree.

I am determined and will work hard to utilize my skills and expertise in technology field and also figure out how to use these skills to leverage my interest in food and food photography.

I will get the proper help along the way

I am motivated to succeed, and would want a good career in the future

I had a realization that with revolution and evolution within the cost of living (especially in Hawai'i) will constantly rise. Besides the cost of living, the types of careers and jobs will change as technology is almost our main source of getting around and surviving, majorly in the past year due to the pandemic. That being said, I'm determined to graduate with a degree, obtain a career that'll assist to stable me financially and passionately, while still getting the opportunity to constantly adapt to the changes of the world: how evolution could affect my career and myself (a never-ending learning experience).

Failure is not an option

I am very determined to complete my degree.

I just finished my BA in Hawaiian Studies and Linguistics

I'm looking for a career that appreciates out in the real world and that knowledge and education is power.

I have a great support and I'm determined to graduate.

It's time to better my future for myself and my family

I have the use of the campus library and computer lab. I will need to take things one step at a time. I know I can't do everything all in one day. I sometimes worry about not getting the resources I need on time and to meet deadlines.

I know why I am there. I have the specific focus of coming to learn more about fire science and firefighting, gaining certifications, and applying to Honolulu Fire Department until I can get on. The destination will keep me motivated through the journey.

I have a specific objective

I've completed college in Oregon.

I am determined to get my associates degree and will do all of the work required to get it.

I am ready this time. In 2017 I was a freshly graduated high school student going through a lot (emotionally) and wasn't ready for school. Now after a few years of navigating the general public with a low paying job, I'm ready to complete school and further my career goals.

I am self-disciplined to study and learn new subjects in school, at work, and also by myself. I graduated from UH Manoa Engineering School as a student marshal in Fall 2011 and recently passed Professional Engineer exam to be a licensed engineer in the state of Hawaii. Also I completed AEC program at HCC in 2010, when I was working full time and going school in the most of time.

I will work hard and diligently

I'm making it a priority

I am determined to finish.

I am determined to achieve my goals.

I know what needs to be done.

my mindset is different from my first time in college. I am more driven.

I am determined to be better for myself everyday.

I'm determined to be independent for my 2 boys & myself

Im going to try my best

I've chosen a career that I strongly believe will benefit me in the long run, it is something that has motivated me everyday to succeed.

This is my passion, interested to learn more and this is the career that I want.

I am a fighter and I never give up.

I'm determined to have a successful career and I've never failed a class, no matter how hard it may get.

I will give my best effort into passing my classes.

I will be a full time student focusing on my education with my family and friends support behind my back.

I am very interested in my major and I plan to study hard and pass my classes.

I'm finally at an age and point in my life that I know what I want.

I had a lot of time thinking about the mistakes I did which cause me to get dismissed from UH Manoa.

I decided to

I will show up, I will work hard, and I am smart, willing and able.

I have a good support system

I have a family that needs me to succeed. I want to excel in life even further. I was in the Navy 10 years. This stage in my life is to advance my education.

I need a better life for myself and my family

I have a great support system

I want to

I am driven and I feel I deserve fruit from my labor.

I must. I feel as though this my last shot and I have no choice but to succeed.

I have specific goal now, and I need this for myself and my family.

-

I know this is what I want

I'm driven and hard working

Im comitted to my chosen career path

i have planned my classes with my current work schedule and have allotted ample time to study, rest and work.

I am motivated to graduate and work with cars, and I enjoy hands on education

I'm older now and want to plan better for the future.

It is a goal in my life that I will achieve.

I know I will succeed in college because I'm more comfortable using tools for online classes, familiar with zoom, and navigating my way through Laulima and better at managing my time.

I have a tutor now who teaches me three hours a week. I'm doing better than before.

I am motivated.

I utilize professors' office hours when I start getting unclear about what we are learning from professors' lessons. I ask teachers and classmates for guidance before the exam dates.

I have a great support system.

I'm driven and have a good support system behind me

I believe I am driven towards success

Of my hard work ethic and it will help me get further in life if I succeed in college.

i am determined to finish

anelakh@hawaii.edu

I'm quite diligent when it comes to school because I put more focus and effort into learning the materials in classes whether that be in person or online classes.

I have a desire for my future

I am determined. I pinky promised my grandma, we don't break those, of my experience.

I feel like I finally have a real goal in mind

I know what I want and I want to give my daughters and myself a better future.

my livelihood depends on it

I have previously obtained a degree

I've done it before

of my natural hunger for knowledge.

I am a dedicated and determined person. When I set my goal to something I do my best to achieve them.

I won't be afraid to ask for help along the way (:

Im learning about something that I am interested in.

I am determined

I have to and I want to.

My course of study is something that I've always wanted to do. I've always wanted to do more of a man's job. I've already done tons of customerservice, F&B, retail and for the past 6 years the medical field and I'm over all of it. I was trying to get into the Carpenters Union prior to finding the SMP program. I'm excited to get hands on learning and class knowledge first before joining the union. The Carpenters Union apprenticeship program just threw you out there and you need to pray you stay afloat.

I paid for it

I want to succeed.

I am committed to gaining a career.

I have a strong desire to be a role model for my family and friends.

I'm devoted.

I will put in the work and stay focused.

Im determined, failure us not an option

I am willing to work hard to reach my goals.





UNIVERSITY  
of HAWAII®  
WEST O'AHU



UNIVERSITY of HAWAII®  
**HONOLULU**  
COMMUNITY COLLEGE

## ADDENDUM

TO THE UNIVERSITY OF HAWAII MULTI-CAMPUS  
ARTICULATION AGREEMENT BETWEEN

Hawai'i, Honolulu, Kapi'olani, Kaua'i, Leeward, Windward  
Community Colleges, University of Hawai'i Maui College  
and  
University of Hawai'i-West O'ahu

In support of the UH System-wide  
Academy for Creative Media Collaboration  
Including "2+2" Transfer Options from Community College  
Associate Degree Programs  
to UH West O'ahu's

Bachelor of Arts in Creative Media with Concentrations in  
Communications and New Media Technologies, Design and Media,  
General Creative Media, or Video Game Design and Development

### **Recommended Academic Pathways identified by this Addendum:**

Honolulu Community College  
Associate in Science in Audio Engineering Technology  
Associate in Science in Music & Entertainment Business  
Associate in Science in Communication Arts  
to  
University of Hawai'i-West O'ahu  
Bachelor of Arts in Creative Media with a Concentration in  
Communications and New Media Technologies, Design and Media,  
General Creative Media, or Video Game Design and Development

### **Purpose of Addendum**

This addendum is intended to facilitate the University of Hawai'i Multi-Campus Articulation Agreement in support of the UH System-wide Academy for Creative Media Collaboration (signed December 2019) by providing detailed information about recommended academic

pathways into UH West O‘ahu’s Bachelor of Arts in Creative Media with Concentrations in Communications and New Media Technologies, Design and Media, General Creative Media, or Video Game Design and Development from the Associate in Science in MELE Audio Engineering Technology or Music Business and Production and the Associate in Science in Communication Arts at Honolulu Community College.

### **Attachment I: AS MELE-Audio Engineering Technology to BA-Creative Media**

Attachment I shows the full academic pathway between the AS in Audio Engineering Technology and the BA in Creative Media with Concentrations in Communications and New Media Technologies, Design and Media, General Creative Media, and Video Game Design and Development. The pathway includes the recommended course selections for the AS program, that will lead to the most efficient transfer into the BA program.

### **Attachment II: AS MELE-Music Business & Production to BA-Creative Media**

Attachment II shows the full academic pathway between the AS in Music Business & Production and the BA in Creative Media with Concentrations in Communications and New Media Technologies, Design and Media, General Creative Media, or Video Game Design and Development. The pathway includes the recommended course selections for the AS program, that will lead to the most efficient transfer into the BA program.

### **Attachment III: AS-Communication Arts to BA-Creative Media**

Attachment III shows the full academic pathway between the AS in Communication Arts and the BA in Creative Media with Concentrations in Communications and New Media Technologies, Design and Media, General Creative Media, or Video Game Design and Development. The pathway includes the recommended course selections for the AS program, that will lead to the most efficient transfer into the BA program.

### **Attachment IV: BA-Creative Media**

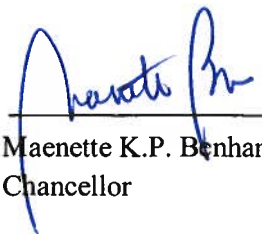
Attachment IV shows the University of Hawai‘i-West O‘ahu program requirements for the Bachelor of Arts in Creative Media with concentrations in Communications and New Media Technologies, Design and Media, General Creative Media, and Video Game Design and Development. The program sheets outline the remaining graduation requirements after the student has completed the recommended course selections for the AS degrees.


The recommended academic pathways identified by this addendum will be updated as necessary in order to stay in alignment with any curricular changes occurring for the AS or BA programs detailed in Attachment I, II, III and IV.

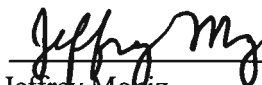
**Approvals**

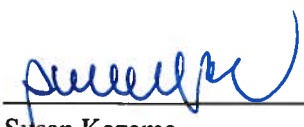
University of Hawai'i-West O'ahu


Honolulu Community College

 12.9.2019  
\_\_\_\_\_  
Maenette K.P. Benham Date  
Chancellor

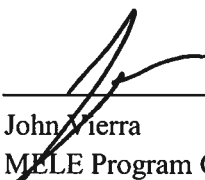
 12/8/19  
\_\_\_\_\_  
Karen Lee Date  
Interim Chancellor

 12/6/2019  
\_\_\_\_\_  
Jeffrey Mottiz Date  
Vice Chancellor for Academic Affairs

 12-18-19  
\_\_\_\_\_  
Susan Kazama Date  
Interim Vice Chancellor for Academic Affairs

 12.5.2019  
\_\_\_\_\_  
Sharla Hanaoka Date  
Creative Media Division Chair

 12.12.19  
\_\_\_\_\_  
Keala Chock Date  
Dean, Communication and Services

 12/12/19  
\_\_\_\_\_  
John Sierra Date  
MELE Program Coordinator and Division Chair  
Tech. 2

Effective Term: Spring 2020

## Attachment I

**Honolulu Community College**  
Associate in Science in Audio Engineering Technology  
University of Hawai‘i-West O‘ahu Articulation Option Requirements  
Based on Catalog Year: 2019-2020

### Required AS Program Requirements

<b>Credits</b>	<b>Honolulu CC Requirement</b>	<b>Requirement/Course Title</b>	<b>UH West O‘ahu Requirement</b>
3	ENG 100	Composition I	FW
3	MATH 103	College Algebra	FW, LD Math Req
3	Choose One:	<ul style="list-style-type: none"><li>• HIST 151 World Civilization I</li><li>• HIST 152 World Civilization II</li></ul>	FGA, FGB or FGC
3	PHYS 100	Survey of Physics	DP
1	PHYS 100 L	Survey of Physics Lab	DY
3	HWST 107	Hawaii Center of Pacific	DH, HAP
3	SP 151	Personal & Public Speaking	DA, OC
3	JOUR 150	The Press & Society	DS
3	MELE 101	Survey Music Business	CM Foundational or Elective
3	MELE 102	Survey Recording Technology	CM Foundational or Elective
3	MELE 103	Modern Music & Theory	CM Foundational or Elective
3	MELE 104	Songwriting & Arranging	CM Foundational or Elective
4	MELE 211	Audio Engineering, I	CM Foundational or Elective
3	MELE 212	Digital Audio: Theory & Workstations	CM Foundational or Elective
3	MELE 213	Studio Production I	CM Foundational or Elective
3	MELE 214	Electronics for Audio Engineers	CM Foundational or Elective
3	MELE 215	Sound Reinforcement	CM Foundational or Elective
4	MELE 220	Audio Engineering II	CM Foundational or Elective
3	MELE 222	Advanced Digital Audio: Theory & Workstations	CM Foundational or Elective
4	MELE 275	Practicum	CM 256

**Note:** To receive General Education or Focus requirements at the University of Hawai‘i-West O‘ahu, the course needs to be designated at the time of completion from Honolulu Community College.

### 62 Total Credits

## Attachment II

**Honolulu Community College**  
Associate in Science in Music Business & Production  
University of Hawai‘i-West O‘ahu Articulation Option Requirements  
Based on Catalog Year: 2019-2020

### Required AS Program Requirements

<b>Credits</b>	<b>Honolulu CC Requirement</b>	<b>Requirement/Course Title</b>	<b>UH West O‘ahu Requirement</b>
3	ENG 100	Composition I	FW
3	MATH 100	Survey of Mathematics	FW, LD Math Req
3	Choose One:	<ul style="list-style-type: none"><li>HIST 151 World Civilization I</li><li>HIST 152 World Civilization II</li></ul>	FGA, FGB or FGC
3	Choose One:	<ul style="list-style-type: none"><li>ECON 130 Principles of Microeconomics</li><li>ECON 131 Principles of Macroeconomics</li></ul>	DS
3	ACC 201	Elementary Accounting I	Elective
3	BLAW 200	Legal Environment of Business	Elective
3	Choose One	Biological Science Lecture	DB
1	Choose One:	Biological Science Lab	DY
3	HWST 107	Hawaii Center of Pacific	DH, HAP
3	SP 151	Personal & Public Speaking	DA, OC
3	MELE 101	Survey Music Business	CM Foundational or Elective
3	MELE 102	Survey Recording Technology	CM Foundational or Elective
3	MELE 103	Modern Music & Theory	CM Foundational or Elective
3	MELE 104	Songwriting & Arranging	CM Foundational or Elective
3	MELE 201	History of Recording & Entertainment Industry	CM Foundational or Elective
3	MELE 202	Public Relations/Music & Entertainment Industry	CM Foundational or Elective
3	MELE 203	Intellectual Properties in the Music & Entertainment Industry	CM Foundational or Elective
3	MELE 204	Music Publishing in the Entertainment Industry	CM Foundational or Elective
3	MELE 205	Concert & Event Production	CM Foundational or Elective
3	MELE 206	Music Supervision	CM Foundational or Elective
4	MELE 275	Practicum	CM 256

**Note:** To receive General Education or Focus requirements at the University of Hawai‘i-West O‘ahu, the course needs to be designated at the time of completion from Honolulu Community College.

### 62 Total Credits

### Attachment III

**Honolulu Community College**  
Associate in Science in Communication Arts  
University of Hawai‘i-West O‘ahu Articulation Option Requirements  
Based on Catalog Year: 2019-2020

#### Required AS Program Requirements

<b>Credits</b>	<b>Honolulu CC Requirement</b>	<b>Requirement/Course Title</b>	<b>UH West O‘ahu Requirement</b>
3	ENG 100	Composition I	FW
3	Quantitative/Logical Reasoning	Complete MATH 100, 103, 115 or higher	FW, LD Math Req
3	Natural Sciences	Complete a Biological (DB) or Physical (DP) Science Course	DB or DP
3	CA 100	Survey of Graphic Styles	Elective
3	CA 101	Power of Advertising	CM Foundational or Elective
4	CA 121	Art & Media Preparation I	CM Foundational or Elective
4	CA 122	Copy Preparation	CM Foundational or Elective
4	CA 123	Color Theory & Issues	CM Foundational or Elective
4	CA 125	Beginning Graphic Design	CM Foundational or Elective
4	CA 131	Art & Media Preparation II	ART 112
4	CA 132	Page Composition	CM Foundational or Elective
4	CA 135	Typographic Design	CM Foundational or Elective
4	CA 142	Page & Web Layout	CM Foundational or Elective
4	CA 143	Prepress & Digital Printing	CM Foundational or Elective
4	CA 145	Graphic Design	CM Foundational or Elective
4	CA 152	Business Advertising	CM Foundational or Elective
4	CA 155	Portfolio Pres & Review	CM 256
1-4	Major Elective Choose One:	<ul style="list-style-type: none"><li>• CA 134 Digital Photography</li><li>• CA 146 Advertising Design</li><li>• CA 150 Special Projects</li><li>• CA 193v Cooperative Education</li></ul>	CM Foundational or Elective

**Note:** To receive General Education or Focus requirements at the University of Hawai‘i-West O‘ahu, the course needs to be designated at the time of completion from Honolulu Community College.

**64-67 Total Credits**

## Attachment IV

### UNIVERSITY OF HAWAI'I-WEST O'AHU

Bachelor of Arts in Creative Media with a Concentration in  
Communications and New Media Technologies, Design and Media,  
General Creative Media, or Video Game Design and Development  
University of Hawai'i-West O'ahu Articulation Option Requirements  
Based on Catalog Year: 2019-2020

#### General Education Requirements (31 credits)

Gen Ed / Focus	Credits	Requirement
FW	3	Written Communication: ENG 100 Composition I
FS/FQ	3	Symbolic Reasoning: MATH 100 or higher-level Math
FG	6	Global & Multi-cultural Perspectives: Complete 6 credits from two different groups (FGA, FGB or FGC)
DA, DH, DL	6	Diversification Arts, Humanities or Literature: Complete 6 credits from two different areas
DS	6	Diversification Social Sciences: Complete 6 credits from two different subject areas
DB, DP, DY	7	Diversification Natural Sciences: Complete 3 credits of Biological Science (DB), 3 credits of Physical Science (DP) and 1 credit of Lab (DY)

#### Writing Skills Requirement (3 credits)

ENG 200 Composition II or ENG 209 Business Writing

#### Lower Division Math Requirement (0-3 credits)

MATH 100 or higher-level Math

#### Creative Media Foundational Requirements (15-18 credits)

Credits	Course	Course Title
3	ART 112	Introduction to Digital Art
3	CM 120	Introduction to Digital Video
12	Choose 12 Credits:	ART 101 Introduction to Visual Arts ART 107D Introduction to Digital Photography ART 113D Introduction to Digital Drawing ART 126 3D Computer Graphics ART 221 Design for Print and Web



Credits	Course	Course Title
		ART 229 Interface Design I
		ART 231 Art Through Applied Geometry
		ART 240 Typography and Color Design
		CM 140 History of Video Games
		CM 142 Introduction to Video Game Design
		CM 143 Introduction to Game Art
		CM 150 Film Analysis and Storytelling
		CM 151 Pre-Production: Digital Video
		CM 152 Principles of Video Editing
		CM 153 Sound Design for Digital Media
		CM 155 Introduction to Screenwriting
		CM 160 The Mobile World
		CM 161 Intro to iOS Mobile App Development
		CM 251 Animation and Special Effects
		ICS 101 Digital Tools for the Information World
		ICS 111 Introduction to Computer Science

**Creative Media Core Requirements (21 credits)**

Credits	Course	Course Title
3	CM 256	Creatives in Media
3	CM 314	Music, Sound and Media
3	CM 320	Topics in Creative Producing
3	CM 401	Creative Professionals
3	ENG 313	Introduction to Creative Writing
3	HIST 363	20 <sup>th</sup> Century Popular, Mass & Counter-Culture
3	SD 360	Dynamics of Effective Leadership

**Creative Media Concentration Requirements: Complete 12 credits from one concentration below (12 credits)**

- Communications and New Media Technologies
  - Design and Media
  - General Creative Media
  - Video Game Design and Development
- \*See list of approved courses in the UH West O‘ahu Catalog

**Creative Media Concentration Electives (9 credits)**

Complete 9 credits of Concentration Electives from approved List

*\*Courses may only be used once to fulfill the Concentration or Concentration Electives requirement*

**Capstone Requirement (6 credits)**

CM 489 Pre-Capstone Experience (WI)

CM 490 Senior Project or CM 491 Senior Practicum

**Elective Requirement**

May need additional 300-400 level coursework to meet the University of Hawai‘i-West O‘ahu upper division credit minimum of 45 credits. Please check with your College Success Advisor to determine if elective credits are needed.

**Focus Requirements**

**Requirement**

Oral Communication (OC)

Contemporary Ethical Issues (ETH)

Hawaiian, Asian and Pacific Issues (HAP)

\*May be met in combination with other requirements

**Writing Intensive Requirement**

Complete 3 upper division (300 or higher) level Writing Intensive (WI) courses. A minimum of two classes must come from coursework outside of the Capstone Course (CM 489) *Whenever possible, WI sections of required core or concentration courses are highly recommended.*

**Note:** A minimum of 120 total credits must be earned which includes a minimum of 45 credits of upper division credits. A minimum of 30 credits must be earned “in residence” through courses taken at the University of Hawai‘i-West O‘ahu

# Bachelor of Arts in Creative Media, Communications and New Media Technologies (Honolulu Community College AS MELE, Audio Engineering Technology)

The goal of academic advising is to further enhance the educational mission of the university, and create quality, accessible advising partnerships with all students in a positive environment that supports student success. This advising sheet is for tracking purposes toward degree completion and is subject to change. Students also may track their academic progress via STAR Degree Check through [www.star.hawaii.edu](http://www.star.hawaii.edu). Academic Advising appointments may be scheduled by calling 808-689-2689 or toll-free from neighbor islands at 866-299-8656.

