

Executive Summary
Reorganization Proposal Request
University of Hawaii
Honolulu Community College

“Two design issues are at the heart of organizational structure: how to allocate work (*differentiation*) and how to coordinate roles and units once responsibilities have been parceled out (*integration*).” p49.¹

Honolulu Community College is proposing a reorganization focused on the alignment of campus human resources to allow the College to effectively and efficiently serve its students, faculty, staff and communities. The College has invested a large amount of time and input from campus constituents in the creation of a Strategic Plan for the years 2008-2015. In order to meet the plan outcomes, the College must organize its human resources in the most productive manner. The College’s philosophy and set of core values influence and guide the fundamental decisions, attitudes, and behaviors of the College members. This proposed organization will allow for the College to move forward in providing the cohesion, consistency, and leadership necessary to educate and service our students and communities.

The proposed reorganization affects the Academic Affairs (Chart III), the Pacific Center for Advanced Technology Training (Chart IV) and the Administrative Services (Chart VI) units. The proposal calls for the abolishment of the Pacific Aerospace Training Center (Chart V), and those related academic units will be subsumed under Academic Affairs.

This proposal focuses on eleven major reorganizational needs of the College:

- 1) Creation of an Academic Support division led by a Dean for Academic Support
- 2) Creation of a Student Success unit within the Academic Support
- 3) Consolidation of the Information Technology (IT) personnel, resources and responsibilities to support all campus activities
- 4) Consolidation of Non-Credit operations under the Director of the Pacific Center for Advanced Technology Training (PCATT) and Continuing Education and Life-Learning
- 5) Establishment of a unit comprised of all Native Hawaiian studies and support services
- 6) Placement of the Music Entertainment and Learning Experience (MELE) program on the organizational chart
- 7) Creation of two sub-divisions within Transportation and Trades (Tech I) division
- 8) Consolidation of the Admissions and Records functions into one division, under one supervisor (current Registrar), under the Student Services Division.
- 9) Alignment of Security personnel directly under the Vice-Chancellor for Administrative Services
- 10) Creation of a Design Services unit under the Academic Support Division
- 11) Abolishment of the Pacific Aerospace Training Center

¹ Bolman, Lee G. and Deal, Terrance E.; *Reframing Organizations*; Jossey-Bass, San Francisco, 2003.

The process of organizing, communicating, and soliciting feedback and advice of campus faculty and staff has been an ongoing process. Beginning in fall 2010, the campus started with large re-organization meetings with all parties involved. All meetings were open and meeting minutes have been posted on the campus intranet. Most of those involved in the proposed changes have been directly involved in the development of the organizational structure needed to ensure the College can meet its mission, strategic goals and outcomes.

The proposed reorganization involves existing positions, so no additional cost is anticipated as a result of the proposed organizational changes.

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Honolulu Community College's primary focus is ensuring student success. As part of the college's mission, "the college is committed to providing the academic and student support to assist students as they progress through their respective courses and programs." In order to effectively manage the student support services needed to facilitate a student-centered focus the campus undertook a major re-organizational effort beginning in fall 2010.

The data points used to evaluate the success of students enrolled reveals areas that need attention. The average persistence of first-time freshmen students from the first-year to the second-year of education at Honolulu Community College is 46%¹. With respect to overall student population, in fall 2010 there were 4,725 students enrolled at the college (3,623 of whom are HCC home-based students), and 2,804 of these students returned in spring 2011. 2,463 of the HCC home-institution students re-enrolled in spring 2011 and 210 students completed their coursework in Fall 2010 and obtained degrees or certificates. Fall-to-spring persistence for HCC home-institution students was 74%, relative to the 31% for students home based at one of the other UH institutions². Regarding the area of developmental education, using an average of the previous five fall semesters, 76% of incoming students placed into developmental math and nearly 70% into developmental reading and writing³. The issue of students entering college academically unprepared is not a unique issue to HCC but must be addressed.