## Graduation Requirements (see the catalog for any additional graduation requirements):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> 2.0 UHWO GPA          |
| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

*Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation*

## General Education Requirements: 31 credits

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) /Honolulu CC ENG 100 ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) /Honolulu CC <b>MATH 103 College Algebra</b> MATH 100, 103, 103M/L, 115, 135 or higher
6	Foundations Global and Multicultural Perspectives (FG): /Honolulu CC (HIST 151 or 152, 3 credits) 6 credits from two <b><i>different</i></b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g.; HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.; HIST 152 or ANTH 152) *Group C: Pre-history to present
6	Diversification Arts, Humanities & Literature (DA, DH, DL): /Honolulu CC (SP 151, DA/OC and HWST 107 <b>DH/HAP</b> ) 6 credits from two different areas
3	Diversification Social Sciences (DS): 6 credits from two different areas /Honolulu CC JOUR 150
3	Diversification Social Sciences (DS): Different area from above.
3	Diversification Natural Sciences (DB, DP, DY): 3 credits from the biological sciences (DB):
3	3 credits from the physical sciences (DP): /Honolulu CC PHYS 100
1	1 credit of laboratory (DY) /Honolulu CC PHYS 100L

## Writing Skills Requirement: 3 credits

Select one course from the following:

- ENG 200 Composition II  
ENG 209 Business Writing

Credits	Course Alpha / Number / Title
3	

## Lower Division Math Requirement: 0-3 credits

Credits	Course Alpha / Number / Title
0-3	MATH 100, 103, 103M/L, 115, 135 or higher (Will satisfy general ed FQ above) /Honolulu CC MATH 103

## Creative Media Foundational Requirement: 18 credits

Credits	Course Alpha / Number / Title
3	ART 112 Introduction to Digital Art
3	CM 120 Introduction to Digital Video

### Choose 12 credits from list below:

ART 101 Introduction to Visual Arts  
 ART 107D Introduction to Digital Photography  
 ART 113D Introduction to Digital Drawing  
 ART 126 3D Computer Graphics  
 ART 221 Design for Print and Web  
 ART 229 Interface Design I  
 ART 231 Art Through Applied Geometry  
 ART 240 Typography and Color Design  
 CM 140 History of Video Games  
 CM 142 Introduction to Video Game Design  
 CM 143 Introduction to Game Art  
 CM 150 Film Analysis and Storytelling  
 CM 151 Pre-Production: Digital Video  
 CM 152 Principles of Video Editing  
 CM 153 Sound Design for Digital Media  
 CM 155 Introduction to Screenwriting  
 CM 160 The Mobile World

CM 161 Intro to iOS Mobile App Development  
 CM 251 Animation and Special Effects  
 ICS 101 Digital Tools for the Information World  
 ICS 111 Introduction to Computer Science

### Honolulu CC Course Options

MELE 101 Survey of Music Business  
 MELE 102 Survey of Recording Tech  
 MELE 103 Modern Music & Theory  
 MELE 104 Songwriting & Arranging  
 MELE 211 Audio Engineering I  
 MELE 212 Digital Audio: Theory & Workstations  
 MELE 213 Studio Production I  
 MELE 214 Electronics for Audio Engineers  
 MELE 215 Sound Reinforcement  
 MELE 220 Audio Engineering II  
 MELE 222 Advanced Digital Audio: Theory & Workstations

Credits	Course Alpha / Number / Title
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>

## Creative Media Core Requirement: 21 credits

Credits	Course Alpha / Number / Title
3	CM 256 Creatives in Media /Honolulu CC MELE 275
3	CM 314 Music, Sound & Media
3	CM 320 Topics in Creative Producing
3	CM 401 Creative Professionals
3	ENG 313 Introduction to Creative Writing (WI)
3	HIST 363: 20th Century Popular, Mass & Counter-Culture
3	SD 360: Dynamics of Effective Leadership (WI)

## Communications & New Media Technologies Concentration Requirement: 12 credits

### Complete 12 credits from the following:

CM 317 Motion Graphics  
 CM 351 Innovative Advertising  
 CM 352 Transmedia and Emerging Media  
 CM 353 Making a Short Film

CM 358 Web Series Production  
 CM 359 Branded Entertainment: Online Video Campaign  
 CM 390 Creative Media Internship  
 CM 400(a) Creative Media Master Class

CM 402 Moving Image Archives for Film  
 CM 403 Special Topics

CM 430 Mastering Social Media

Credits	Course Alpha / Number / Title
3	
3	
3	
3	

**Communications & New Media Technologies Concentration Electives: 9 credits**

**Complete 9 credits from the following list.**

***\*Courses may only be used once to fulfill the Communication & New Media Technologies Concentration OR Elective requirement***

- |  |  |
|--|--|
| ART 311D Design in Public Spaces                                 | ENG 317 Pidgin Creative Writing Workshop                             |
| ART 320 Web Design & Development                                 | ENG 300C Introduction to Cultural Theory                             |
| BUSA 300 Principles of Marketing                                 | ENG 360 Literature & Film  |
| BUSA 304 Consumer Behavior                                       | ENG 361 History of Film  |
| BUSA 305 Advertising & Promotion Management                      | ENG 367(a) Film Genres and Directors                                 |
| CM 201 Forensic Photography                                      | ENG 368(a) Topics in Television Studies                              |
| CM 315 Interactive Applications                                  | ENG 385 Fairy Tales and Their Adaptations                            |
| CM 316 User Experience   | ENG 441 Gender & Sexuality in Literature & Film                      |
| *CM 317 Motion Graphics  | HIST 243 Asia Cool: Modern Asia & Pop Culture                        |
| CM 340 The Modern Game Industry                                  | HIST 311 Chinese Culture   |
| CM 341 Writing and Storytelling for Video Games                  | HIST 321 Japanese Culture  |
| CM 342 Applied Game Design                                       | HIST 325 Asian Economies, Business & Consumers                       |
| CM 343 Game Level Design   | HIST 326 Japan Cool: Anime, Manga, and Film                          |
| CM 350 Creative Strategy   | HPST 304 Hawaiian-Pacific Traditions                                 |
| *CM 351 Innovative Advertising                                   | HPST 461 Traditional Art of Hawaii                                   |
| *CM 352 Transmedia and Emerging Media                            | HPST 462 Traditional Art of the Pacific                              |
| *CM 353 Making a Short Film                                      | HPST 477 Polynesian and Micronesian Mythology                        |
| *CM 358 Web Series Production                                    | HPST 478 Hawaiian Mythology II                                       |
| *CM 359 Branded Entertainment: Online Video Campaign             | HPST 479 Hawaiian Mythology I  |
| CM 378 Visual Depictions of the Human Experience and Media Power | ICS 129 Introduction to Databases                                    |
| *CM 390 Creative Media Internship                                | ICS 184 Network Fundamentals   |
| CM 391 Game Design Project                                       | ICS 211 Introduction to Computer Science II                          |
| *CM 400(a) Creative Media Master Class                           | ICS 240 Operating Systems  |
| *CM 402 Moving Image Archives for Film                           | MGT 301 Business Ethics  |
| *CM 403 Special Topics   | MGT 320 Fundamentals of Entrepreneurship & Small Business Management |
| *CM 430 Mastering Social Media                                   | PHIL 439 Philosophy and Film   |

Credits	Course Alpha / Number / Title
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)

Credits	Course Alpha / Number / Title
3	Recommend Upper Division (300-400 level)

**Capstone Requirement:6 (UD) credits**

Credits	Course Alpha / Number / Title
3	CM 489 Pre-Capstone Experience (WI)
3	CM 490 Senior Project or CM 491 Senior Practicum

**Electives Requirement: 17-23 credits**

**\*Check with your College Success Advisor to confirm how many electives are needed.**

Credits	Course Alpha / Number / Title
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
2	<b>Honolulu CC</b>

**NOTES:** Sharla Hanaoka (shanaoka@hawaii.edu) is the faculty contact for this degree.

# Bachelor of Arts in Creative Media, Design and Media (Honolulu Community College AS MELE, Audio Engineering Technology)

The goal of academic advising is to further enhance the educational mission of the university, and create quality, accessible advising partnerships with all students in a positive environment that supports student success. This advising sheet is for tracking purposes toward degree completion and is subject to change. Students also may track their academic progress via STAR Degree Check through [www.star.hawaii.edu](http://www.star.hawaii.edu). Academic Advising appointments may be scheduled by calling 808-689-2689 or toll-free from neighbor islands at 866-299-8656.

**Graduation Requirements (see the catalog for any additional graduation requirements):**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> 2.0 UHWO GPA          |
| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

*Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation*

## General Education Requirements: 31 credits

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) /Honolulu CC ENG 100 ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) /Honolulu CC <b>MATH 103 College Algebra</b> MATH 100, 103, 103M/L, 115, 135 or higher
6	Foundations Global and Multicultural Perspectives (FG): /Honolulu CC (HIST 151 or 152,3 credits) 6 credits from two <b>different</b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g.; HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.; HIST 152 or ANTH 152) *Group C: Pre-history to present
6	Diversification Arts, Humanities & Literature (DA, DH, DL): /Honolulu CC (SP 151, DA/OC and HWST 107 <b>DH/HAP</b> ) 6 credits from two different areas
3	Diversification Social Sciences (DS): 6 credits from two different areas /Honolulu CC JOUR 150
3	Diversification Social Sciences (DS): Different area from above.
3	Diversification Natural Sciences (DB, DP, DY): 3 credits from the biological sciences (DB):
3	3 credits from the physical sciences (DP): /Honolulu CC PHYS 100
1	1 credit of laboratory (DY) /Honolulu CC PHYS 100L

## Writing Skills Requirement: 3 credits

Select one course from the following:

- ENG 200 Composition II  
ENG 209 Business Writing

Credits	Course Alpha / Number / Title
3	

## Lower Division Math Requirement: 0-3 credits

Credits	Course Alpha / Number / Title
0-3	MATH 100, 103, 103M/L, 115, 135 or higher (Will satisfy general ed FQ above) /Honolulu CC MATH 103

## Creative Media Foundational Requirement: 18 credits

Credits	Course Alpha / Number / Title
3	ART 112 Introduction to Digital Art
3	CM 120 Introduction to Digital Video

### Choose 12 credits from list below:

ART 101 Introduction to Visual Arts  
 ART 107D Introduction to Digital Photography  
 ART 113D Introduction to Digital Drawing  
 ART 126 3D Computer Graphics  
 ART 221 Design for Print and Web  
 ART 229 Interface Design I  
 ART 231 Art Through Applied Geometry  
 ART 240 Typography and Color Design  
 CM 140 History of Video Games  
 CM 142 Introduction to Video Game Design  
 CM 143 Introduction to Game Art  
 CM 150 Film Analysis and Storytelling  
 CM 151 Pre-Production: Digital Video  
 CM 152 Principles of Video Editing  
 CM 153 Sound Design for Digital Media  
 CM 155 Introduction to Screenwriting  
 CM 160 The Mobile World  
 CM 161 Intro to iOS Mobile App Development

CM 251 Animation and Special Effects  
 ICS 101 Digital Tools for the Information World  
 ICS 111 Introduction to Computer Science

### Honolulu CC Course Options

MELE 101 Survey of Music Business  
 MELE 102 Survey of Recording Tech  
 MELE 103 Modern Music & Theory  
 MELE 104 Songwriting & Arranging  
 MELE 211 Audio Engineering I  
 MELE 212 Digital Audio: Theory & Workstations  
 MELE 213 Studio Production I  
 MELE 214 Electronics for Audio Engineers  
 MELE 215 Sound Reinforcement  
 MELE 220 Audio Engineering II  
 MELE 222 Advanced Digital Audio: Theory & Workstations

Credits	Course Alpha / Number / Title
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>

## Creative Media Core Requirement: 21 credits

Credits	Course Alpha / Number / Title
3	CM 256 Creatives in Media /Honolulu CC MELE 275
3	CM 314 Music, Sound & Media
3	CM 320 Topics in Creative Producing
3	CM 401 Creative Professionals
3	ENG 313 Introduction to Creative Writing (WI)
3	HIST 363 20th Century Popular, Mass & Counter-Culture
3	SD 360 Dynamics of Effective Leadership (WI)



## Design & Media Concentration Requirement: 12 credits

### Complete 12 credits from the following:

ART 320 Web Design & Development  
 CM 315 Interactive Applications  
 CM 316 User Experience  
 CM 317 Motion Graphics  
 CM 350 Creative Strategy  
 CM 351 Innovative Advertising  
 CM 352 Transmedia and Emerging Media

CM 358 Web Series Production  
 CM 378 Visual Depictions of the Human Experience  
 and Media Power  
 CM 390 Creative Media Internship  
 CM 400 (a) Creative Media Master Class  
 CM 403 Special Topics

Credits	Course Alpha / Number / Title
3	
3	
3	
3	

## Design & Media Concentration Electives: 9 credits

### Complete 9 credits from the following list.

***\*Courses may only be used once to fulfill the Design & Media Concentration OR Concentration Elective requirement***

ART 311D Design in Public Spaces  
 \*ART 320 Web Design & Development  
 BUSA 300 Principles of Marketing  
 BUSA 304 Consumer Behavior  
 BUSA 305 Advertising & Promotion Management  
 CM 201 Forensic Photography  
 \*CM 315 Interactive Applications  
 \*CM 316 User Experience  
 \*CM 317 Motion Graphics  
 CM 340 The Modern Game Industry  
 CM 341 Writing and Storytelling for Video Games  
 CM 342 Applied Game Design  
 CM 343 Game Level Design  
 \*CM 350 Creative Strategy  
 \*CM 351 Innovative Advertising  
 \*CM 352 Transmedia and Emerging Media  
 CM 353 Making a Short Film  
 \*CM 358 Web Series Production  
 CM 359 Branded Entertainment: Online Video  
 Campaign  
 \*CM 378 Visual Depictions of the Human Experience  
 and Media Power  
 CM 385 Game Design & Development  
 \*CM 390 Creative Media Internship

CM 391 Game Design Project  
 CM 400(a) Creative Media Master Class  
 CM 402 Moving Image Archives for Film  
 \*CM 403 Special Topics  
 CM 430 Mastering Social Media  
 ENG 317 Pidgin Creative Writing Workshop  
 ENG 300c Introduction to Cultural Theory  
 ENG 360 Literature & Film  
 ENG 361 History of Film  
 ENG 367(a) Film Genres and Directors  
 ENG 368(a) Topics in Television Studies  
 ENG 385 Fairy Tales and Their Adaptations  
 ENG 441 Gender & Sexuality in Literature & Film  
 HIST 243 Asia Cool: Modern Asia & Pop Culture  
 HIST 311 Chinese Culture  
 HIST 321 Japanese Culture  
 HIST 325 Asian Economies, Business & Consumers  
 HIST 326 Japan Cool: Anime, Manga, and Film  
 HPST 304 Hawaiian-Pacific Traditions  
 HPST 461 Traditional Art of Hawaii  
 HPST 462 Traditional Art of the Pacific  
 HPST 477 Polynesian and Micronesian Mythology  
 HPST 478 Hawaiian Mythology II  
 HPST 479 Hawaiian Mythology I

ICS 129 Introduction to Databases  
 ICS 184 Network Fundamentals  
 ICS 211 Introduction to Computer Science II  
 ICS 240 Operating Systems

MGT 301 Business Ethics  
 MGT 320 Fundamentals of Entrepreneurship & Small  
 Business Management  
 PHIL 439 Philosophy and Film

Credits	Course Alpha / Number / Title
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)

**Capstone Requirement: 6 (UD) credits**

Credits	Course Alpha / Number / Title
3	CM 489 Pre-Capstone Experience (WI)
3	CM 490 Senior Project or CM 491 Senior Practicum

**Electives Requirement: 17-23 credits**

**\*Check with your College Success Advisor to confirm how many electives are needed.**

Credits	Course Alpha / Number / Title
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	Honolulu CC
3	Honolulu CC
3	Honolulu CC
3	Honolulu CC
2	Honolulu CC

**NOTES:** Sharla Hanaoka (shanaoka@hawaii.edu) is the faculty contact for this degree.

# Bachelor of Arts in Creative Media, General Creative Media (Honolulu Community College AS MELE, Audio Engineering Technology)

The goal of academic advising is to further enhance the educational mission of the university, and create quality, accessible advising partnerships with all students in a positive environment that supports student success. This advising sheet is for tracking purposes toward degree completion and is subject to change. Students also may track their academic progress via STAR Degree Check through [www.star.hawaii.edu](http://www.star.hawaii.edu). Academic Advising appointments may be scheduled by calling 808-689-2689 or toll-free from neighbor islands at 866-299-8656.

## **Graduation Requirements (see the catalog for any additional graduation requirements):**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> 2.0 UHWO GPA          |
| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

*Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation*

## **General Education Requirements: 31 credits**

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) /Honolulu CC ENG 100 ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) /Honolulu CC <b>MATH 103 College Algebra</b> MATH 100, 103, 103M/L, 115, 135 or higher
6	Foundations Global and Multicultural Perspectives (FG): /Honolulu CC (HIST 151 or 152, 3 credits) 6 credits from two <b>different</b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g.; HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.; HIST 152 or ANTH 152) *Group C: Pre-history to present
6	Diversification Arts, Humanities & Literature (DA, DH, DL): /Honolulu CC (SP 151, DA/OC and HWST 107 <b>DH/HAP</b> ) 6 credits from two different areas
3	Diversification Social Sciences (DS): 6 credits from two different areas /Honolulu CC JOUR 150
3	Diversification Social Sciences (DS): Different area from above.
3	Diversification Natural Sciences (DB, DP, DY): 3 credits from the biological sciences (DB):
3	3 credits from the physical sciences (DP): /Honolulu CC PHYS 100
1	1 credit of laboratory (DY) /Honolulu CC PHYS 100L

## **Writing Skills Requirement: 3 credits**

**Select one course from the following:**

- ENG 200 Composition II  
ENG 209 Business Writing

Credits	Course Alpha / Number / Title
3	

## **Lower Division Math Requirement: 0-3 credits**

Credits	Course Alpha / Number / Title
0-3	MATH 100, 103, 103M/L, 115, 135 or higher (Will satisfy general ed FQ above) /Honolulu CC MATH 103

## Creative Media Foundational Requirement: 18 credits

Credits	Course Alpha / Number / Title
3	ART 112 Introduction to Digital Art
3	CM 120 Introduction to Digital Video

### Choose 12 credits from list below:

ART 101 Introduction to Visual Arts  
 ART 107D Introduction to Digital Photography  
 ART 113D Introduction to Digital Drawing  
 ART 126 3D Computer Graphics  
 ART 221 Design for Print and Web  
 ART 229 Interface Design I  
 ART 231 Art Through Applied Geometry  
 ART 240 Typography and Color Design  
 CM 140 History of Video Games  
 CM 142 Introduction to Video Game Design  
 CM 143 Introduction to Game Art  
 CM 150 Film Analysis and Storytelling  
 CM 151 Pre-Production: Digital Video  
 CM 152 Principles of Video Editing  
 CM 153 Sound Design for Digital Media  
 CM 155 Introduction to Screenwriting  
 CM 160 The Mobile World  
 CM 161 Intro to iOS Mobile App Development

CM 251 Animation and Special Effects  
 ICS 101 Digital Tools for the Information World  
 ICS 111 Introduction to Computer Science

### Honolulu CC Course Options

MELE 101 Survey of Music Business  
 MELE 102 Survey of Recording Tech  
 MELE 103 Modern Music & Theory  
 MELE 104 Songwriting & Arranging  
 MELE 211 Audio Engineering I  
 MELE 212 Digital Audio: Theory & Workstations  
 MELE 213 Studio Production I  
 MELE 214 Electronics for Audio Engineers  
 MELE 215 Sound Reinforcement  
 MELE 220 Audio Engineering II  
 MELE 222 Advanced Digital Audio: Theory & Workstations

Credits	Course Alpha / Number / Title
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>

## Creative Media Core Requirement: 21 credits

Credits	Course Alpha / Number / Title
3	CM 256 Creatives in Media / <b>Honolulu CC MELE 275</b>
3	CM 314 Music, Sound & Media
3	CM 320 Topics in Creative Producing
3	CM 401 Creative Professionals
3	ENG 313 Introduction to Creative Writing (WI)
3	HIST 363 20th Century Popular, Mass & Counter-Culture
3	SD 360 Dynamics of Effective Leadership (WI)

## General Creative Media Concentration Requirement: 12 credits

### Complete 12 credits from the following:

ART 320 Web Design & Development	CM 358 Web Series Production
CM 315 Interactive Applications	CM 359 Branded Entertainment: Online Video Campaign
CM 316 User Experience	CM 378 Visual Depictions of the Human Experience and Media Power
CM 317 Motion Graphics	CM 390 Creative Media Internship
CM 340 The Modern Game Industry	CM 391 Game Design Project
CM 341 Writing and Storytelling for Video Games	CM 400(a) Creative Media Master Class
CM 342 Applied Game Design	CM 402 Archival Research for Media Makers
CM 343 Game Level Design	CM 403 Special Topics
CM 350 Creative Strategy	CM 430 Mastering Social Media
CM 351 Innovative Advertising	
CM 352 Transmedia and Emerging Media	
CM 353 Making a Short Film	

Credits	Course Alpha / Number / Title
3	
3	
3	
3	

## General Creative Media Concentration Electives: 9 credits

### Complete 9 credits from the following list.

***\*Courses may only be used once to fulfill the General Creative Media OR Concentration Elective requirement***

ART 311D Design in Public Spaces	CM 385 Game Design & Development
*ART 320 Web Design & Development	*CM 390 Creative Media Internship
BUSA 300 Principles of Marketing	*CM 391 Game Design Project
BUSA 304 Consumer Behavior	*CM 400(a) Creative Media Master Class
BUSA 305 Advertising & Promotion Management	*CM 402 Archival Research for Media Makers
CM 201 Forensic Photography	*CM 403 Special Topics
*CM 315 Interactive Applications	*CM 430 Mastering Social Media
*CM 316 User Experience	ENG 317 Pidgin Creative Writing Workshop
*CM 317 Motion Graphics	ENG 300C Introduction to Cultural Theory
*CM 340 The Modern Game Industry	ENG 360 Literature & Film
*CM 341 Writing and Storytelling for Video Games	ENG 361 History of Film
*CM 342 Applied Game Design	ENG 367(a) Film Genres and Directors
*CM 343 Game Level Design	ENG 368(a) Topics in Television Studies
*CM 350 Creative Strategy	ENG 385 Fairy Tales and Their Adaptations
*CM 351 Innovative Advertising	ENG 441 Gender & Sexuality in Literature & Film
*CM 352 Transmedia and Emerging Media	HIST 243 Asia Cool: Modern Asia & Pop Culture
*CM 353 Making a Short Film	HIST 311 Chinese Culture
*CM 358 Web Series Production	HIST 321 Japanese Culture
*CM 359 Branded Entertainment: Online Video Campaign	HIST 325 Asian Economies, Business & Consumers
*CM 378 Visual Depictions of the Human Experience and Media Power	HIST 326 Japan Cool: Anime, Manga, and Film
	HPST 304 Hawaiian-Pacific Traditions
	HPST 461 Traditional Art of Hawaii



# Bachelor of Arts in Creative Media, Video Game Design & Development (Honolulu Community College AS MELE, Audio Engineering Technology)

The goal of academic advising is to further enhance the educational mission of the university, and create quality, accessible advising partnerships with all students in a positive environment that supports student success. This advising sheet is for tracking purposes toward degree completion and is subject to change. Students also may track their academic progress via STAR Degree Check through [www.star.hawaii.edu](http://www.star.hawaii.edu). Academic Advising appointments may be scheduled by calling 808-689-2689 or toll-free from neighbor islands at 866-299-8656.

## Graduation Requirements (see the catalog for any additional graduation requirements):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> 2.0 UHWO GPA          |
| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

*Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation*

## General Education Requirements: 31 credits

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) /Honolulu CC ENG 100 ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) /Honolulu CC <b>MATH 103 College Algebra</b> MATH 100, 103, 103M/L, 115, 135 or higher
6	Foundations Global and Multicultural Perspectives (FG): /Honolulu CC (HIST 151 or 152, 3 credits) 6 credits from two <b>different</b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g.; HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.; HIST 152 or ANTH 152) *Group C: Pre-history to present
6	Diversification Arts, Humanities & Literature (DA, DH, DL): /Honolulu CC (SP 151, DA/OC and HWST 107 DH/HAP) 6 credits from two different areas
3	Diversification Social Sciences (DS): 6 credits from two different areas /Honolulu CC JOUR 150
3	Diversification Social Sciences (DS): Different area from above.
3	Diversification Natural Sciences (DB, DP, DY): 3 credits from the biological sciences (DB):
3	3 credits from the physical sciences (DP): /Honolulu CC PHYS 100
1	1 credit of laboratory (DY) /Honolulu CC PHYS 100L

## Writing Skills Requirement: 3 credits

Select one course from the following:

- ENG 200 Composition II  
ENG 209 Business Writing

Credits	Course Alpha / Number / Title
3	

## Lower Division Math Requirement: 0-3 credits

Credits	Course Alpha / Number / Title
0-3	MATH 100, 103, 103M/L, 115, 135 or higher (Will satisfy general ed FQ above) / Honolulu CC MATH 103

## Creative Media Foundational Requirement: 18 credits

Credits	Course Alpha / Number / Title
3	ART 112 Introduction to Digital Art
3	CM 120 Introduction to Digital Video

### Choose 12 credits from list below:

ART 101 Introduction to Visual Arts  
 ART 107D Introduction to Digital Photography  
 ART 113D Introduction to Digital Drawing  
 ART 126 3D Computer Graphics  
 ART 221 Design for Print and Web  
 ART 229 Interface Design I  
 ART 231 Art Through Applied Geometry  
 ART 240 Typography and Color Design  
 CM 140 History of Video Games  
 CM 142 Introduction to Video Game Design  
 CM 143 Introduction to Game Art  
 CM 150 Film Analysis and Storytelling  
 CM 151 Pre-Production: Digital Video  
 CM 152 Principles of Video Editing  
 CM 153 Sound Design for Digital Media  
 CM 155 Introduction to Screenwriting  
 CM 160 The Mobile World

CM 161 Intro to iOS Mobile App Development  
 CM 251 Animation and Special Effects  
 ICS 101 Digital Tools for the Information World  
 ICS 111 Introduction to Computer Science

### Honolulu CC Course Options

MELE 101 Survey of Music Business  
 MELE 102 Survey of Recording Tech  
 MELE 103 Modern Music & Theory  
 MELE 104 Songwriting & Arranging  
 MELE 211 Audio Engineering I  
 MELE 212 Digital Audio: Theory & Workstations  
 MELE 213 Studio Production I  
 MELE 214 Electronics for Audio Engineers  
 MELE 215 Sound Reinforcement  
 MELE 220 Audio Engineering II  
 MELE 222 Advanced Digital Audio: Theory & Workstations

Credits	Course Alpha / Number / Title
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>

## Creative Media Core Requirement: 21 credits

Credits	Course Alpha / Number / Title
3	CM 256 Creatives in Media / <b>Honolulu CC MELE 275</b>
3	CM 314 Music, Sound & Media
3	CM 320 Topics in Creative Producing
3	CM 401 Creative Professionals
3	ENG 313 Introduction to Creative Writing (WI)
3	HIST 363: 20th Century Popular, Mass & Counter-Culture
3	SD 360: Dynamics of Effective Leadership (WI)



## Video Game Design & Development Concentration Requirement: 12 credits

### Complete 12 credits from the following:

CM 340 The Modern Game Industry  
 CM 341 Writing and Storytelling for Video Games  
 CM 342 Applied Game Design  
 CM 343 Game Level Design  
 CM 352 Transmedia and Emerging Media  
 CM 358 Web Series Production  
 CM 359 Branded Entertainment: Online Video Campaign

CM 385 Game Design & Development  
 CM 390 Creative Media Internship  
 CM 391 Game Design Project  
 CM 400(a) Creative Media Master Class  
 CM 402 Moving Image Archives for Film  
 CM 403 Special Topics

Credits	Course Alpha / Number / Title
3	
3	
3	
3	

## Video Game Design & Development Concentration Electives: 9 credits

### Complete 9 credits from the following list.

***\*Courses may only be used once to fulfill the Video Game Design & Development Concentration OR Concentration Elective requirement***

ART 311D Design in Public Spaces  
 ART 320 Web Design & Development  
 BUSA 300 Principles of Marketing  
 BUSA 304 Consumer Behavior  
 BUSA 305 Advertising & Promotion Management  
 CM 201 Forensic Photography  
 CM 315 Interactive Applications  
 CM 316 User Experience  
 CM 317 Motion Graphics  
 \*CM 340 The Modern Game Industry  
 \*CM 341 Writing and Storytelling for Video Games  
 \*CM 342 Applied Game Design  
 \*CM 343 Game Level Design  
 CM 350 Creative Strategy  
 CM 351 Innovative Advertising  
 \*CM 352 Transmedia and Emerging Media  
 CM 353 Making a Short Film  
 \*CM 358 Web Series Production  
 \*CM 359 Branded Entertainment: Online Video Campaign  
 CM 378 Visual Depictions of the Human Experience and Media Power  
 \*CM 385 Game Design & Development  
 \*CM 390 Creative Media Internship  
 \*CM 391 Game Design Project

\*CM 400(a) Creative Media Master Class  
 \*CM 402 Moving Image Archives for Film  
 \*CM 403 Special Topics  
 CM 430 Mastering Social Media  
 ENG 317 Pidgin Creative Writing Workshop  
 ENG 300C Introduction to Cultural Theory  
 ENG 360 Literature & Film  
 ENG 361 History of Film  
 ENG 367(a) Film Genres and Directors  
 ENG 368(a) Topics in Television Studies  
 ENG 385 Fairy Tales and Their Adaptations  
 ENG 441 Gender & Sexuality in Literature & Film  
 HIST 243 Asia Cool: Modern Asia & Pop Culture  
 HIST 311 Chinese Culture  
 HIST 321 Japanese Culture  
 HIST 325 Asian Economies, Business & Consumers  
 HIST 326 Japan Cool: Anime, Manga, and Film  
 HPST 304 Hawaiian-Pacific Traditions  
 HPST 461 Traditional Art of Hawaii  
 HPST 462 Traditional Art of the Pacific  
 HPST 477 Polynesian and Micronesian Mythology  
 HPST 478 Hawaiian Mythology II  
 HPST 479 Hawaiian Mythology I  
 ICS 129 Introduction to Databases  
 ICS 184 Network Fundamentals

ICS 211 Introduction to Computer Science II  
 ICS 240 Operating Systems  
 MGT 301 Business Ethics

MGT 320 Fundamentals of Entrepreneurship & Small  
 Business Management  
 PHIL 439 Philosophy and Film

Credits	Course Alpha / Number / Title
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)

**Capstone Requirement: 6 (UD) credits**

Credits	Course Alpha / Number / Title
3	CM 489 Pre-Capstone Experience (WI)
3	CM 490 Senior Project or CM 491 Senior Practicum

**Electives Requirement: 17-23 credits**

**\*Check with your College Success Advisor to confirm how many electives are needed.**

Credits	Course Alpha / Number / Title
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
2	<b>Honolulu CC</b>

**NOTES:** Sharla Hanaoka (shanaoka@hawaii.edu) is the faculty contact for this degree.

# Bachelor of Arts in Creative Media, Communications and New Media Technologies (Honolulu Community College AS MELE, Music Business & Production)

The goal of academic advising is to further enhance the educational mission of the university, and create quality, accessible advising partnerships with all students in a positive environment that supports student success. This advising sheet is for tracking purposes toward degree completion and is subject to change. Students also may track their academic progress via STAR Degree Check through [www.star.hawaii.edu](http://www.star.hawaii.edu). Academic Advising appointments may be scheduled by calling 808-689-2689 or toll-free from neighbor islands at 866-299-8656.

## Graduation Requirements (see the catalog for any additional graduation requirements):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> 2.0 UHWO GPA          |
| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

*Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation*

## General Education Requirements: 31 credits

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) /Honolulu CC ENG 100 ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) /Honolulu CC <b>MATH 100 Survey of Mathematics</b> MATH 100, 103, 103M/L, 115, 135 or higher
6	Foundations Global and Multicultural Perspectives (FG): /Honolulu CC (HIST 151 or 152, 3 credits) 6 credits from two <b>different</b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g.; HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.; HIST 152 or ANTH 152) *Group C: Pre-history to present
6	Diversification Arts, Humanities & Literature (DA, DH, DL): /Honolulu CC (SP 151, DA/OC and HWST 107 DH/HAP) 6 credits from two different areas
3	Diversification Social Sciences (DS): 6 credits from two different areas /Honolulu CC ECON 130 or 131
3	Diversification Social Sciences (DS): Different area from above.
3	Diversification Natural Sciences (DB, DP, DY): 3 credits from the biological sciences (DB): Honolulu CC DB
3	3 credits from the physical sciences (DP): /
1	1 credit of laboratory (DY) /Honolulu CC DY

## Writing Skills Requirement: 3 credits

Select one course from the following:

- ENG 200 Composition II
- ENG 209 Business Writing

Credits	Course Alpha / Number / Title
3	

## Lower Division Math Requirement: 0-3 credits

Credits	Course Alpha / Number / Title
0-3	MATH 100, 103, 103M/L, 115, 135 or higher (Will satisfy general ed FQ above) /Honolulu CC MATH 100

## Creative Media Foundational Requirement: 18 credits

Credits	Course Alpha / Number / Title
3	ART 112 Introduction to Digital Art
3	CM 120 Introduction to Digital Video

### Choose 12 credits from list below:

ART 101 Introduction to Visual Arts  
 ART 107D Introduction to Digital Photography  
 ART 113D Introduction to Digital Drawing  
 ART 126 3D Computer Graphics  
 ART 221 Design for Print and Web  
 ART 229 Interface Design I  
 ART 231 Art Through Applied Geometry  
 ART 240 Typography and Color Design  
 CM 140 History of Video Games  
 CM 142 Introduction to Video Game Design  
 CM 143 Introduction to Game Art  
 CM 150 Film Analysis and Storytelling  
 CM 151 Pre-Production: Digital Video  
 CM 152 Principles of Video Editing  
 CM 153 Sound Design for Digital Media  
 CM 155 Introduction to Screenwriting  
 CM 160 The Mobile World

CM 161 Intro to iOS Mobile App Development  
 CM 251 Animation and Special Effects  
 ICS 101 Digital Tools for the Information World  
 ICS 111 Introduction to Computer Science

### Honolulu CC Course Options

MELE 101 Survey of Music Business  
 MELE 102 Survey of Recording Tech  
 MELE 103 Modern Music & Theory  
 MELE 104 Songwriting & Arranging  
 MELE 201 History of Recording & Ent Industry  
 MELE 202 Pub Relations/Music & Ent Industry  
 MELE 203 Intellectual Properties in the Music & Ent Industry  
 MELE 204 Music Publishing in the Ent Industry  
 MELE 205 Concert & Event Production  
 MELE 206 Music Supervision

Credits	Course Alpha / Number / Title
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>

## Creative Media Core Requirement: 21 credits

Credits	Course Alpha / Number / Title
3	CM 256 Creatives in Media / <b>Honolulu CC MELE 275</b>
3	CM 314 Music, Sound & Media
3	CM 320 Topics in Creative Producing
3	CM 401 Creative Professionals
3	ENG 313 Introduction to Creative Writing (WI)
3	HIST 363: 20th Century Popular, Mass & Counter-Culture
3	SD 360: Dynamics of Effective Leadership (WI)

## Communications & New Media Technologies Concentration Requirement: 12 credits

### Complete 12 credits from the following:

CM 317 Motion Graphics  
 CM 351 Innovative Advertising  
 CM 352 Transmedia and Emerging Media  
 CM 353 Making a Short Film

CM 358 Web Series Production  
 CM 359 Branded Entertainment: Online Video Campaign  
 CM 390 Creative Media Internship  
 CM 400(a) Creative Media Master Class  
 CM 402 Moving Image Archives for Film

Credits	Course Alpha / Number / Title
3	
3	
3	
3	

**Communications & New Media Technologies Concentration Electives: 9 credits**

**Complete 9 credits from the following list.**

***\*Courses may only be used once to fulfill the Communication & New Media Technologies Concentration OR Elective requirement***

- |  |  |
|--|--|
| ART 311D Design in Public Spaces                                 | ENG 317 Pidgin Creative Writing Workshop                             |
| ART 320 Web Design & Development                                 | ENG 300C Introduction to Cultural Theory                             |
| BUSA 300 Principles of Marketing                                 | ENG 360 Literature & Film  |
| BUSA 304 Consumer Behavior                                       | ENG 361 History of Film  |
| BUSA 305 Advertising & Promotion Management                      | ENG 367(a) Film Genres and Directors                                 |
| CM 201 Forensic Photography                                      | ENG 368(a) Topics in Television Studies                              |
| CM 315 Interactive Applications                                  | ENG 385 Fairy Tales and Their Adaptations                            |
| CM 316 User Experience   | ENG 441 Gender & Sexuality in Literature & Film                      |
| *CM 317 Motion Graphics  | HIST 243 Asia Cool: Modern Asia & Pop Culture                        |
| CM 340 The Modern Game Industry                                  | HIST 311 Chinese Culture   |
| CM 341 Writing and Storytelling for Video Games                  | HIST 321 Japanese Culture  |
| CM 342 Applied Game Design                                       | HIST 325 Asian Economies, Business & Consumers                       |
| CM 343 Game Level Design   | HIST 326 Japan Cool: Anime, Manga, and Film                          |
| CM 350 Creative Strategy   | HPST 304 Hawaiian-Pacific Traditions                                 |
| *CM 351 Innovative Advertising                                   | HPST 461 Traditional Art of Hawaii                                   |
| *CM 352 Transmedia and Emerging Media                            | HPST 462 Traditional Art of the Pacific                              |
| *CM 353 Making a Short Film                                      | HPST 477 Polynesian and Micronesian Mythology                        |
| *CM 358 Web Series Production                                    | HPST 478 Hawaiian Mythology II                                       |
| *CM 359 Branded Entertainment: Online Video Campaign             | HPST 479 Hawaiian Mythology I  |
| CM 378 Visual Depictions of the Human Experience and Media Power | ICS 129 Introduction to Databases                                    |
| *CM 390 Creative Media Internship                                | ICS 184 Network Fundamentals   |
| CM 391 Game Design Project                                       | ICS 211 Introduction to Computer Science II                          |
| *CM 400(a) Creative Media Master Class                           | ICS 240 Operating Systems  |
| *CM 402 Moving Image Archives for Film                           | MGT 301 Business Ethics  |
| *CM 403 Special Topics   | MGT 320 Fundamentals of Entrepreneurship & Small Business Management |
| *CM 430 Mastering Social Media                                   | PHIL 439 Philosophy and Film   |

Credits	Course Alpha / Number / Title
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)

**Capstone Requirement:6 (UD) credits**

Credits	Course Alpha / Number / Title
3	CM 489 Pre-Capstone Experience (WI)
3	CM 490 Senior Project or CM 491 Senior Practicum

**Electives Requirement: 17-23 credits**

**\*Check with your College Success Advisor to confirm how many electives are needed.**

Credits	Course Alpha / Number / Title
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
2	<b>Honolulu CC</b>

**NOTES:** Sharla Hanaoka (shanaoka@hawaii.edu) is the faculty contact for this degree.

# Bachelor of Arts in Creative Media, Design and Media (Honolulu Community College AS MELE, Music Business & Production)

The goal of academic advising is to further enhance the educational mission of the university, and create quality, accessible advising partnerships with all students in a positive environment that supports student success. This advising sheet is for tracking purposes toward degree completion and is subject to change. Students also may track their academic progress via STAR Degree Check through [www.star.hawaii.edu](http://www.star.hawaii.edu). Academic Advising appointments may be scheduled by calling 808-689-2689 or toll-free from neighbor islands at 866-299-8656.

## Graduation Requirements (see the catalog for any additional graduation requirements):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> 2.0 UHWO GPA          |
| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

*Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation*

## General Education Requirements: 31 credits

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) /Honolulu CC ENG 100 ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) /Honolulu CC <b>MATH 100 Survey of Mathematics</b> MATH 100, 103, 103M/L, 115, 135 or higher
6	Foundations Global and Multicultural Perspectives (FG): /Honolulu CC (HIST 151 or 152,3 credits) 6 credits from two <b>different</b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g.; HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.; HIST 152 or ANTH 152) *Group C: Pre-history to present
6	Diversification Arts, Humanities & Literature (DA, DH, DL): /Honolulu CC (SP 151, DA/OC and HWST 107 <b>DH/HAP</b> ) 6 credits from two different areas
3	Diversification Social Sciences (DS): 6 credits from two different areas /Honolulu CC ECON 130 or 131
3	Diversification Social Sciences (DS): Different area from above.
3	Diversification Natural Sciences (DB, DP, DY): 3 credits from the biological sciences (DB): <b>Honolulu CC DB</b>
3	3 credits from the physical sciences (DP): /
1	1 credit of laboratory (DY) /Honolulu CC DY

## Writing Skills Requirement: 3 credits

### Select one course from the following:

ENG 200 Composition II  
ENG 209 Business Writing

Credits	Course Alpha / Number / Title
3	

## Lower Division Math Requirement: 0-3 credits

Credits	Course Alpha / Number / Title
0-3	MATH 100, 103, 103M/L, 115, 135 or higher (Will satisfy general ed FQ above) /Honolulu CC MATH 103

## Creative Media Foundational Requirement: 18 credits

Credits	Course Alpha / Number / Title
3	ART 112 Introduction to Digital Art
3	CM 120 Introduction to Digital Video

### Choose 12 credits from list below:

ART 101 Introduction to Visual Arts  
 ART 107D Introduction to Digital Photography  
 ART 113D Introduction to Digital Drawing  
 ART 126 3D Computer Graphics  
 ART 221 Design for Print and Web  
 ART 229 Interface Design I  
 ART 231 Art Through Applied Geometry  
 ART 240 Typography and Color Design  
 CM 140 History of Video Games  
 CM 142 Introduction to Video Game Design  
 CM 143 Introduction to Game Art  
 CM 150 Film Analysis and Storytelling  
 CM 151 Pre-Production: Digital Video  
 CM 152 Principles of Video Editing  
 CM 153 Sound Design for Digital Media  
 CM 155 Introduction to Screenwriting  
 CM 160 The Mobile World

CM 161 Intro to iOS Mobile App Development  
 CM 251 Animation and Special Effects  
 ICS 101 Digital Tools for the Information World  
 ICS 111 Introduction to Computer Science

### Honolulu CC Course Options

MELE 101 Survey of Music Business  
 MELE 102 Survey of Recording Tech  
 MELE 103 Modern Music & Theory  
 MELE 104 Songwriting & Arranging  
 MELE 201 History of Recording & Ent Industry  
 MELE 202 Pub Relations/Music & Ent Industry  
 MELE 203 Intellectual Properties in the Music & Ent Industry  
 MELE 204 Music Publishing in the Ent Industry  
 MELE 205 Concert & Event Production  
 MELE 206 Music Supervision

Credits	Course Alpha / Number / Title
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>

## Creative Media Core Requirement: 21 credits

Credits	Course Alpha / Number / Title
3	CM 256 Creatives in Media /Honolulu CC MELE 275
3	CM 314 Music, Sound & Media
3	CM 320 Topics in Creative Producing
3	CM 401 Creative Professionals
3	ENG 313 Introduction to Creative Writing
3	HIST 363 20th Century Popular, Mass & Counter-Culture
3	SD 360 Dynamics of Effective Leadership



## Design & Media Concentration Requirement: 12 credits

### Complete 12 credits from the following:

ART 320 Web Design & Development  
 CM 315 Interactive Applications  
 CM 316 User Experience  
 CM 317 Motion Graphics  
 CM 350 Creative Strategy  
 CM 351 Innovative Advertising  
 CM 352 Transmedia and Emerging Media

CM 358 Web Series Production  
 CM 378 Visual Depictions of the Human Experience  
 and Media Power  
 CM 390 Creative Media Internship  
 CM 400 (a) Creative Media Master Class  
 CM 403 Special Topics

Credits	Course Alpha / Number / Title
3	
3	
3	
3	

## Design & Media Concentration Electives: 9 credits

### Complete 9 credits from the following list.

***\*Courses may only be used once to fulfill the Design & Media Concentration OR Concentration Elective requirement***

ART 311D Design in Public Spaces  
 \*ART 320 Web Design & Development  
 BUSA 300 Principles of Marketing  
 BUSA 304 Consumer Behavior  
 BUSA 305 Advertising & Promotion Management  
 CM 201 Forensic Photography  
 \*CM 315 Interactive Applications  
 \*CM 316 User Experience  
 \*CM 317 Motion Graphics  
 CM 340 The Modern Game Industry  
 CM 341 Writing and Storytelling for Video Games  
 CM 342 Applied Game Design  
 CM 343 Game Level Design  
 \*CM 350 Creative Strategy  
 \*CM 351 Innovative Advertising  
 \*CM 352 Transmedia and Emerging Media  
 CM 353 Making a Short Film  
 \*CM 358 Web Series Production  
 CM 359 Branded Entertainment: Online Video  
 Campaign  
 \*CM 378 Visual Depictions of the Human Experience  
 and Media Power  
 CM 385 Game Design & Development  
 \*CM 390 Creative Media Internship

CM 391 Game Design Project  
 CM 400(a) Creative Media Master Class  
 CM 402 Moving Image Archives for Film  
 \*CM 403 Special Topics  
 CM 430 Mastering Social Media  
 ENG 317 Pidgin Creative Writing Workshop  
 ENG 300c Introduction to Cultural Theory  
 ENG 360 Literature & Film  
 ENG 361 History of Film  
 ENG 367(a) Film Genres and Directors  
 ENG 368(a) Topics in Television Studies  
 ENG 385 Fairy Tales and Their Adaptations  
 ENG 441 Gender & Sexuality in Literature & Film  
 HIST 243 Asia Cool: Modern Asia & Pop Culture  
 HIST 311 Chinese Culture  
 HIST 321 Japanese Culture  
 HIST 325 Asian Economies, Business & Consumers  
 HIST 326 Japan Cool: Anime, Manga, and Film  
 HPST 304 Hawaiian-Pacific Traditions  
 HPST 461 Traditional Art of Hawaii  
 HPST 462 Traditional Art of the Pacific  
 HPST 477 Polynesian and Micronesian Mythology  
 HPST 478 Hawaiian Mythology II  
 HPST 479 Hawaiian Mythology I

ICS 129 Introduction to Databases  
 ICS 184 Network Fundamentals  
 ICS 211 Introduction to Computer Science II  
 ICS 240 Operating Systems

MGT 301 Business Ethics  
 MGT 320 Fundamentals of Entrepreneurship & Small  
 Business Management  
 PHIL 439 Philosophy and Film

Credits	Course Alpha / Number / Title
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)

**Capstone Requirement: 6 (UD) credits**

Credits	Course Alpha / Number / Title
3	CM 489 Pre-Capstone Experience (WI)
3	CM 490 Senior Project or CM 491 Senior Practicum

**Electives Requirement: 17-23 credits**

**\*Check with your College Success Advisor to confirm how many electives are needed.**

Credits	Course Alpha / Number / Title
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
2	<b>Honolulu CC</b>

**NOTES:** Sharla Hanaoka (shanaoka@hawaii.edu) is the faculty contact for this degree.

# Bachelor of Arts in Creative Media, General Creative Media (Honolulu Community College AS MELE, Music Business & Production)

The goal of academic advising is to further enhance the educational mission of the university, and create quality, accessible advising partnerships with all students in a positive environment that supports student success. This advising sheet is for tracking purposes toward degree completion and is subject to change. Students also may track their academic progress via STAR Degree Check through [www.star.hawaii.edu](http://www.star.hawaii.edu). Academic Advising appointments may be scheduled by calling 808-689-2689 or toll-free from neighbor islands at 866-299-8656.

## Graduation Requirements (see the catalog for any additional graduation requirements):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> 2.0 UHWO GPA          |
| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

*Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation*

## General Education Requirements: 31 credits

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) /Honolulu CC ENG 100 ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) /Honolulu CC <b>MATH 100 Survey of Mathematics</b> MATH 100, 103, 103M/L, 115, 135 or higher
6	Foundations Global and Multicultural Perspectives (FG): /Honolulu CC (HIST 151 or 152, 3 credits) 6 credits from two <b>different</b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g.; HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.; HIST 152 or ANTH 152) *Group C: Pre-history to present
6	Diversification Arts, Humanities & Literature (DA, DH, DL): /Honolulu CC (SP 151, DA/OC and HWST 107 <b>DH/HAP</b> ) 6 credits from two different areas
3	Diversification Social Sciences (DS): 6 credits from two different areas /Honolulu CC ECON 130 or 131
3	Diversification Social Sciences (DS): Different area from above.
3	Diversification Natural Sciences (DB, DP, DY): 3 credits from the biological sciences (DB): <b>Honolulu CC DB</b>
3	3 credits from the physical sciences (DP): /
1	1 credit of laboratory (DY) /Honolulu CC DY

## Writing Skills Requirement: 3 credits

Select one course from the following:

- ENG 200 Composition II  
ENG 209 Business Writing

Credits	Course Alpha / Number / Title
3	

## Lower Division Math Requirement: 0-3 credits

Credits	Course Alpha / Number / Title
0-3	MATH 100, 103, 103M/L, 115, 135 or higher (Will satisfy general ed FQ above) /Honolulu CC MATH 103

## Creative Media Foundational Requirement: 18 credits

Credits	Course Alpha / Number / Title
3	ART 112 Introduction to Digital Art
3	CM 120 Introduction to Digital Video

### Choose 12 credits from list below:

ART 101 Introduction to Visual Arts  
 ART 107D Introduction to Digital Photography  
 ART 113D Introduction to Digital Drawing  
 ART 126 3D Computer Graphics  
 ART 221 Design for Print and Web  
 ART 229 Interface Design I  
 ART 231 Art Through Applied Geometry  
 ART 240 Typography and Color Design  
 CM 140 History of Video Games  
 CM 142 Introduction to Video Game Design  
 CM 143 Introduction to Game Art  
 CM 150 Film Analysis and Storytelling  
 CM 151 Pre-Production: Digital Video  
 CM 152 Principles of Video Editing  
 CM 153 Sound Design for Digital Media  
 CM 155 Introduction to Screenwriting  
 CM 160 The Mobile World  
 CM 161 Intro to iOS Mobile App Development

CM 251 Animation and Special Effects  
 ICS 101 Digital Tools for the Information World  
 ICS 111 Introduction to Computer Science

### Honolulu CC Course Options

MELE 101 Survey of Music Business  
 MELE 102 Survey of Recording Tech  
 MELE 103 Modern Music & Theory  
 MELE 104 Songwriting & Arranging  
 MELE 201 History of Recording & Ent Industry  
 MELE 202 Pub Relations/Music & Ent Industry  
 MELE 203 Intellectual Properties in the Music & Ent Industry  
 MELE 204 Music Publishing in the Ent Industry  
 MELE 205 Concert & Event Production  
 MELE 206 Music Supervision

Credits	Course Alpha / Number / Title
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>

## Creative Media Core Requirement: 21 credits

Credits	Course Alpha / Number / Title
3	CM 256 Creatives in Media / <b>Honolulu CC MELE 275</b>
3	CM 314 Music, Sound & Media
3	CM 320 Topics in Creative Producing
3	CM 401 Creative Professionals
3	ENG 313 Introduction to Creative Writing (WI)
3	HIST 363 20th Century Popular, Mass & Counter-Culture
3	SD 360 Dynamics of Effective Leadership (WI)

## General Creative Media Concentration Requirement: 12 credits

### Complete 12 credits from the following:

ART 320 Web Design & Development	CM 358 Web Series Production
CM 315 Interactive Applications	CM 359 Branded Entertainment: Online Video Campaign
CM 316 User Experience	CM 378 Visual Depictions of the Human Experience and Media Power
CM 317 Motion Graphics	CM 390 Creative Media Internship
CM 340 The Modern Game Industry	CM 391 Game Design Project
CM 341 Writing and Storytelling for Video Games	CM 400(a) Creative Media Master Class
CM 342 Applied Game Design	CM 402 Archival Research for Media Makers
CM 343 Game Level Design	CM 403 Special Topics
CM 350 Creative Strategy	CM 430 Mastering Social Media
CM 351 Innovative Advertising	
CM 352 Transmedia and Emerging Media	
CM 353 Making a Short Film	

Credits	Course Alpha / Number / Title
3	
3	
3	
3	

## General Creative Media Concentration Electives: 9 credits

### Complete 9 credits from the following list.

***\*Courses may only be used once to fulfill the General Creative Media OR Concentration Elective requirement***

ART 311D Design in Public Spaces	CM 385 Game Design & Development
*ART 320 Web Design & Development	*CM 390 Creative Media Internship
BUSA 300 Principles of Marketing	*CM 391 Game Design Project
BUSA 304 Consumer Behavior	*CM 400(a) Creative Media Master Class
BUSA 305 Advertising & Promotion Management	*CM 402 Archival Research for Media Makers
CM 201 Forensic Photography	*CM 403 Special Topics
*CM 315 Interactive Applications	*CM 430 Mastering Social Media
*CM 316 User Experience	ENG 317 Pidgin Creative Writing Workshop
*CM 317 Motion Graphics	ENG 300C Introduction to Cultural Theory
*CM 340 The Modern Game Industry	ENG 360 Literature & Film
*CM 341 Writing and Storytelling for Video Games	ENG 361 History of Film
*CM 342 Applied Game Design	ENG 367(a) Film Genres and Directors
*CM 343 Game Level Design	ENG 368(a) Topics in Television Studies
*CM 350 Creative Strategy	ENG 385 Fairy Tales and Their Adaptations
*CM 351 Innovative Advertising	ENG 441 Gender & Sexuality in Literature & Film
*CM 352 Transmedia and Emerging Media	HIST 243 Asia Cool: Modern Asia & Pop Culture
*CM 353 Making a Short Film	HIST 311 Chinese Culture
*CM 358 Web Series Production	HIST 321 Japanese Culture
*CM 359 Branded Entertainment: Online Video Campaign	HIST 325 Asian Economies, Business & Consumers
*CM 378 Visual Depictions of the Human Experience and Media Power	HIST 326 Japan Cool: Anime, Manga, and Film
	HPST 304 Hawaiian-Pacific Traditions
	HPST 461 Traditional Art of Hawaii



# Bachelor of Arts in Creative Media, Video Game Design & Development (Honolulu Community College AS MELE, Music Business & Production)

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## Graduation Requirements (see the catalog for any additional graduation requirements):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> 2.0 UHWO GPA          |
| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

*Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation*

## General Education Requirements: 31 credits

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) /Honolulu CC ENG 100 ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) /Honolulu CC <b>MATH 100 Survey of Mathematics</b> MATH 100, 103, 103M/L, 115, 135 or higher
6	Foundations Global and Multicultural Perspectives (FG): /Honolulu CC (HIST 151 or 152, 3 credits) 6 credits from two <b>different</b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g.; HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.; HIST 152 or ANTH 152) *Group C: Pre-history to present
6	Diversification Arts, Humanities & Literature (DA, DH, DL): /Honolulu CC (SP 151, DA/OC and HWST 107 <b>DH/HAP</b> ) 6 credits from two different areas
3	Diversification Social Sciences (DS): 6 credits from two different areas /Honolulu CC ECON 130 or 131
3	Diversification Social Sciences (DS): Different area from above.
3	Diversification Natural Sciences (DB, DP, DY): 3 credits from the biological sciences (DB): Honolulu CC DB
3	3 credits from the physical sciences (DP): /
1	1 credit of laboratory (DY) /Honolulu CC DY

## Writing Skills Requirement: 3 credits

### Select one course from the following:

- ENG 200 Composition II  
ENG 209 Business Writing

Credits	Course Alpha / Number / Title
3	

## Lower Division Math Requirement: 0-3 credits

Credits	Course Alpha / Number / Title
0-3	MATH 100, 103, 103M/L, 115, 135 or higher (Will satisfy general ed FQ above) /Honolulu CC MATH 103

## Creative Media Foundational Requirement: 18 credits

Credits	Course Alpha / Number / Title
3	ART 112 Introduction to Digital Art
3	CM 120 Introduction to Digital Video

### Choose 12 credits from list below:

ART 101 Introduction to Visual Arts  
 ART 107D Introduction to Digital Photography  
 ART 113D Introduction to Digital Drawing  
 ART 126 3D Computer Graphics  
 ART 221 Design for Print and Web  
 ART 229 Interface Design I  
 ART 231 Art Through Applied Geometry  
 ART 240 Typography and Color Design  
 CM 140 History of Video Games  
 CM 142 Introduction to Video Game Design  
 CM 143 Introduction to Game Art  
 CM 150 Film Analysis and Storytelling  
 CM 151 Pre-Production: Digital Video  
 CM 152 Principles of Video Editing  
 CM 153 Sound Design for Digital Media  
 CM 155 Introduction to Screenwriting  
 CM 160 The Mobile World

CM 161 Intro to iOS Mobile App Development  
 CM 251 Animation and Special Effects  
 ICS 101 Digital Tools for the Information World  
 ICS 111 Introduction to Computer Science

### Honolulu CC Course Options

MELE 101 Survey of Music Business  
 MELE 102 Survey of Recording Tech  
 MELE 103 Modern Music & Theory  
 MELE 104 Songwriting & Arranging  
 MELE 201 History of Recording & Ent Industry  
 MELE 202 Pub Relations/Music & Ent Industry  
 MELE 203 Intellectual Properties in the Music & Ent Industry  
 MELE 204 Music Publishing in the Ent Industry  
 MELE 205 Concert & Event Production  
 MELE 206 Music Supervision

Credits	Course Alpha / Number / Title
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>

## Creative Media Core Requirement: 21 credits

Credits	Course Alpha / Number / Title
3	CM 256 Creatives in Media / <b>Honolulu CC MELE 275</b>
3	CM 314 Music, Sound & Media
3	CM 320 Topics in Creative Producing
3	CM 401 Creative Professionals
3	ENG 313 Introduction to Creative Writing (WI)
3	HIST 363: 20th Century Popular, Mass & Counter-Culture
3	SD 360: Dynamics of Effective Leadership (WI)



## Video Game Design & Development Concentration Requirement: 12 credits

### Complete 12 credits from the following:

CM 340 The Modern Game Industry  
 CM 341 Writing and Storytelling for Video Games  
 CM 342 Applied Game Design  
 CM 343 Game Level Design  
 CM 352 Transmedia and Emerging Media  
 CM 358 Web Series Production  
 CM 359 Branded Entertainment: Online Video Campaign

CM 385 Game Design & Development  
 CM 390 Creative Media Internship  
 CM 391 Game Design Project  
 CM 400(a) Creative Media Master Class  
 CM 402 Moving Image Archives for Film  
 CM 403 Special Topics

Credits	Course Alpha / Number / Title
3	
3	
3	
3	

## Video Game Design & Development Concentration Electives: 9 credits

### Complete 9 credits from the following list.

***\*Courses may only be used once to fulfill the Video Game Design & Development Concentration OR Concentration Elective requirement***

ART 311D Design in Public Spaces	*CM 400(a) Creative Media Master Class
ART 320 Web Design & Development	*CM 402 Moving Image Archives for Film
BUSA 300 Principles of Marketing	*CM 403 Special Topics
BUSA 304 Consumer Behavior	CM 430 Mastering Social Media
BUSA 305 Advertising & Promotion Management	ENG 317 Pidgin Creative Writing Workshop
CM 201 Forensic Photography	ENG 300C Introduction to Cultural Theory
CM 315 Interactive Applications	ENG 360 Literature & Film
CM 316 User Experience	ENG 361 History of Film
CM 317 Motion Graphics	ENG 367(a) Film Genres and Directors
*CM 340 The Modern Game Industry	ENG 368(a) Topics in Television Studies
*CM 341 Writing and Storytelling for Video Games	ENG 385 Fairy Tales and Their Adaptations
*CM 342 Applied Game Design	ENG 441 Gender & Sexuality in Literature & Film
*CM 343 Game Level Design	HIST 243 Asia Cool: Modern Asia & Pop Culture
CM 350 Creative Strategy	HIST 311 Chinese Culture
CM 351 Innovative Advertising	HIST 321 Japanese Culture
*CM 352 Transmedia and Emerging Media	HIST 325 Asian Economies, Business & Consumers
CM 353 Making a Short Film	HIST 326 Japan Cool: Anime, Manga, and Film
*CM 358 Web Series Production	HPST 304 Hawaiian-Pacific Traditions
*CM 359 Branded Entertainment: Online Video Campaign	HPST 461 Traditional Art of Hawaii
CM 378 Visual Depictions of the Human Experience and Media Power	HPST 462 Traditional Art of the Pacific
*CM 385 Game Design & Development	HPST 477 Polynesian and Micronesian Mythology
*CM 390 Creative Media Internship	HPST 478 Hawaiian Mythology II
*CM 391 Game Design Project	HPST 479 Hawaiian Mythology I
	ICS 129 Introduction to Databases
	ICS 184 Network Fundamentals

ICS 211 Introduction to Computer Science II  
 ICS 240 Operating Systems  
 MGT 301 Business Ethics

MGT 320 Fundamentals of Entrepreneurship & Small  
 Business Management  
 PHIL 439 Philosophy and Film

Credits	Course Alpha / Number / Title
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)

**Capstone Requirement: 6 (UD) credits**

Credits	Course Alpha / Number / Title
3	CM 489 Pre-Capstone Experience (WI)
3	CM 490 Senior Project or CM 491 Senior Practicum

**Electives Requirement: 17-23 credits**

**\*Check with your College Success Advisor to confirm how many electives are needed.**

Credits	Course Alpha / Number / Title
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
2	<b>Honolulu CC</b>

**NOTES:** Sharla Hanaoka (shanaoka@hawaii.edu) is the faculty contact for this degree.

# Bachelor of Arts in Creative Media, Communications and New Media Technologies (Honolulu Community College AS Communication Arts)

The goal of academic advising is to further enhance the educational mission of the university, and create quality, accessible advising partnerships with all students in a positive environment that supports student success. This advising sheet is for tracking purposes toward degree completion and is subject to change. Students also may track their academic progress via STAR Degree Check through [www.star.hawaii.edu](http://www.star.hawaii.edu). Academic Advising appointments may be scheduled by calling 808-689-2689 or toll-free from neighbor islands at 866-299-8656.

## Graduation Requirements (see the catalog for any additional graduation requirements):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> 2.0 UHWO GPA          |
| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

*Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation*

## General Education Requirements: 31 credits

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) /Honolulu CC ENG 100 ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) /Honolulu CC <b>MATH 100 or higher</b> MATH 100, 103, 103M/L, 115, 135 or higher
6	Foundations Global and Multicultural Perspectives (FG): 6 credits from two <b>different</b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g.; HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.; HIST 152 or ANTH 152) *Group C: Pre-history to present
6	Diversification Arts, Humanities & Literature (DA, DH, DL): 6 credits from two different areas (Recommend ENG 313 (DA) and HIST 363
3	Diversification Social Sciences (DS): 6 credits from two different areas (Recommend PACS 108, DS/HAP)
3	Diversification Social Sciences (DS): Different area from above.
3	Diversification Natural Sciences (DB, DP, DY): /Honolulu CC <b>DB or DP</b> 3 credits from the biological sciences (DB):
3	3 credits from the physical sciences (DP):
1	1 credit of laboratory (DY)

## Writing Skills Requirement: 3 credits

### Select one course from the following:

ENG 200 Composition II  
ENG 209 Business Writing

Credits	Course Alpha / Number / Title
3	

## Lower Division Math Requirement: 0-3 credits

Credits	Course Alpha / Number / Title
0-3	MATH 100, 103, 103M/L, 115, 135 or higher (Will satisfy general ed FQ above) /Honolulu CC <b>MATH 100 or higher</b>

## Creative Media Foundational Requirement: 18 credits

Credits	Course Alpha / Number / Title
3	ART 112 Introduction to Digital Art /Honolulu CC CA 131
3	CM 120 Introduction to Digital Video

### Choose 12 credits from list below:

ART 101 Introduction to Visual Arts  
 ART 107D Introduction to Digital Photography  
 ART 113D Introduction to Digital Drawing  
 ART 126 3D Computer Graphics  
 ART 221 Design for Print and Web  
 ART 229 Interface Design I  
 ART 231 Art Through Applied Geometry  
 ART 240 Typography and Color Design  
 CM 140 History of Video Games  
 CM 142 Introduction to Video Game Design  
 CM 143 Introduction to Game Art  
 CM 150 Film Analysis and Storytelling  
 CM 151 Pre-Production: Digital Video  
 CM 152 Principles of Video Editing  
 CM 153 Sound Design for Digital Media  
 CM 155 Introduction to Screenwriting  
 CM 160 The Mobile World  
 CM 161 Intro to iOS Mobile App Development  
 CM 251 Animation and Special Effects  
 ICS 101 Digital Tools for the Information World

ICS 111 Introduction to Computer Science

### Honolulu CC Course Options

CA 100 Survey of Graphic Styles  
 CA 101 Power of Advertising  
 CA 121 Art & Media Preparation I  
 CA 122 Copy Preparation  
 CA 123 Color Theory & Issues  
 CA 125 Beginning Graphic Design  
 CA 132 Page Composition  
 CA 134 Digital Photography  
 CA 135 Typographic Design  
 CA 142 Page & Web Layout  
 CA 143 Prepress & Digital Printing  
 CA 145 Graphic Design  
 CA 146 Advertising Design  
 CA 150 Special Projects  
 CA 152 Business Advertising  
 CA 193v Cooperative Education

Credits	Course Alpha / Number / Title
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>

## Creative Media Core Requirement: 15-21 credits

Credits	Course Alpha / Number / Title
3	CM 256 Creatives in Media /Honolulu CC CA 155
3	CM 314 Music, Sound & Media
3	CM 320 Topics in Creative Producing
3	CM 401 Creative Professionals
0-3	ENG 313 Introduction to Creative Writing (WI) <i>(can also count for DA in General Ed)</i>
0-3	HIST 363: 20th Century Popular, Mass & Counter-Culture <i>(can also count for DH in General Ed)</i>
3	SD 360: Dynamics of Effective Leadership (WI)

## Communications & New Media Technologies Concentration Requirement: 12 credits

### Complete 12 credits from the following:

CM 317 Motion Graphics

CM 351 Innovative Advertising

CM 352 Transmedia and Emerging Media

CM 353 Making a Short Film  
 CM 358 Web Series Production  
 CM 359 Branded Entertainment: Online Video Campaign  
 CM 390 Creative Media Internship

CM 400(a) Creative Media Master Class  
 CM 402 Moving Image Archives for Film  
 CM 403 Special Topics  
 CM 430 Mastering Social Media

Credits	Course Alpha / Number / Title
3	
3	
3	
3	

**Communications & New Media Technologies Concentration Electives: 9 credits**

**Complete 9 credits from the following list.**

***\*Courses may only be used once to fulfill the Communication & New Media Technologies Concentration OR Elective requirement***

ART 311D Design in Public Spaces  
 ART 320 Web Design & Development  
 BUSA 300 Principles of Marketing  
 BUSA 304 Consumer Behavior  
 BUSA 305 Advertising & Promotion Management  
 CM 201 Forensic Photography  
 CM 315 Interactive Applications  
 CM 316 User Experience  
 \*CM 317 Motion Graphics  
 CM 340 The Modern Game Industry  
 CM 341 Writing and Storytelling for Video Games  
 CM 342 Applied Game Design  
 CM 343 Game Level Design  
 CM 350 Creative Strategy  
 \*CM 351 Innovative Advertising  
 \*CM 352 Transmedia and Emerging Media  
 \*CM 353 Making a Short Film  
 \*CM 358 Web Series Production  
 \*CM 359 Branded Entertainment: Online Video Campaign  
 CM 378 Visual Depictions of the Human Experience and Media Power  
 \*CM 390 Creative Media Internship  
 CM 391 Game Design Project  
 \*CM 400(a) Creative Media Master Class  
 \*CM 402 Moving Image Archives for Film  
 \*CM 403 Special Topics  
 \*CM 430 Mastering Social Media

ENG 317 Pidgin Creative Writing Workshop  
 ENG 300C Introduction to Cultural Theory  
 ENG 360 Literature & Film  
 ENG 361 History of Film  
 ENG 367(a) Film Genres and Directors  
 ENG 368(a) Topics in Television Studies  
 ENG 385 Fairy Tales and Their Adaptations  
 ENG 441 Gender & Sexuality in Literature & Film  
 HIST 243 Asia Cool: Modern Asia & Pop Culture  
 HIST 311 Chinese Culture  
 HIST 321 Japanese Culture  
 HIST 325 Asian Economies, Business & Consumers  
 HIST 326 Japan Cool: Anime, Manga, and Film  
 HPST 304 Hawaiian-Pacific Traditions  
 HPST 461 Traditional Art of Hawaii  
 HPST 462 Traditional Art of the Pacific  
 HPST 477 Polynesian and Micronesian Mythology  
 HPST 478 Hawaiian Mythology II  
 HPST 479 Hawaiian Mythology I  
 ICS 129 Introduction to Databases  
 ICS 184 Network Fundamentals  
 ICS 211 Introduction to Computer Science II  
 ICS 240 Operating Systems  
 MGT 301 Business Ethics  
 MGT 320 Fundamentals of Entrepreneurship & Small Business Management  
 PHIL 439 Philosophy and Film

Credits	Course Alpha / Number / Title
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)

**Capstone Requirement:6 (UD) credits**

Credits	Course Alpha / Number / Title
3	CM 489 Pre-Capstone Experience (WI)
3	CM 490 Senior Project or CM 491 Senior Practicum

**Electives Requirement: 17-26 credits**

**\*Check with your College Success Advisor to confirm how many electives are needed.**

Credits	Course Alpha / Number / Title
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
2	<b>Honolulu CC</b>

**NOTES:** Sharla Hanaoka (shanaoka@hawaii.edu) is the faculty contact for this degree.

# Bachelor of Arts in Creative Media, Design and Media (Honolulu Community College AS Communication Arts)

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## Graduation Requirements (see the catalog for any additional graduation requirements):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> 2.0 UHWO GPA          |
| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

*Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation*

## General Education Requirements: 31 credits

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) /Honolulu CC ENG 100 ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) /Honolulu CC <b>MATH 100 or higher</b> MATH 100, 103, 103M/L, 115, 135 or higher
6	Foundations Global and Multicultural Perspectives (FG): 6 credits from two <b>different</b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g.; HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.; HIST 152 or ANTH 152) *Group C: Pre-history to present
6	Diversification Arts, Humanities & Literature (DA, DH, DL): 6 credits from two different areas (Recommend ENG 313 (DA) and HIST 363
3	Diversification Social Sciences (DS): 6 credits from two different areas (Recommend PACS 108, DS/HAP)
3	Diversification Social Sciences (DS): Different area from above.
3	Diversification Natural Sciences (DB, DP, DY): /Honolulu CC <b>DB or DP</b> 3 credits from the biological sciences (DB):
3	3 credits from the physical sciences (DP):
1	1 credit of laboratory (DY)

## Writing Skills Requirement: 3 credits

### Select one course from the following:

ENG 200 Composition II  
ENG 209 Business Writing

Credits	Course Alpha / Number / Title
3	

## Lower Division Math Requirement: 0-3 credits

Credits	Course Alpha / Number / Title
0-3	MATH 100, 103, 103M/L, 115, 135 or higher (Will satisfy general ed FQ above) /Honolulu CC <b>MATH 100 or higher</b>

## Creative Media Foundational Requirement: 18 credits

Credits	Course Alpha / Number / Title
3	ART 112 Introduction to Digital Art /Honolulu CC CA 131
3	CM 120 Introduction to Digital Video

### Choose 12 credits from list below:

ART 101 Introduction to Visual Arts  
 ART 107D Introduction to Digital Photography  
 ART 113D Introduction to Digital Drawing  
 ART 126 3D Computer Graphics  
 ART 221 Design for Print and Web  
 ART 229 Interface Design I  
 ART 231 Art Through Applied Geometry  
 ART 240 Typography and Color Design  
 CM 140 History of Video Games  
 CM 142 Introduction to Video Game Design  
 CM 143 Introduction to Game Art  
 CM 150 Film Analysis and Storytelling  
 CM 151 Pre-Production: Digital Video  
 CM 152 Principles of Video Editing  
 CM 153 Sound Design for Digital Media  
 CM 155 Introduction to Screenwriting  
 CM 160 The Mobile World  
 CM 161 Intro to iOS Mobile App Development  
 CM 251 Animation and Special Effects  
 ICS 101 Digital Tools for the Information World

ICS 111 Introduction to Computer Science

### Honolulu CC Course Options

CA 100 Survey of Graphic Styles  
 CA 101 Power of Advertising  
 CA 121 Art & Media Preparation I  
 CA 122 Copy Preparation  
 CA 123 Color Theory & Issues  
 CA 125 Beginning Graphic Design  
 CA 132 Page Composition  
 CA 134 Digital Photography  
 CA 135 Typographic Design  
 CA 142 Page & Web Layout  
 CA 143 Prepress & Digital Printing  
 CA 145 Graphic Design  
 CA 146 Advertising Design  
 CA 150 Special Projects  
 CA 152 Business Advertising  
 CA 193v Cooperative Education

Credits	Course Alpha / Number / Title
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>

## Creative Media Core Requirement: 15-21 credits

Credits	Course Alpha / Number / Title
3	CM 256 Creatives in Media /Honolulu CC CA 155
3	CM 314 Music, Sound & Media
3	CM 320 Topics in Creative Producing
3	CM 401 Creative Professionals
0-3	ENG 313 Introduction to Creative Writing (WI) <i>(can also count for DA in General Ed)</i>
0-3	HIST 363: 20th Century Popular, Mass & Counter-Culture <i>(can also count for DH in General Ed)</i>
3	SD 360 Dynamics of Effective Leadership



## Design & Media Concentration Requirement: 12 credits

### Complete 12 credits from the following:

ART 320 Web Design & Development  
 CM 315 Interactive Applications  
 CM 316 User Experience  
 CM 317 Motion Graphics  
 CM 350 Creative Strategy  
 CM 351 Innovative Advertising  
 CM 352 Transmedia and Emerging Media

CM 358 Web Series Production  
 CM 378 Visual Depictions of the Human Experience  
 and Media Power  
 CM 390 Creative Media Internship  
 CM 400 (a) Creative Media Master Class  
 CM 403 Special Topics

Credits	Course Alpha / Number / Title
3	
3	
3	
3	

## Design & Media Concentration Electives: 9 credits

### Complete 9 credits from the following list.

***\*Courses may only be used once to fulfill the Design & Media Concentration OR Concentration Elective requirement***

ART 311D Design in Public Spaces  
 \*ART 320 Web Design & Development  
 BUSA 300 Principles of Marketing  
 BUSA 304 Consumer Behavior  
 BUSA 305 Advertising & Promotion Management  
 CM 201 Forensic Photography  
 \*CM 315 Interactive Applications  
 \*CM 316 User Experience  
 \*CM 317 Motion Graphics  
 CM 340 The Modern Game Industry  
 CM 341 Writing and Storytelling for Video Games  
 CM 342 Applied Game Design  
 CM 343 Game Level Design  
 \*CM 350 Creative Strategy  
 \*CM 351 Innovative Advertising  
 \*CM 352 Transmedia and Emerging Media  
 CM 353 Making a Short Film  
 \*CM 358 Web Series Production  
 CM 359 Branded Entertainment: Online Video  
 Campaign  
 \*CM 378 Visual Depictions of the Human Experience  
 and Media Power  
 CM 385 Game Design & Development  
 \*CM 390 Creative Media Internship

CM 391 Game Design Project  
 CM 400(a) Creative Media Master Class  
 CM 402 Moving Image Archives for Film  
 \*CM 403 Special Topics  
 CM 430 Mastering Social Media  
 ENG 317 Pidgin Creative Writing Workshop  
 ENG 300c Introduction to Cultural Theory  
 ENG 360 Literature & Film  
 ENG 361 History of Film  
 ENG 367(a) Film Genres and Directors  
 ENG 368(a) Topics in Television Studies  
 ENG 385 Fairy Tales and Their Adaptations  
 ENG 441 Gender & Sexuality in Literature & Film  
 HIST 243 Asia Cool: Modern Asia & Pop Culture  
 HIST 311 Chinese Culture  
 HIST 321 Japanese Culture  
 HIST 325 Asian Economies, Business & Consumers  
 HIST 326 Japan Cool: Anime, Manga, and Film  
 HPST 304 Hawaiian-Pacific Traditions  
 HPST 461 Traditional Art of Hawaii  
 HPST 462 Traditional Art of the Pacific  
 HPST 477 Polynesian and Micronesian Mythology  
 HPST 478 Hawaiian Mythology II  
 HPST 479 Hawaiian Mythology I

ICS 129 Introduction to Databases  
 ICS 184 Network Fundamentals  
 ICS 211 Introduction to Computer Science II  
 ICS 240 Operating Systems

MGT 301 Business Ethics  
 MGT 320 Fundamentals of Entrepreneurship & Small  
 Business Management  
 PHIL 439 Philosophy and Film

Credits	Course Alpha / Number / Title
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)

**Capstone Requirement: 6 (UD) credits**

Credits	Course Alpha / Number / Title
3	CM 489 Pre-Capstone Experience (WI)
3	CM 490 Senior Project or CM 491 Senior Practicum

**Electives Requirement: 17-26 credits**

**\*Check with your College Success Advisor to confirm how many electives are needed.**

Credits	Course Alpha / Number / Title
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	Honolulu CC
3	Honolulu CC
3	Honolulu CC
3	Honolulu CC
3	Honolulu CC
2	Honolulu CC

**NOTES:** Sharla Hanaoka (shanaoka@hawaii.edu) is the faculty contact for this degree.

# Bachelor of Arts in Creative Media, General Creative Media (Honolulu Community College AS Communication Arts)

The goal of academic advising is to further enhance the educational mission of the university, and create quality, accessible advising partnerships with all students in a positive environment that supports student success. This advising sheet is for tracking purposes toward degree completion and is subject to change. Students also may track their academic progress via STAR Degree Check through [www.star.hawaii.edu](http://www.star.hawaii.edu). Academic Advising appointments may be scheduled by calling 808-689-2689 or toll-free from neighbor islands at 866-299-8656.

## Graduation Requirements (see the catalog for any additional graduation requirements):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> 2.0 UHWO GPA          |
| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

*Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation*

## General Education Requirements: 31 credits

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) /Honolulu CC ENG 100 ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) /Honolulu CC <b>MATH 100 or higher</b> MATH 100, 103, 103M/L, 115, 135 or higher
6	Foundations Global and Multicultural Perspectives (FG): 6 credits from two <b>different</b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g.; HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.; HIST 152 or ANTH 152) *Group C: Pre-history to present
6	Diversification Arts, Humanities & Literature (DA, DH, DL): 6 credits from two different areas (Recommend ENG 313 (DA) and HIST 363
3	Diversification Social Sciences (DS): 6 credits from two different areas (Recommend PACS 108, DS/HAP)
3	Diversification Social Sciences (DS): Different area from above.
3	Diversification Natural Sciences (DB, DP, DY): /Honolulu CC <b>DB or DP</b> 3 credits from the biological sciences (DB):
3	3 credits from the physical sciences (DP):
1	1 credit of laboratory (DY)

## Writing Skills Requirement: 3 credits

Select one course from the following:

ENG 200 Composition II  
ENG 209 Business Writing

Credits	Course Alpha / Number / Title
3	

## Lower Division Math Requirement: 0-3 credits

Credits	Course Alpha / Number / Title
0-3	MATH 100, 103, 103M/L, 115, 135 or higher (Will satisfy general ed FQ above) /Honolulu CC <b>MATH 100 or higher</b>

## Creative Media Foundational Requirement: 18 credits

Credits	Course Alpha / Number / Title
3	ART 112 Introduction to Digital Art /Honolulu CC CA 131
3	CM 120 Introduction to Digital Video

### Choose 12 credits from list below:

ART 101 Introduction to Visual Arts  
 ART 107D Introduction to Digital Photography  
 ART 113D Introduction to Digital Drawing  
 ART 126 3D Computer Graphics  
 ART 221 Design for Print and Web  
 ART 229 Interface Design I  
 ART 231 Art Through Applied Geometry  
 ART 240 Typography and Color Design  
 CM 140 History of Video Games  
 CM 142 Introduction to Video Game Design  
 CM 143 Introduction to Game Art  
 CM 150 Film Analysis and Storytelling  
 CM 151 Pre-Production: Digital Video  
 CM 152 Principles of Video Editing  
 CM 153 Sound Design for Digital Media  
 CM 155 Introduction to Screenwriting  
 CM 160 The Mobile World  
 CM 161 Intro to iOS Mobile App Development  
 CM 251 Animation and Special Effects  
 ICS 101 Digital Tools for the Information World

ICS 111 Introduction to Computer Science

### Honolulu CC Course Options

CA 100 Survey of Graphic Styles  
 CA 101 Power of Advertising  
 CA 121 Art & Media Preparation I  
 CA 122 Copy Preparation  
 CA 123 Color Theory & Issues  
 CA 125 Beginning Graphic Design  
 CA 132 Page Composition  
 CA 134 Digital Photography  
 CA 135 Typographic Design  
 CA 142 Page & Web Layout  
 CA 143 Prepress & Digital Printing  
 CA 145 Graphic Design  
 CA 146 Advertising Design  
 CA 150 Special Projects  
 CA 152 Business Advertising  
 CA 193v Cooperative Education

Credits	Course Alpha / Number / Title
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>

## Creative Media Core Requirement: 15-21 credits

Credits	Course Alpha / Number / Title
3	CM 256 Creatives in Media /Honolulu CC CA 155
3	CM 314 Music, Sound & Media
3	CM 320 Topics in Creative Producing
3	CM 401 Creative Professionals
0-3	ENG 313 Introduction to Creative Writing (WI) <i>(can also count for DA in General Ed)</i>
0-3	HIST 363: 20th Century Popular, Mass & Counter-Culture <i>(can also count for DH in General Ed)</i>
3	SD 360 Dynamics of Effective Leadership (WI)

## General Creative Media Concentration Requirement: 12 credits

### Complete 12 credits from the following:

ART 320 Web Design & Development	CM 358 Web Series Production
CM 315 Interactive Applications	CM 359 Branded Entertainment: Online Video Campaign
CM 316 User Experience	CM 378 Visual Depictions of the Human Experience and Media Power
CM 317 Motion Graphics	CM 390 Creative Media Internship
CM 340 The Modern Game Industry	CM 391 Game Design Project
CM 341 Writing and Storytelling for Video Games	CM 400(a) Creative Media Master Class
CM 342 Applied Game Design	CM 402 Archival Research for Media Makers
CM 343 Game Level Design	CM 403 Special Topics
CM 350 Creative Strategy	CM 430 Mastering Social Media
CM 351 Innovative Advertising	
CM 352 Transmedia and Emerging Media	
CM 353 Making a Short Film	

Credits	Course Alpha / Number / Title
3	
3	
3	
3	

## General Creative Media Concentration Electives: 9 credits

### Complete 9 credits from the following list.

***\*Courses may only be used once to fulfill the General Creative Media OR Concentration Elective requirement***

ART 311D Design in Public Spaces	CM 385 Game Design & Development
*ART 320 Web Design & Development	*CM 390 Creative Media Internship
BUSA 300 Principles of Marketing	*CM 391 Game Design Project
BUSA 304 Consumer Behavior	*CM 400(a) Creative Media Master Class
BUSA 305 Advertising & Promotion Management	*CM 402 Archival Research for Media Makers
CM 201 Forensic Photography	*CM 403 Special Topics
*CM 315 Interactive Applications	*CM 430 Mastering Social Media
*CM 316 User Experience	ENG 317 Pidgin Creative Writing Workshop
*CM 317 Motion Graphics	ENG 300C Introduction to Cultural Theory
*CM 340 The Modern Game Industry	ENG 360 Literature & Film
*CM 341 Writing and Storytelling for Video Games	ENG 361 History of Film
*CM 342 Applied Game Design	ENG 367(a) Film Genres and Directors
*CM 343 Game Level Design	ENG 368(a) Topics in Television Studies
*CM 350 Creative Strategy	ENG 385 Fairy Tales and Their Adaptations
*CM 351 Innovative Advertising	ENG 441 Gender & Sexuality in Literature & Film
*CM 352 Transmedia and Emerging Media	HIST 243 Asia Cool: Modern Asia & Pop Culture
*CM 353 Making a Short Film	HIST 311 Chinese Culture
*CM 358 Web Series Production	HIST 321 Japanese Culture
*CM 359 Branded Entertainment: Online Video Campaign	HIST 325 Asian Economies, Business & Consumers
*CM 378 Visual Depictions of the Human Experience and Media Power	HIST 326 Japan Cool: Anime, Manga, and Film
	HPST 304 Hawaiian-Pacific Traditions
	HPST 461 Traditional Art of Hawaii



# Bachelor of Arts in Creative Media, Video Game Design & Development (Honolulu Community College AS Communication Arts)

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| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

*Note: Some courses may be applied more than once to fulfill General Education, Core, or Concentration Requirements. Double counted courses do not reduce the number of credits required for the concentration. Students are still responsible for meeting the minimum number of credits in the concentration and the overall total credits for graduation*

## General Education Requirements: 31 credits

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) /Honolulu CC ENG 100 ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) /Honolulu CC <b>MATH 100 or higher</b> MATH 100, 103, 103M/L, 115, 135 or higher
6	Foundations Global and Multicultural Perspectives (FG): 6 credits from two <b>different</b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g.; HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.; HIST 152 or ANTH 152) *Group C: Pre-history to present
6	Diversification Arts, Humanities & Literature (DA, DH, DL): 6 credits from two different areas (Recommend ENG 313 (DA) and HIST 363
3	Diversification Social Sciences (DS): 6 credits from two different areas (Recommend PACS 108, DS/HAP)
3	Diversification Social Sciences (DS): Different area from above.
3	Diversification Natural Sciences (DB, DP, DY): /Honolulu CC <b>DB or DP</b> 3 credits from the biological sciences (DB):
3	3 credits from the physical sciences (DP):
1	1 credit of laboratory (DY)

## Writing Skills Requirement: 3 credits

Select one course from the following:

- ENG 200 Composition II
- ENG 209 Business Writing

Credits	Course Alpha / Number / Title
3	

## Lower Division Math Requirement: 0-3 credits

Credits	Course Alpha / Number / Title
0-3	MATH 100, 103, 103M/L, 115, 135 or higher (Will satisfy general ed FQ above) /Honolulu CC <b>MATH 100 or higher</b>

## Creative Media Foundational Requirement: 18 credits

Credits	Course Alpha / Number / Title
3	ART 112 Introduction to Digital Art /Honolulu CC CA 131
3	CM 120 Introduction to Digital Video

### Choose 12 credits from list below:

ART 101 Introduction to Visual Arts  
 ART 107D Introduction to Digital Photography  
 ART 113D Introduction to Digital Drawing  
 ART 126 3D Computer Graphics  
 ART 221 Design for Print and Web  
 ART 229 Interface Design I  
 ART 231 Art Through Applied Geometry  
 ART 240 Typography and Color Design  
 CM 140 History of Video Games  
 CM 142 Introduction to Video Game Design  
 CM 143 Introduction to Game Art  
 CM 150 Film Analysis and Storytelling  
 CM 151 Pre-Production: Digital Video  
 CM 152 Principles of Video Editing  
 CM 153 Sound Design for Digital Media  
 CM 155 Introduction to Screenwriting  
 CM 160 The Mobile World  
 CM 161 Intro to iOS Mobile App Development  
 CM 251 Animation and Special Effects  
 ICS 101 Digital Tools for the Information World

ICS 111 Introduction to Computer Science

### Honolulu CC Course Options

CA 100 Survey of Graphic Styles  
 CA 101 Power of Advertising  
 CA 121 Art & Media Preparation I  
 CA 122 Copy Preparation  
 CA 123 Color Theory & Issues  
 CA 125 Beginning Graphic Design  
 CA 132 Page Composition  
 CA 134 Digital Photography  
 CA 135 Typographic Design  
 CA 142 Page & Web Layout  
 CA 143 Prepress & Digital Printing  
 CA 145 Graphic Design  
 CA 146 Advertising Design  
 CA 150 Special Projects  
 CA 152 Business Advertising  
 CA 193v Cooperative Education

Credits	Course Alpha / Number / Title
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>

## Creative Media Core Requirement: 15-21 credits

Credits	Course Alpha / Number / Title
3	CM 256 Creatives in Media /Honolulu CC CA 155
3	CM 314 Music, Sound & Media
3	CM 320 Topics in Creative Producing
3	CM 401 Creative Professionals
0-3	ENG 313 Introduction to Creative Writing (WI) <i>(can also count for DA in General Ed)</i>
0-3	HIST 363: 20th Century Popular, Mass & Counter-Culture <i>(can also count for DH in General Ed)</i>
3	SD 360: Dynamics of Effective Leadership (WI)



## Video Game Design & Development Concentration Requirement: 12 credits

### Complete 12 credits from the following:

CM 340 The Modern Game Industry  
 CM 341 Writing and Storytelling for Video Games  
 CM 342 Applied Game Design  
 CM 343 Game Level Design  
 CM 352 Transmedia and Emerging Media  
 CM 358 Web Series Production  
 CM 359 Branded Entertainment: Online Video Campaign

CM 385 Game Design & Development  
 CM 390 Creative Media Internship  
 CM 391 Game Design Project  
 CM 400(a) Creative Media Master Class  
 CM 402 Moving Image Archives for Film  
 CM 403 Special Topics

Credits	Course Alpha / Number / Title
3	
3	
3	
3	

## Video Game Design & Development Concentration Electives: 9 credits

### Complete 9 credits from the following list.

***\*Courses may only be used once to fulfill the Video Game Design & Development Concentration OR Concentration Elective requirement***

ART 311D Design in Public Spaces	*CM 400(a) Creative Media Master Class
ART 320 Web Design & Development	*CM 402 Moving Image Archives for Film
BUSA 300 Principles of Marketing	*CM 403 Special Topics
BUSA 304 Consumer Behavior	CM 430 Mastering Social Media
BUSA 305 Advertising & Promotion Management	ENG 317 Pidgin Creative Writing Workshop
CM 201 Forensic Photography	ENG 300C Introduction to Cultural Theory
CM 315 Interactive Applications	ENG 360 Literature & Film
CM 316 User Experience	ENG 361 History of Film
CM 317 Motion Graphics	ENG 367(a) Film Genres and Directors
*CM 340 The Modern Game Industry	ENG 368(a) Topics in Television Studies
*CM 341 Writing and Storytelling for Video Games	ENG 385 Fairy Tales and Their Adaptations
*CM 342 Applied Game Design	ENG 441 Gender & Sexuality in Literature & Film
*CM 343 Game Level Design	HIST 243 Asia Cool: Modern Asia & Pop Culture
CM 350 Creative Strategy	HIST 311 Chinese Culture
CM 351 Innovative Advertising	HIST 321 Japanese Culture
*CM 352 Transmedia and Emerging Media	HIST 325 Asian Economies, Business & Consumers
CM 353 Making a Short Film	HIST 326 Japan Cool: Anime, Manga, and Film
*CM 358 Web Series Production	HPST 304 Hawaiian-Pacific Traditions
*CM 359 Branded Entertainment: Online Video Campaign	HPST 461 Traditional Art of Hawaii
CM 378 Visual Depictions of the Human Experience and Media Power	HPST 462 Traditional Art of the Pacific
*CM 385 Game Design & Development	HPST 477 Polynesian and Micronesian Mythology
*CM 390 Creative Media Internship	HPST 478 Hawaiian Mythology II
*CM 391 Game Design Project	HPST 479 Hawaiian Mythology I
	ICS 129 Introduction to Databases
	ICS 184 Network Fundamentals

ICS 211 Introduction to Computer Science II  
 ICS 240 Operating Systems  
 MGT 301 Business Ethics

MGT 320 Fundamentals of Entrepreneurship & Small  
 Business Management  
 PHIL 439 Philosophy and Film

Credits	Course Alpha / Number / Title
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)
3	Recommend Upper Division (300-400 level)

**Capstone Requirement: 6 (UD) credits**

Credits	Course Alpha / Number / Title
3	CM 489 Pre-Capstone Experience (WI)
3	CM 490 Senior Project or CM 491 Senior Practicum

**Electives Requirement: 17-26 credits**

**\*Check with your College Success Advisor to confirm how many electives are needed.**

Credits	Course Alpha / Number / Title
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<i>Possible Upper Division (300-400 level) if you choose Lower Division for CM Electives</i>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
3	<b>Honolulu CC</b>
2	<b>Honolulu CC</b>

**NOTES:** Sharla Hanaoka (shanaoka@hawaii.edu) is the faculty contact for this degree.



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### **UNIVERSITY OF HAWAII ARTICULATION AGREEMENT**

#### **Honolulu Community College Associate of Science Degree in Computing, Security, and Networking Technology (CSNT) to the University of Hawai'i West-O'ahu Bachelor of Applied Science Degree with a Concentration in Information Security and Assurance (ISA)**

The purpose of this articulation agreement is to facilitate the transition pathway for students graduating with an Associate of Science Degree in Computing, Security, and Networking Technology (CSNT) from Honolulu Community College into the Bachelor of Applied Science (BAS) degree program with a concentration in Information Security and Assurance (ISA) at the University of Hawai'i-West O'ahu. These degree programs at Honolulu Community College and the University of Hawai'i-West O'ahu are both designated as National Centers of Academic Excellence in Cyber Defense Education (CAE-CD) by the National Security Agency (NSA) and the Department of Homeland Security (DHS). This pathway is designed to promote the opportunity for CAE students to meet career and educational objectives and obtain an undergraduate degree through these nationally recognized programs.

While this academic pathway represents an efficient and seamless transition of coursework progression from the AS program at Honolulu Community College through the BAS program at the University of Hawai'i-West O'ahu, individual course substitutions may be made on a case-by-case basis as required, as long as required CAE topics and objectives are met in accordance with CAE designations and requirements; however, all core, concentration, general education, focus, and graduation requirements must still be met in those individual cases. Students must graduate from Honolulu Community College with the articulated AS degree in Computing, Security, and Networking Technology to be eligible for the benefits of this agreement.

This agreement also supports the University of Hawai'i-West O'ahu and Honolulu Community College Memorandum of Understanding (MOU), A Degree Pathway Partnership Agreement / Dual Admission and Dual Enrollment Program (5/19/2008), which summarizes an agreement to promote a cooperative, successful undergraduate educational experience for students who attend both institutions.

As part of this articulation agreement, Honolulu Community College agrees to:

1. Identify a program counselor at Honolulu Community College who will partner with the University of Hawai'i-West O'ahu advisors to ensure timely and accurate advising information on pre-admission, admission, degree requirements, and other related advising information.
2. Identify a Honolulu Community College faculty member who will serve as the faculty advisor to students who are part of this articulation into the ISA concentration and consult with the University of Hawai'i-West O'ahu admissions personnel regarding students on an as-needed basis.
3. Inform students that financial aid may be available through the institution the student identifies as his/her home campus each semester and that students must follow the financial aid policies and procedures at that home school in order to be eligible for financial aid.
4. Meet with the University of Hawai'i-West O'ahu BAS-ISA faculty lead minimally every two years, or on an as-needed basis, to discuss potential and planned curricular changes. Any changes to the AS CSNT degree program not aligned with the CAE-CD 2-year designation must be coordinated with the University of Hawai'i-West O'ahu CAE 4-year faculty lead.
5. Continue discussions with the University of Hawai'i-West O'ahu on enrollment processes to benefit the matriculation and transfer processes for CSNT and ISA students.

As part of this articulation agreement, the University of Hawai'i-West O'ahu agrees to:

1. Grant automatic acceptance into the University of Hawai'i-West O'ahu BAS-ISA degree program to students that earn the AS CSNT degree at Honolulu Community College.
2. Identify academic advisors at the University of Hawai'i-West O'ahu who will partner with the Honolulu Community College advisors to ensure timely and accurate advising information on pre-admission, admission, degree requirements, and other related advising information.
3. Identify a University of Hawai'i-West O'ahu faculty member who will serve as the faculty advisor to students who are part of this articulation into the ISA concentration.
4. Inform students that financial aid may be available through the institution the student identifies as his/her home campus each semester and that students must follow the financial aid policies and procedures at that home school in order to be eligible for financial aid.
5. Meet with the Honolulu Community College CSNT faculty lead minimally every two years, or on an as-needed basis, to discuss potential and planned curricular changes. Any changes to the University of Hawai'i-West O'ahu BAS-ISA degree program not aligned with the CAE-CD designation must be coordinated with the Honolulu Community College CSNT faculty lead.

6. Continue discussions with Honolulu Community College on enrollment processes to benefit the matriculation and transfer processes for CSNT and ISA students.

This Articulation Agreement is effective beginning Fall 2019 and is based on the General Education and Focus requirements in effect at the University of Hawai'i-West O'ahu for 2019-2020. Effective Fall 2019, new AS in CSNT students entering the University of Hawai'i West-O'ahu will follow the requirements as outlined in this agreement. This agreement supersedes the Honolulu Community College CENT to the University of Hawai'i-West O'ahu MOA from 02/08/2008 and 07/02/2013.


This Agreement will be reviewed as necessary in order to support the transfer, matriculation and graduation of CSNT and ISA students from both Honolulu Community College and the University of Hawai'i-West O'ahu.

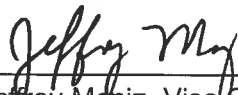
Approvals


University of Hawai'i-West O'ahu

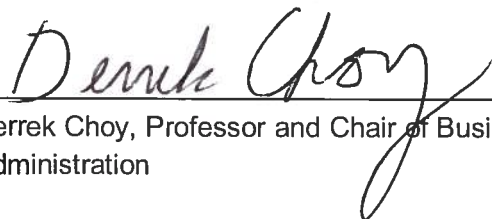
Honolulu Community College

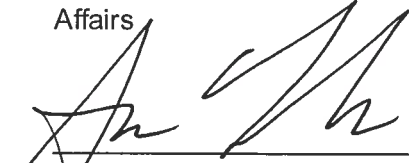
  
Maenette K.P. Benham, Chancellor


  
Erika Lacro, Chancellor

  
Jeffrey Moniz, Vice Chancellor for Academic Affairs

  
Karen Lee, Vice Chancellor for Academic Affairs

  
Derrek Choy, Professor and Chair of Business Administration

  
Aaron Tanaka, Professor CSNT

  
Matthew A. Chapman, Associate Professor ISA

  
Sally Dunan, Associate Professor CSNT

Date of Agreement:     MAY 23 2019    

Effective Term:     Fall 2019    

Original: 02.08.2008  
Revised: 07.02.2013  
Revised: 04.16.2019

**HONOLULU COMMUNITY COLLEGE**

Associate in Science in Computing, Security and Networking Technology  
 University of Hawai'i-West O'ahu Articulation Requirements  
 Based on Catalog Year: 2019-2020

**Required Program Courses (41-43 credits)**

<b>Credits</b>	<b>Course</b>	<b>Course Title</b>
3	CSNT/ICS 110 or ICS 110P	Introduction to Information Systems
4	CSNT 132	ICT Support (can sub CENT 130 and 131)
4	CSNT 140	Computing Networking I
4	CSNT 228 or CSNT 253	System Administration & TCP/IP Networking with Unix/Linux OR System Administration with Unix/Linux I
4	CSNT 231	Telecommunications
4	CSNT 270	Network Operating Systems
3	CSNT 275	Security Essentials
3	CSNT 280	Database Systems
3-4	ICS 111	Introduction to Computer Science

**CSNT Program Elective Course**

Select 3 courses from the following:

- CSNT 240 Computer Networking II (4 credits)
- CSNT 285 Introduction to Internet Applications/Web Applications (3 credits)
- CSNT 290V Internship for CSNT or CSNT 293V Cooperative Education (3 credits)
- ICS 211 Introduction to Computer Science II (3 credits)
- ACC 201 Introduction to Financial Accounting (3 credits)
- EE 160 Programming for Engineers (4 credits) or EE 150 Intro to Computer Programming Methods (3 credits) or ICS 212 Programming Structure (3 credits)
- MATH 241 Calculus I or MATH 242 Calculus II if not used to meet another program requirement (4 credits)
- Any CSNT or ISA course numbered 300 or above that is not otherwise used to meet a program requirement (3 credits)

**General Education Requirements (16 credits)**

<b>Gen Ed / Focus</b>	<b>Credits</b>	<b>Requirement/Course Title</b>
<b>FW</b>	3	Communications: ENG 100 Composition I
<b>FS/FQ</b>	3	Quantitative Reasoning: MATH 103 College Algebra, MATH 115 Statistics, or MATH 135 Pre-calculus: Elementary Functions or higher level Mathematics

<b>Gen Ed / Focus</b>	<b>Credits</b>	<b>Requirement/Course Title</b>
<b>*FGA</b>	3	Humanities: Any course numbered 100 or above designated to meet Humanities and Fine Arts requirement. Recommend HIST 151 World History to 1500 *HIST 151, will count for the FGA General Education requirement
<b>DP/DY</b>	4	Natural Sciences: PHYS 105 Principles of Technology
<b>DS</b>	3	Social Sciences: Any course numbered 100 or above designated to meet the Social Sciences requirement. Recommend ECON 130 or ECON 131

**Other Program Requirements (3 credits)**

Complete ENG 209 Business and Managerial Writing **or** ENG 210 Writing Term Papers **or** ENG 200 Composition II

**Total 60-64 credits for AS**



**UNIVERSITY OF HAWAI'I-WEST O'AHU**

Bachelor of Applied Science, Information, Security and Assurance  
Honolulu Community College AS CSNT Articulation Pathway  
Based on Catalog Year: 2019-2020

**General Education Requirements (31 credits)**

Gen Ed / Focus	Credits	Requirement/Course Title
FW	3	Written Communication: ENG 100 Composition I
FS/FQ	3	Symbolic Reasoning: MATH 103 College Algebra, MATH 115 Statistics, or MATH 135 Pre-calculus: Elementary Functions or higher level Mathematics
FG	6	Global & Multi-cultural Perspectives: Complete 6 credits from two different groups (FGA, FGB or FGC)
DA, DH, DL	6	Diversification Arts, Humanities or Literature: Complete 6 credits from two different areas <i>*HWST 107 Hawai'i: Center of the Pacific (DH, HAP) is strongly recommended</i>
DS	6	Diversification Social Sciences: Complete 6 credits from two different subject areas <i>*ECON 130 Principles of Microeconomics or ECON 131 Principles of Macroeconomics is strongly recommended</i>
DB, DP, DY	7	Diversification Natural Sciences: Complete 3 credits of Biological Science(DB), 3 credits of Physical Science (DP) and 1 credit of Lab (DY) <i>*PHYS 105 Principles of Technology (DP and DY) is required</i>

**Applied Science Core (9-12 credits)**

Gen Ed / Focus		Requirement/Course Title
	3	ENG 200 Composition II. ENG 209, ENG 210 or ENG 215
	3	SSCI 210 Statistical Analysis I
*DS/ETH	3	SSCI 301 Methods and Techniques in Social Science Research <i>*If designated as a DS and/or ETH when completed, it will satisfy UHWO's DS general education requirement and ETH focus requirement</i>
ETH	0-3	300-400 level course with an ETH designation (may be combined with other requirements)

**ISA Upper Division Program Requirements (18 credits)**

Gen Ed / Focus	Credits	Course	Course Title
	3	ISA 320	Fundamentals of Secure Software Programming
	3	ISA 330	Introduction to Proactive System Security
	3	ISA 340	Introduction to Digital Forensics
	3	ISA 400	Management of Information Security
	3	ISA 450	Modern Cyber Conflicts
WI	3	ITS 410	Project Management

### **ISA Upper Division Electives (18 credits)**

Complete 18 credits of 300 of higher level ISA, CSNT\*\*, IT, MATH, PUBA or Business Area\* Electives

\*Business Area is meant to reflect any course in core or concentration areas within the BA in Business Administration Programs including ACC, BUSA, ECON, FIN, FMGT, MGT, or MKT

\*\* CSNT Upper Division Focus. Students may complete a focus area in CSNT by completing the following elective courses at Honolulu Community College (All ISA students are eligible to complete this focus area or complete individual CSNT upper division electives at HON.)

### **Capstone (3 credits)**

APSC 486S Senior Project (WI) OR APSC 490S Senior Practicum (WI)

### **Writing Intensive Requirement**

Complete 3 classes at the upper division (300 or higher) level Writing Intensive (WI) courses. A minimum of two classes must come from coursework outside of the Capstone Course (APSC 486S or APSC 490S).

### **Focus Requirement**

Oral Communication (OC)  
Contemporary Ethical Issues (ETH)  
Hawaiian, Asian and Pacific Issues (HAP)

**Note: A minimum of 120 total credits must be earned, which includes a minimum of 45 credits of upper division coursework. A minimum of 30 credits must be earned “in residence” through courses taken at UHWO.**

## **Bachelor of Applied Science, Information Security and Assurance** **(Honolulu Community College AS CSNT Articulation Agreement)**

The goal of academic advising is to further enhance the educational mission of the university, and create quality, accessible advising partnerships with all students in a positive environment that supports student success. This advising sheet is for tracking purposes toward degree completion and is subject to change. Students also may track their academic progress via STAR Degree Check through [www.star.hawaii.edu](http://www.star.hawaii.edu). Academic Advising appointments may be scheduled by calling [808-689-2689](tel:808-689-2689) or toll-free from neighbor islands at [866-299-8656](tel:866-299-8656).

### **Graduation Requirements (see the current catalog for any additional graduation requirements):**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> 2.0 UHWO GPA          |
| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

### **General Education Requirements: 27-31 credits**

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) <b>(HCC)</b> ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) <b>(HCC)</b> MATH 103, MATH 115, MATH 135, MATH 140 or higher
6	Foundations Global and Multicultural Perspectives (FG): Recommend HIST 151 <b>(HCC)</b> 6 credits from two <b>different</b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g.; HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g.; HIST 152 or ANTH 152) *Group C: Pre-history to present
6	Diversification Arts, Humanities & Literature (DA, DH, DL): Recommend HAP and OC focus courses 6 credits from two different areas
3	Diversification Social Sciences (DS): 6 credits from two different areas Recommend ECON 130 or 131 <b>(HCC)</b>
3	Diversification Social Sciences (DS): Different area from above.
3	Diversification Natural Sciences (DB, DP, DY): 3 credits from the biological sciences (DB):
0-3	3 credits from the physical sciences (DP): Recommend PHYS 105, will count as DP <b>(HCC)</b>
0-1	1 credit of laboratory (DY): Recommend PHYS 105, will count as DY <b>(HCC)</b>

### **Applied Science Core Requirements: 9-12 credits**

Credits	Course Alpha / Number / Title
3	ENG 200 Composition II, ENG 209, ENG 210, ENG 215 (or equivalent) <b>(HCC)</b>
3	SSCI 210 Statistical Analysis I (Pre: Math 115 with a C- or higher)
3	SSCI 301 Methods & Techniques in Social Science Research
0-3	300-400 level course with an ETH designation (*may be combined with other requirements)

### **Honolulu Community College CSNT Lower Division Coursework: 45-49 credits** *(waived upon completion of AS degree)*

Credits	Course Alpha / Number / Title
4	PHYS 105 Principles of Technology (can also satisfy DP and DY General Ed Requirement)
3	CSNT/ICS 110 or ICS 110P Introduction to Information Systems
4	CSNT 132 ICT Support [can sub CENT 130 and CENT 131]
4	CSNT 140 Computer Networking I
4	CSNT 228 System Administration & TCP/IP Networking with Unix/Linux or CSNT 253 System Administration with Unix/Linux I

Credits	Course Alpha / Number / Title
4	CSNT 231 Telecommunications
4	CSNT 270 Networking Operating Systems I
3	CSNT 275 Security Essentials
3	CSNT 280 Database Systems I
3-4	ICS 111 Introduction to Computer Science I

**Program Electives:**

**Select 3 courses from below:**

CSNT 240 Computer Networking II (4 credits)

CSNT 285 Introduction to Internet Applications/Web Applications (3 credits)

CSNT 290V Internship for CSNT **or** CSNT 293V Cooperative Education (3 credits)

ICS 211 Introduction to Computer Science II (3 credits)

ACC 201 Introduction to Financial Accounting (3 credits)

EE 160 Programming for Engineers (4 credits) **or** EE 150 Intro to Computer Programming Methods **or** ICS 212 Programming Structure

MATH 241 Calculus I **or** MATH 242 Calculus II if not used to meet another program requirement (4 credits)

Any CSNT or ISA course numbered 300 or above that is not otherwise used to meet a program requirement (3 credits)

Credits	Course Alpha / Number / Title
3	
3	
3	

**ISA Upper Division Concentration Requirements: 18 credits**

Credits	Course Alpha / Number / Title
3	ISA 320 Fundamentals of Secure Software Programming
3	ISA 330 Introduction to Proactive System Security
3	ISA 340 Introduction to Digital Forensics
3	ISA 400 Management of Information Security
3	ISA 450 Modern Cyber Conflicts
3	ITS 410 IT Project Management (WI)

**ISA Upper Division Electives: 18 credits**

**Complete 18 credits of 300 or higher level ISA, CSNT\*\*, ITS, MATH, PUBA, or Business Area\* electives**

*\*Business Area is meant to reflect any course in core or concentration areas within the BA in Business Administration Programs including ACC, BUSA, ECON, FIN, FMGT, HOST, MGT, or MKT*

*\*\* CSNT Upper Division Focus. Students may complete a focus area in CSNT by completing the following elective courses at HON (All ISA students are eligible to complete this focus area or complete individual CSNT upper division electives at HON.)*

Credits	Course Alpha / Number / Title
3	<i>300 or higher level ISA, CSNT**, ITS, MATH, Business* or PUBA courses not used to meet any other requirement</i>
3	<i>300 or higher level ISA, CSNT**, ITS, MATH, Business* or PUBA courses not used to meet any other requirement</i>

Credits	Course Alpha / Number / Title
3	300 or higher level ISA, CSNT**, ITS, MATH, Business* or PUBA courses not used to meet any other requirement
3	300 or higher level ISA, CSNT**, ITS, MATH, Business* or PUBA courses not used to meet any other requirement
3	300 or higher level ISA, CSNT**, ITS, MATH, Business* or PUBA courses not used to meet any other requirement
3	300 or higher level ISA, CSNT**, ITS, MATH, Business* or PUBA courses not used to meet any other requirement

### Capstone Requirement: 3 credits

Credits	Course Alpha / Number / Title
3	APSC 486S Senior Project (WI) or APSC 490S Senior Practicum (WI)

\*\*Complete four to six 300 level CSNT courses taken at Honolulu Community College, which can also be used to meet the requirements for an Advanced Professional Certificate in CSNT while completing the CSNT focus area. Refer to the Honolulu CC catalog for current information about the Advanced Professional Certificate (APC) in CSNT requirements and refer to the class availability listing to find courses offered each semester.

Currently recommended 300 level CSNT courses include those listed below

- CSNT 310 Network Security
- CSNT 315 Network Management
- CSNT 320 Internet of Things
- CSNT 330 Ethical Hacking
- CSNT 340 Advanced Routing
- CSNT 370 Integrated Network Applications (Advanced Linux)
- CSNT 375 Virtualization (vSphere)
- CSNT 377 Cloud Infrastructure & Services
- CSNT 380 Malware Analysis
- CSNT 385 Scripting for Cybersecurity
- CSNT 390 Special Topics in CSNT

#### **NOTES:**

- Dr. Matthew Chapman is the faculty contact for this program. For additional information, Dr. Chapman may be contacted at [mchapman@hawaii.edu](mailto:mchapman@hawaii.edu) or at (808) 689-2333.
- Students must earn the AS degree from Honolulu Community College to follow this articulation agreement
- Check the UHWO and HCC Catalogs for course pre-requisites



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**UNIVERSITY OF HAWAII ARTICULATION AGREEMENT**  
**Honolulu Community College Associate in Science degree in Occupational and Environmental Safety Management to the University of Hawai'i-West O'ahu Bachelor of Arts in Public Administration degree with a concentration in General Public Administration**

The purpose of this Agreement is to facilitate a smooth transition for students from the Honolulu Community College Associate in Science (AS) in Occupational and Environmental Safety Management program to the University of Hawai'i-West O'ahu Bachelor of Arts (BA) in Public Administration with a concentration in General Public Administration.

This recommended pathway is designed to produce multiple entry and exit points to flexibly serve student career and educational objectives. Students may use dual enrollment as a method of completing the required coursework outlined in the attachments to this agreement, contingent upon eligibility, deadlines, and established procedures.

Students must graduate from Honolulu Community College with the articulated AS degree in Occupational and Environmental Safety Management to be eligible for the benefits of this Agreement. Completion of the articulated AS degree will enable students to follow the University of Hawai'i-West O'ahu core, concentration, general education, focus, and graduation requirements in place on the effective term of this agreement. Participation in the University of Hawai'i Automatic Admissions transfer process is possible for students planning to complete the AS in Occupational and Environmental Safety Management provided that eligibility, deadlines and procedures established for the designated term of entry are met. Students who do not complete the AS in Occupational and Environmental Safety Management degree at Honolulu Community College will be required to meet catalog requirements in place upon admission to the University of Hawai'i-West O'ahu. While this academic pathway represents the most efficient coursework progression from the AS program at Honolulu Community College through the BA program at the University of Hawai'i-West O'ahu, individual course substitutions may be made on a case-by-case basis when recommended courses are not available; however, all core, concentration, general education, focus, and graduation requirements must still be met in those individual cases.

Requirements of the articulated Associate in Science (AS) in Occupational and Environmental Safety Management and the Bachelor of Arts (BA) in Public Administration with a concentration in General Public Administration are provided as attachments and form the basis of this

Agreement. Subsequent changes to the curricular requirements of these programs may require revisions to this Agreement.

Under the terms of this Agreement, the University of Hawai'i-West O'ahu agrees to:

1. Identify Success Advisors at the University of Hawai'i-West O'ahu who will partner with Honolulu Community College Counselors to ensure timely and accurate advising information on pre-admission, admission, degree requirements, and other related advising information.
2. Identify a Success Advisor at the University of Hawai'i-West O'ahu who will work with their campus STAR personnel to develop an accurate STAR pathway for students pursuing this articulation agreement.
3. Identify a University of Hawai'i-West O'ahu faculty member who will serve as the faculty advisor to students who are part of this articulation in the selected concentration.
4. Inform students that financial aid may be available through either institution as the student identifies his/her home campus each semester, and that students must follow the financial aid policies and procedures at that home school in order to be eligible for financial aid.
5. Meet with Honolulu Community College faculty and/or administration minimally every three years, or on an as-needed basis, to discuss potential and planned curricular changes.

Under the terms of this Agreement, Honolulu Community College agrees to:

1. Place a notation in the advisor notes in STAR which identifies AS in Occupational and Environmental Safety Management students intending to transfer to the University of Hawai'i-West O'ahu who are in the process of completing the AS degree and are a part of this articulation.
2. Identify a Counselor at Honolulu Community College who will partner with the University of Hawai'i-West O'ahu advisors to ensure timely and accurate advising information on pre-admission, admission, degree requirements, and other relevant advising information.
3. Identify a Honolulu Community College faculty member who will serve as the faculty advisor to students who are part of the articulation.
4. Inform students that financial aid may be available through either institution as the student identifies his/her home campus each semester, and that students must follow the financial aid policies and procedures at that home school in order to be eligible for financial aid.
5. Meet with the University of Hawai'i-West O'ahu faculty and/or administration minimally every three years, or on an as needed basis, to discuss potential and planned curricular changes.

This Articulation Agreement is effective beginning Fall 2021 and is based on the General Education and Focus requirements in effect at the University of Hawai'i-West O'ahu for 2021-2022.

This Agreement will be subject to review in Spring 2024 and may be continued, revised or discontinued with the consent of both parties. Should both parties agree to terminate the Agreement, the University of Hawai'i-West O'ahu will honor the Agreement stipulations for identified students currently enrolled in this articulation option at the time of termination.



## Attachment I

### HONOLULU COMMUNITY COLLEGE

Associate in Science in Occupational and Environmental Safety Management  
 University of Hawai'i-West O'ahu Articulation Option Requirements  
 Based on Catalog Year: 2021-2022

#### Required Program Courses

Credits	Honolulu CC Course	Course Title	UH West O'ahu Requirement
3	ENG 100	Composition I	FW
3	MATH 115	Statistics	FQ, LD Math Req
3	SP 251	Principles of Effective Public Speaking	DA
3	Choose one Social Sciences Course:	<ul style="list-style-type: none"> <li>PSY 180 The Psychology of Work *(Recommended to fulfill DS General Education Requirement at UHWO)</li> <li>HDFS 296 Working with People</li> </ul>	*DS
3	BIOL 100	Human Biology	DB
4	CHEM 105	Environmental Chemistry	DP, DY
3	ENG 209	Business & Managerial Writing	ENG 209
3	Choose one Computer Course:	<ul style="list-style-type: none"> <li>ICS 100 Computing Literacy &amp; Applications</li> <li>ICS 101 Digital Tools for the Information World</li> </ul>	Elective
3	OESM 101	Introduction to Occupational Safety & Health	PUBA 100
3	OESM 102	Safety and Health Standards, Codes and Regulations	GEN PUBA Concentration
3	OESM 104	Occupational-Related Diseases	GEN PUBA Concentration
3	OESM 105	Introduction to Industrial Hygiene	GEN PUBA Concentration
3	OESM 106	Introduction to Environmental Health	Elective
3	OESM 160	Labor & Management: Safety Partners	Elective
1	OESM 193v	Cooperative Education	Elective
3	OESM 208	Techniques of Industrial Hygiene	Elective
3	OESM 210	Safety Program Management	Elective
15	Choose 15 credits of OESM Electives	<ul style="list-style-type: none"> <li>CMGT 145 OSH in Construction</li> <li>OESM 103 Intro to Ergonomics</li> <li>OESM 145 Occupational Safety &amp; Health in Construction</li> <li>OESM 147 Electrical Safety</li> <li>OESM 150 Industrial Fire Protection</li> <li>OESM 153 Accident Investigation Techniques</li> <li>OESM 199v Special Studies</li> <li>OESM 200 Managing Workers</li> </ul>	Elective

Compensation

- OESM 205 Physical Hazards Control
- OESM 218 Emergency Response for Hazardous Materials

**Note:** To receive General Education or Focus requirements at the University of Hawai'i-West O'ahu, the course needs to be designated at the time of completion from Honolulu Community College.

**60 Total Credits**

## Attachment II

### UNIVERSITY OF HAWAI'I-WEST O'AHU

Bachelor of Arts in Public Administration with a concentration in General Public Administration  
University of Hawai'i-West O'ahu Articulation Option Requirements  
Based on Catalog Year: 2021-2022

#### **General Education Requirements (31 credits)**

<b>Gen Ed / Focus</b>	<b>Credits</b>	<b>Requirement/Course Title</b>
<b>FW</b>	3	Written Communication: ENG 100 Composition I
<b>FS/FQ</b>	3	Symbolic Reasoning: MATH 100, 103, 115 or higher-level Math
<b>FG</b>	6	Global & Multi-cultural Perspectives: Complete 6 credits from two different groups (FGA, FGB or FGC)
<b>DA, DH, DL</b>	6	Diversification Arts, Humanities or Literature: Complete 6 credits from two different areas
<b>DS</b>	6	Diversification Social Sciences: Complete 6 credits from two different subject areas
<b>DB, DP, DY</b>	7	Diversification Natural Sciences: Complete 3 credits of Biological Science (DB), 3 credits of Physical Science (DP) and 1 credit of Lab (DY)

#### **Writing Skills Requirement (3 credits)**

ENG 200 Composition II or ENG 209 Business Writing

#### **Public Administration Core Requirements (24-27 credits)**

<b>Gen Ed / Focus</b>	<b>Credits</b>	<b>Course</b>	<b>Course Title</b>		
<b>DS</b>	0-3	Choose One Course:	<ul style="list-style-type: none"><li>• PUBA 100 Introduction to Public Administration</li><li>• PUBA 101 Introduction to Health Care Administration</li><li>• PUBA 102 Introduction to Disaster Preparedness and Emergency Management</li><li>• PUBA 103 Introduction to Justice Administration</li><li>• PUBA 104 Introduction to Community Health</li></ul>		
		3	PUBA 306	Principles of Public Administration	
	3	PUBA 310	Research Methods in the Public Sector		
	3	PUBA 313	Communication Skills for Administrators		
	3	PUBA 340	Administrative Decision-Making		
	3	Choose One Course:	<ul style="list-style-type: none"><li>• PUBA 341 Statistics for Decision-Making in Public Administration</li><li>• BUSA 320 Statistics for Decision-Making</li><li>• SSCI 210 Statistical Analysis I</li></ul>		
			3	PUBA 351	Human Resources Administration
			3	PUBA 414	Public Communication Campaigns
	3	PUBA 475	Administrative Law		

### **General Public Administration Concentration Requirements (18 credits)**

Complete 18 credits from the “concentration list”, choose at least 3 credits from each concentration area- Disaster Preparedness and Emergency Management, Health Care Administration and Justice Administration. See program sheet for list of approved courses.

*Note: The General Public Administration Concentration will allow 9 credits of OESM coursework to apply towards the concentration under this articulation agreement; however Students must still complete 45 credits of Upper Division (300-400 level) coursework for graduation.*

### **Capstone Requirement (3 credits)**

PUBA 486G Senior Project or PUBA 490G Senior Practicum

### **Elective Requirement**

Additional coursework may be needed to meet the University of Hawai'i-West O'ahu 120 credit minimum. At least 45 credits must be Upper Division (300-400 level). Consult with a faculty advisor to select appropriate coursework to meet educational goals and objectives (i.e. obtaining a Certificate in Disaster Preparedness and Emergency Management or adding a double concentration within Public Administration)

### **Focus Requirements**

Oral Communication (OC)

Contemporary Ethical Issues (ETH)

Hawaiian, Asian and Pacific Issues (HAP)

\*Can be met in combination with other requirements

### **Writing Intensive Requirement**

Complete 3 upper division (300 or higher) level Writing Intensive (WI) courses. A minimum of two classes must come from coursework outside of the Capstone Course (PUBA 486G or 490G) *Whenever possible, WI sections of required core or concentration courses are highly recommended.*

**Note:** A minimum of 120 total credits must be earned of which 45 credits must be upper division. A minimum of 30 credits must be earned “in residence” through courses taken at the University of Hawai'i-West O'ahu.

# Bachelor of Arts in Public Administration, General Public Administration (Honolulu Community College AS in OESM Articulation Agreement, Effective Fall 2021)

The goal of academic advising is to further enhance the educational mission of the university, and create quality, accessible advising partnerships with all students in a positive environment that supports student success. This advising sheet is for tracking purposes toward degree completion and is subject to change. Students also may track their academic progress via STAR Degree Check through STAR GPS at <https://www.star.hawaii.edu/>. Academic Advising appointments may be scheduled by calling **808-689-2689** or toll-free from neighbor islands at **866-299-8656**.

## Graduation Requirements (see the current catalog for any additional graduation requirements):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 45 Upper Division Credits Minimum | <input type="checkbox"/> 3 Upper Division Writing Intensive Courses | <input type="checkbox"/> 2.0 UHWO GPA          |
| <input type="checkbox"/> 120 Total Credits Minimum         | <input type="checkbox"/> Focus Requirements (OC, HAP, ETH)          | <input type="checkbox"/> 2.0 CONCENTRATION GPA |
| <input type="checkbox"/> 30 UHWO Credits                   |   |  |

## General Education Requirements: 31 credits

Credits	Course Alpha / Number / Title
3	Foundations Written Communications (FW) /Honolulu CC ENG 100 Composition I
3	Foundations Symbolic Reasoning (FS) <b>OR</b> Foundations of Quantitative Reasoning (FQ) MATH 100 Survey of Math, MATH 115 Statistics or higher /Honolulu CC <i>*Will Satisfy Lower Division Math Requirement</i>
6	Foundations Global and Multicultural Perspectives (FG): 6 credits from two <b>different</b> groups (A, B, C): *Group A: Primarily before 1500 CE (e.g., HIST 151 or ANTH 151) *Group B: Primarily after 1500 CE (e.g., HIST 152 or ANTH 152) *Group C: Pre-history to present
3	Diversification Arts, Humanities & Literature (DA, DH, DL): /Honolulu CC SP 251 (DA) 6 credits from two different areas
3	Diversification Arts, Humanities & Literature (DA, DH, DL): Recommend HWST 107 (DH, HAP) 6 credits from two different areas
3	Diversification Social Sciences (DS): 6 credits from two different areas
3	Diversification Social Sciences (DS): Different area from above. /Honolulu CC PSY 180
3	Diversification Natural Sciences (DB, DP, DY): 3 credits from the biological sciences (DB): /Honolulu CC BIOL 100
3	3 credits from the physical sciences (DP): /Honolulu CC CHEM 105
1	1 credit of laboratory (DY): /Honolulu CC CHEM 105

## Writing Skills Requirement: 3 credits

Credits	Course Alpha / Number / Title
3	ENG 200 Composition II (or equivalent) or ENG 209 Business Writing /Honolulu CC ENG 209

## Lower Division Math Requirement: 0-3 credits

Credits	Course Alpha / Number / Title
0-3	MATH 100 Survey of Math, MATH 115 Statistics or higher <i>*Will satisfy FS/FQ requirement</i> /Honolulu CC

## Core Requirements: 27 credits

Credits	Course Alpha / Number / Title
3	<b>Select one course from the following: Honolulu CC OESM 101</b> PUBA 100 Introduction to Public Administration PUBA 101 Introduction to Health Care Administration PUBA 102 Introduction to Disaster Preparedness and Emergency Management PUBA 103 Introduction to Justice Administration PUBA 104 Introduction to Community Health
3	PUBA 306 Principles of Public Administration

Credits	Course Alpha / Number / Title
3	PUBA 310 Research Methods in the Public Sector
3	PUBA 313 Communication Skills for Administrators
3	PUBA 340 Administrative Decision-Making
3	<b>Select one course from the following: (Check Pre-Reqs)</b> PUBA 341 Statistics for Decision-Making in Public Administration (Recommended) BUSA 320 Statistics for Decision-Making SSCI 210 Statistical Analysis I
3	PUBA 351 Human Resources Administration
3	PUBA 414 Public Communication Campaigns
3	PUBA 475 Administrative Law

### Concentration Requirements: 18 credits

Complete 18 credits, chosen from the "Concentration List" choose at least 3 credits from each Concentration Area- Disaster Preparedness & Emergency Management, Health Care Admin and Justice Admin

Credits	Course Alpha / Number / Title
3	PUBA DPEM
3	PUBA HCAD
3	PUBA JAD
3	<b>Honolulu CC OESM 102</b>
3	<b>Honolulu CC OESM 104</b>
3	<b>Honolulu CC OESM 105</b>

### Disaster Preparedness and Emergency Management: Choose 3 credits from the following

PUBA 411 Emergency Management and Disaster Preparedness	PUBA 462 Disaster Recovery and Business Continuation
PUBA 460 Environmental Policy Planning and Administration	PUBA 463 Disaster Recovery and Hazard Mitigation
PUBA 461 Social Dimensions of Disaster Response	PUBA 464 Terrorism and Emergency Management
	PUBA 465 International Disaster Management

### Health Care Administration: Choose 3 credits from the following

PUBA 301 Health Care Administration	PUBA 446 Contemporary Issues in Health Care
PUBA 302 Health Policy, Politics, and Law	PUBA 473 Psychology of Healing
PUBA 303 Financial Concepts in Health Management	PUBA 474 Culture and Mental Illness
PUBA 307 Community Health Analysis	PUBA 476 Health Care Marketing
PUBA 318 Managed Care	PUBA 498 Selected Topics in Health Care Administration
PUBA 319 Long Term Care	

### Justice Administration: Choose 3 credits from the following

PUBA 305 Managing Criminal Justice Agencies	Administration in America
PUBA 309 Criminal Law and Procedures	PUBA 410 Issues in Criminal Investigation
PUBA 320 Correctional Administration	PUBA 431 Juvenile Delinquency
PUBA 321 Probation, Parole, and Community-Based Corrections	PUBA 432 Crime and Literature
PUBA 322 Issues in Community Policing	PUBA 434 Criminology
PUBA 323 Workplace Violence	PUBA 435 Domestic Violence
PUBA 324 Media, Violence, and Crime	PUBA 436 Sex Crimes and Offenders
PUBA 406 Contemporary Problems of Justice	PUBA 498 Selected Topics in Justice Administration

### Capstone Requirement: 3 credits

Credits	Course Alpha / Number / Title
3	WI PUBA 486G Senior Project <u>OR</u> WI PUBA 490G Administrative Practicum

## Elective Requirements: 35-38 credits

\*See your College Success Advisor to confirm how many electives are needed.

Credits	Course Alpha / Number / Title
3	<i>Upper Division (300-400 level)</i>
3	<i>Upper Division (300-400 level)</i>
3	<i>Upper Division (300-400 level)</i>
3	<i>Possible Upper Division (300-400 level) if you choose SSCI 210 above</i>
3	<b>Honolulu CC OESM 106</b>
3	<b>Honolulu CC OESM 160</b>
3	<b>Honolulu CC OESM 208</b>
3	<b>Honolulu CC OESM 210</b>
3	<b>Honolulu CC ICS 100 or ICS 101</b>
3	<b>Honolulu CC OESM Elective</b>
3	<b>Honolulu CC OESM Elective</b>
3	<b>Honolulu CC OESM Elective</b>
3	<b>Honolulu CC OESM Elective</b>
2	<b>Honolulu CC OESM Elective</b>

### **NOTES:**

- Dr. Ross Prizzia (rprizzia@hawaii.edu) is the faculty contact for this degree.
- Consult with your College Success Advisor or Faculty Advisor to select appropriate Upper Division Electives to meet educational goals and objectives (i.e. obtaining a Certificate in Disaster Preparedness and Emergency Management, or pursuing a double concentration within Public Administration)

# INTERSTATE PASSPORT



Honolulu Community College is part of the Interstate Passport Network. The Interstate Passport was developed to make it easier for students to transfer general education course credits that they worked hard to earn, by streamlining the process and saving students money and time it takes to complete degrees.

Instead of worrying about course-to-course articulation, Network institutions agree to accept completed general education requirements as a block. Students who transfer to or from HonCC with a Passport from a participating institution will not have to repeat lower-division general education courses. Completion of a Passport means that a student has achieved learning outcomes in the following areas:

- Foundational Skills: Oral communication, written communication, quantitative literacy
- Knowledge of Concepts: Natural sciences, human cultures, creative expression, human society and the individual
- Crosscutting Skills: Critical thinking and teamwork/value systems.
- [HonCC Passport Blocks \(/sites/www.honolulu.hawaii.edu/files/passport-blocks.pdf\)](/sites/www.honolulu.hawaii.edu/files/passport-blocks.pdf)

The Interstate Passport program offers students:

- An early milestone on the way to a credential.
- Advance knowledge that lower-division general education learning in the Interstate Passport's nine areas will be recognized upon transfer to another Network member institution.
- The potential for faster time to degree, lower cost, less debt, and lower foregone earnings from unduplicated learning.
- A streamlined transfer process and a greater likelihood of successful transfer and completion.

Want to learn more? Contact Nicole Mitani, Academic Counselor, at [niwasaki@hawaii.edu](mailto:niwasaki@hawaii.edu) (<mailto:niwasaki@hawaii.edu>).

Visit [Interstate Passport Network \(http://interstatepassport.wiche.edu/\)](http://interstatepassport.wiche.edu/) for a list of member institutions and more information.





# Course Success Rates

Course success rates were calculated for all courses taken by students enrolled and home based at Honolulu Community College. Dually enrolled high school students (major=SPEA) were excluded. Audited courses and courses with no grades available (Record Delayed or null grades) also were excluded. All C and higher grades were considered successful.

Course Success by Age	Fall				
	2016	2017	2018	2019	2020
	Percent Success	Percent Success	Percent Success	Percent Success	Percent Success
All	75.85%	75.51%	78.88%	79.98%	80.78%
<22	68.52%	70.63%	71.63%	72.65%	75.94%
22-24	77.32%	74.54%	80.47%	80.98%	82.40%
25-44	84.68%	81.94%	86.51%	87.89%	86.01%
>44	76.76%	80.24%	82.19%	85.19%	84.74%

Course Success by Gender	Fall				
	2016	2017	2018	2019	2020
	Percent Success	Percent Success	Percent Success	Percent Success	Percent Success
All	75.85%	75.51%	78.88%	79.98%	80.78%
Female	75.78%	72.94%	77.15%	79.83%	79.59%
Male	75.89%	76.86%	79.62%	80.81%	81.81%
No Data	75.51%	74.29%	82.44%	66.55%	74.01%

Course Success by Ethnicity	Fall				
	2016	2017	2018	2019	2020
	Percent Success	Percent Success	Percent Success	Percent Success	Percent Success
All	75.85%	75.51%	78.88%	79.98%	80.78%
Native Hawaiian	70.51%	72.77%	73.71%	77.73%	78.46%
Filipino	79.28%	79.21%	80.48%	80.10%	81.91%
Pacific Islander	59.66%	55.59%	62.58%	66.16%	64.29%

#	Report Type	Campus	FY 12/13	FY 13/14	FY 14/15	FY 15/16	FY 16/17	FY 17/18	FY 18/19	FY 19/20
1	Degree	HAW	464	550	486	514	401	405	403	374
2	Degree	HON	471	645	504	579	652	512	579	707
3	Degree	KAP	972	1,279	1,083	1,117	1,116	1,082	973	915
4	Degree	KAU	150	147	187	167	123	135	146	125
5	Degree	LEE	687	1,008	898	948	858	928	862	857
6	Degree	MAU	414	505	470	498	512	504	528	434
7	Degree	WIN	187	319	309	307	301	279	283	247

#	Report Type	Campus	FY 12/13	FY 13/14	FY 14/15	FY 15/16	FY 16/17	FY 17/18	FY 18/19	FY 19/20
1	Certificate	HAW	88	119	83	179	175	181	184	178
2	Certificate	HON	80	38	220	305	248	265	327	215
3	Certificate	KAP	214	227	241	261	230	184	231	182
4	Certificate	KAU	66	56	77	81	135	76	197	165
5	Certificate	LEE	83	82	102	109	161	174	259	210
6	Certificate	MAU	187	155	105	96	156	134	173	159
7	Certificate	WIN	36	34	60	41	40	64	43	27

# BALANCE



  Chat with STAR Team

## Stay connected with your UH services

Advisors, tutors, financial aid, instructors, and any UH Student Service is just a click away

ENTER

[!\[\]\(c694a3ff3b077d76910920a6a1593ab4\_img.jpg\) Just checking in for an appointment?](#)

*Empowering Higher Education*

### ABOUT US

Balance is here for you. Ultimately, this platform will connect our lives at the university and this is exciting. A platform is the intersection of time, value and need similarly to Airbnb and Uber.

Executive Summary:

# BALANCE

Course Success by Pell	Fall				
	2016	2017	2018	2019	2020
	Percent Success	Percent Success	Percent Success	Percent Success	Percent Success
All	75.85%	75.51%	78.88%	79.98%	80.78%
Pell	72.00%	72.35%	74.80%	77.27%	78.41%
No Pell	77.53%	76.93%	80.55%	81.18%	81.70%

Course Success by DE Mode	Fall				
	2016	2017	2018	2019	2020
	Percent Success	Percent Success	Percent Success	Percent Success	Percent Success
All	75.85%	75.51%	78.88%	79.98%	80.78%
At Least One Completely Online Class	66.57%	68.31%	70.10%	73.18%	80.33%
At Least One Off-Site Class	94.50%	84.00%	.	.	.
At Least One DE Class (not online or off-site)	60.00%	.	.	.	.
At Least Two DE Classes with Different Modes	65.38%	.	.	.	.
All Classes Face-to-Face	77.83%	77.58%	81.25%	81.92%	86.03%

Course Success by Division	Fall				
	2016	2017	2018	2019	2020
	Percent Success	Percent Success	Percent Success	Percent Success	Percent Success
All	75.85%	75.51%	78.88%	79.98%	80.78%
Career & Tech Ed	78.08%	78.39%	81.87%	82.62%	83.10%
General & Pre-Prof Ed	69.82%	68.41%	70.35%	70.94%	72.86%
Unclassified	70.49%	54.41%	63.64%	87.76%	83.19%

Fall to Spring Reenrollment by Pell	Fall Cohort				
	2016	2017	2018	2019	2020
	Percent Fall to Spring Reenrollment	Percent Fall to Spring Reenrollment	Percent Fall to Spring Reenrollment	Percent Fall to Spring Reenrollment	Percent Fall to Spring Reenrollment
All	73.18%	72.70%	77.43%	75.35%	74.91%
Pell	82.68%	78.68%	85.16%	81.48%	83.70%
No Pell	69.27%	70.29%	74.49%	72.70%	71.66%

Fall to Fall Reenrollment by Pell	Fall Cohort				
	2015	2016	2017	2018	2019
	Percent Fall to Fall Reenrollment	Percent Fall to Fall Reenrollment	Percent Fall to Fall Reenrollment	Percent Fall to Fall Reenrollment	Percent Fall to Fall Reenrollment
All	56.23%	55.73%	55.69%	61.41%	60.42%
Pell	57.73%	59.48%	55.87%	63.18%	62.83%
No Pell	55.62%	54.24%	55.62%	60.75%	59.44%

Fall to Spring Reenrollment by DE Mode	Fall Cohort				
	2016	2017	2018	2019	2020
	Percent Fall to Spring Reenrollment	Percent Fall to Spring Reenrollment	Percent Fall to Spring Reenrollment	Percent Fall to Spring Reenrollment	Percent Fall to Spring Reenrollment
All	73.18%	72.70%	77.43%	75.35%	74.91%
At Least One Completely Online Class	68.83%	67.25%	70.22%	68.45%	73.80%
At Least One Off-Site Class	12.00%	4.55%			
At Least One DE Class (not online or off-site)	50.00%				
At Least Two DE Classes with Different Modes	80.00%				
All Classes Face-to-Face	75.82%	74.96%	79.45%	77.44%	82.93%

Fall to Fall Reenrollment by DE Mode	Fall Cohort				
	2015	2016	2017	2018	2019
	Percent Fall to Fall Reenrollment	Percent Fall to Fall Reenrollment	Percent Fall to Fall Reenrollment	Percent Fall to Fall Reenrollment	Percent Fall to Fall Reenrollment
All	56.23%	55.73%	55.69%	61.41%	60.42%
At Least One Completely Online Class	46.95%	49.68%	48.38%	52.18%	53.30%
At Least One Off-Site Class	12.07%	14.29%	7.69%		
At Least One DE Class (not online or off-site)	62.50%	100.00%			
At Least Two DE Classes with Different Modes	44.44%	25.00%			
All Classes Face-to-Face	59.29%	58.26%	57.94%	63.82%	62.49%

**Fwd: ACCJC - Annual Fiscal Report Submission**

1 message

**Karen Lee** <karenlee@hawaii.edu>  
To: Jeff Stearns <stearns@hawaii.edu>

Wed, Mar 30, 2022 at 11:11 AM

Here it is! I thought you would be cc'ed on it too...

Begin forwarded message:

**From:** support@accjc.org  
**Subject:** ACCJC - Annual Fiscal Report Submission  
**Date:** March 30, 2022 at 10:59:53 AM HST  
**To:** karenlee@hawaii.edu  
**Cc:** karenlee@hawaii.edu, dinafuku@hawaii.edu, mune@hawaii.edu

This confirms that the 2022 Annual Fiscal Report to ACCJC was submitted by Dr. Karen Lee <karenlee@hawaii.edu> on 03/30/2022. Below is a copy of the information submitted. You may also re-print the report by logging on at <https://survey.accjc.org/fiscalreport>.



ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

**2022 Annual Fiscal Report**  
**Pacific Islands, Public Institutions**  
 Reporting Year: FY 2020-2021  
**Final Submission**  
 03/30/2022

Honolulu Community College  
 874 Dillingham Boulevard  
 Honolulu, HI 96817

**General Information**

#	Question	Answer
1.	Confirm College Information	<b>Confirmed</b>
2.	System Organization name	<b>University of Hawaii Community Colleges</b>
<b>2. Additional Information:</b> "System Organization" refers to the entity that files financial statements, state and federal reports; allocates funds to the accredited college; is audited by outside auditors; and is ultimately responsible for the fiscal viability of the accredited college. In the case of the PIPI colleges, the System Organization is either a university or a government entity.		
3.	Contact information for Chief Business Officers	
	a. Name of College Chief Business Officer (CBO)	<b>Derek Inafuku</b>
	b. Title of College CBO	<b>Vice Chancellor of Administrative Services</b>
	c. Phone number of College CBO	<b>(808)845-9123</b>
	d. E-mail of College CBO	<b>dinafuku@hawaii.edu</b>
	e. Name of System Organization CBO, if different than the College CBO	<b>Michael Unebasami</b>
	f. Title of System Organization CBO, if different than the College CBO	<b>Associate Vice President for Administrative Affairs</b>
	g. Phone number of System Organization CBO	<b>(808)956-6280</b>

**3. Additional Information:**

h. This email will be copied on the final report once it has been approved by the CEO.

**System Organization Data - Revenue**

4.	System Organization fiscal year:	from first day of <b>July</b> to last day of <b>June</b>																														
5.	a. Annual General Fund and Tuition & Fee Revenue	REPORT-2 <b>\$ 207,227,278</b>	REPORT-1 <b>\$ 208,128,415</b>	REPORT <b>\$ 210,816,445</b>																												
	b. Revenue from other unrestricted sources (non-General Fund)	<b>\$ 23,624,951</b>	<b>\$ 22,975,378</b>	<b>\$ 34,888,685</b>																												
i. Describe primary source of Revenue listed in 5.b. (foundation, rents, transfers in from other funds, etc.)																																
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**5. Additional Information:**

(headings) In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.

a. The "General Fund" is the general operating fund or account that is not subject to specific restrictions from the funding sources; it usually contains the salary and benefit costs for the vast majority of college employees; the CEO/CFO/CBO usually can move available budgeted funds among the expenditure accounts without governing entity priority approval

b. These revenues could include donations, facilities rental, concert receipts and other college-generated revenue that is available to fund operations.

6.	a. Net Beginning Balance available to fund operations	REPORT-2 <b>\$ 56,100,003</b>	REPORT-1 <b>\$ 59,822,841</b>	REPORT <b>\$ 69,747,218</b>
	b. Net end of the year Operational Balance (unspent and uncommitted funds)	<b>\$ 59,822,842</b>	<b>\$ 69,747,218</b>	<b>\$ 102,455,767</b>

**6. Additional Information:**

(headings) In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.

**Beginning Balance** refers to any funds carried over from the previous fiscal year, or other funds that will be available in addition to the Annual Operating Revenue of Allocated Budget in 5a. For example, in some organizations budgeted funds are funds that had been allocated to the college in the prior year but which were not expended are added to the college's next year's available funds or allocated budget.

**Annual Operating Expenditures**

7.	a. Total Operating Expenditures	REPORT-2 <b>\$ 227,869,040</b>	REPORT-1 <b>\$ 223,025,401</b>	REPORT <b>\$ 208,272,313</b>
	b. Total annual Operating Personnel Costs	<b>\$ 171,732,910</b>	<b>\$ 164,705,376</b>	<b>\$ 154,897,859</b>
	c. Other Operating Current Expenditures [Total Expenditures - Personnel Costs (a - b)]	<b>\$ 56,136,130</b>	<b>\$ 58,320,025</b>	<b>\$ 53,374,454</b>

**7. Additional Information:**

(headings) In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.

**Borrowing**

8.	Did the System Organization borrow funds for cash flow purposes?	REPORT-2 <b>No</b>	REPORT-1 <b>No</b>	REPORT <b>No</b>
9.	Total System Organization Borrowing\Debt	REPORT-2	REPORT-1	REPORT
	a. Short-Term Borrowing (less than one year)			



		\$ 0	\$ 0	\$ 0
	b. Long Term Borrowing	\$ 68,417,000	\$ 65,507,000	\$ 59,024,000
10.	a. Did the System Organization issue long-term debt instruments during the fiscal year noted?	REPORT-2 No	REPORT-1 No	REPORT No
	b. What type(s)	N/A	N/A	N/A
	c. Total amount	\$ 0	\$ 0	\$ 0
11.	Debt Service Payments (General Operating Fund)	REPORT-2 \$ 2,991,111	REPORT-1 \$ 7,807,793	REPORT \$ 4,672,040

**8. to 11. Additional Information:**  
(headings) In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.

### Cash Position

		REPORT-2	REPORT-1	REPORT
12.	System Organization end of fiscal year Cash Balance (unencumbered cash):	\$ 59,822,842	\$ 69,747,218	\$ 102,455,767

**12. Additional Information:**  
(headings) In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.

13.	Does the system organization prepare multi-year cash flow projections during the year?	Yes
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### Annual Audit Information

14.	Date annual audit report for the REPORT fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions	03/28/2022
	<p><b>NOTE:</b> Audited financial statements are due to the ACCJC no later than the end of the 9th month following the close of the fiscal year. A multi-college organization may submit a single district audit report on behalf of all colleges in the organization that are accredited by the ACCJC.</p>	
15.	Summarize Material Weaknesses and Significant Deficiencies from annual audit report (enter n/a if not applicable):	
	REPORT-2	N/A
	REPORT-1	N/A
	REPORT	N/A

**15. Additional Information:**  
(headings) In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.

### Other Information

		REPORT-2	REPORT-1	REPORT
16.	a. College Budgeted or Planned number of Students	16,879	16,772	14,375
	b. College Actual number of Students	14,784	14,239	13,408

**16. Additional Information:**  
Student count at System Organization level as defined in the Self-Study; headcount, full-time, full-time equivalent, etc.

17.	a. During the reporting period, did the College or System Organization settle any contracts with employee bargaining units?	No
	b. Did any negotiations remain open?	No

c. Describe significant fiscal impacts:

**Most collective bargaining requirements are covered by general fund appropriations from the State.**

### College Data

**COLLEGE DATA** (for a single college, use the same answers as in the above System Organization sections )

	REPORT-2	REPORT-1	REPORT
18. a. College Budgeted or Planned number of Students	2,554	2,564	2,031
b. College Actual number of Students	2,028	2,004	1,835

**18. Additional Information:**

Student counts as defined in the College's Self-Study; headcount, full-time, full-time equivalent, etc.

	REPORT-2	REPORT-1	REPORT
19. a. Unrestricted budget or operating resources allocated to the College by the System Organization	\$ 974,937	\$ 1,178,887	\$ 651,258
b. College end of fiscal year Unrestricted Cash Balance (unencumbered cash)	\$ 11,858,960	\$ 14,289,658	\$ 23,280,596

	REPORT-2	REPORT-1	REPORT
20. At the end of the fiscal year what was the amount, if any, of general fund or operating budget allocation that was unspent by the College?	\$ 1	\$ 0	\$ 0

**18. to 20. Additional Information:**

(headings) In this report, the terms "REPORT", "REPORT-1" and "REPORT-2" refer to the most recently completed fiscal year prior to 12/31/2021 and the two previous years.

21. What percentage of any ending fund balance or allocation does the System Organization allow the College to carry-over into the following fiscal year?	100 %
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	Cohort Year 2016 (Published fall 2019)	Cohort Year 2017 (Published fall 2020)	Cohort Year 2018 (Published fall 2021)
22. USDE official cohort Student Loan Default Rate (FSLD) (Cohort 3-year rate) [if not applicable, put n/a]	19 %	13.7 %	14.2 %

23. Were there any executive or senior administration leadership changes at the college during the report year?	Yes
Please describe the leadership change(s)	<b>FY21: 01/01/21, Fumiko Takasugi, Interim Dean of Tech I, returned to tenured faculty position. 01/01/21, Preshess Willetts-Vaquilar, assigned Interim Dean of Tech I.</b>

**23. Additional Information:**

Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college.

The data included in this report are certified as a complete and accurate representation of the reporting institution.