As part of the Achieving the Dream initiative, the college evaluates cohort data used for measuring student success. This data reveals that the college is still having difficulty with student success in the areas of developmental writing and math as cohort completion success has not witnessed sustained improvement from the baseline measurements⁴. However, the data available are prior to significant changes occurring at Honolulu Community College and do not reflect the restoration of a developmental reading program to supplement developmental writing, the addition of several math and writing labs, changes to how tutoring takes places and by whom, and an overhaul of the Math and English curriculum itself. Some improvements will hopefully begin to show fruition beginning with the fall 2010 AtD cohort and more fully thereafter.

¹Average of five most recent IPEDS retention rates for first-time students fall-to-fall.

²Source: ODS, IRO_BASE_UH, IRO_DEGREE_UH

³Source: Achieving the Dream General Record by cohort (students new to the institution) who took a placement exam.

⁴Source: Achieving the Dream reports: http://www.hawaii.edu/offices/cc/achieving_the_dream_goals.php

The college also participates in the Community College Survey of Student Engagement every two-years since 2006. This survey reveals that for the most recent year it was conducted (2010) that both full-time and part-time students appear to be integrated well with career counseling services, participated in community-based projects, and worked with instructors on activity other than coursework. However, based on the benchmark frequencies, there were areas in need of improvement including low usage of skill labs (writing, math, etc.) by part-time students and low usage of computer labs by full-time students⁵. These latter issues were addressed by the reorganization plan and changes to the delivery and content of developmental Math and English.

The purpose of the proposed reorganization is to create a structure that would allow for efficient and effective management and clear alignment of campus resources. The goal is to create a structure to help address the operational issues impacting the overall student performance rates and help meet the strategic outcomes set as campus performance measures. The proposed reorganization will also assist in better communication within and between other units, as described below.

Honolulu Community College held numerous campus-wide reorganizational meetings during the fall 2010, spring 2011, summer 2011 and fall 2011 semesters. The recommendations that came forth in these meetings have helped shape the proposed reorganization outlined in this document. The major organizational changes are outlined below in bulleted summary of each point:

- Creation of a Dean of Academic Support position and realignment of resources under the current Academic Support Division

This proposal calls for the dissolution of the Pacific Aerospace Training Center (PATC), which previously included a Dean of PATC (#89338) who oversaw the Aeronautics (AERO) and the Commercial Aviation (AVIT) programs. The two academic programs, AERO and AVIT, will be moved under the Tech I Division which includes all Transportation and Trades programs. It is proposed that the Dean's position be redescribed as the Dean of Academic Support position. The responsibilities of this position will include the leadership of the proposed Academic Support Division which includes the Library, the proposed Education Technology coordination, (previous DE support through the EMC), the proposed Student Success division, the proposed Design Center (currently the print shop) and the current Management of Institutional Research (MIR) personnel, excluding the transfer of three technology specialists positions that will be moved into the proposed ITC and Design Center divisions (#80863, 78188, 81639).

- Creation of a Student Success Division

Major educational issues confronting the college are the growing number of underprepared individuals who enroll, and the relatively small percentage of students who successfully complete the requirements for graduation and/or transfer. After many meetings regarding student success, the campus has worked to best organize itself to ensure students receive the needed support services to be successful in college. In conjunction with the discussions along the lines of how best to aid and support the underprepared student population, a current

⁵Source: CCSSE Honolulu Community College 2010 Key Findings

working group is defining the necessary services to support student success. This division will serve as a coordinating function which will draw on the college skills center, student services, English and math departments, the PRIDE (TRIO) program and other student retention activities. As part of a plan to deal with the English and math success rates on campus, the Chancellor changed the locus of tenure (see attached memo dated 8-16-2010) for remedial math and English faculty from the College Skills Center to the appropriate math and English departments. The previously named College Skills Center is redefining its role, personnel and major functions as a result. The newly formed Student Success group will include a faculty lead as Division Coordinator to report to the Dean of Academic Support. This Student Success Center will provide tutoring, supplemental instruction, assessment testing, proctoring, and other support services including early alert, mentoring, coaching and retention, as well as coordinate the delivery of appropriate instruction in English and math.

- Consolidation of the Information Technology Personnel, Resources and Responsibilities to support all campus activities

Under the current structure, Information Technology (IT) personnel, resources and responsibilities are segregated and separated into various divisions which report to several supervisors. This current structure creates an environment which does not allow for consolidated IT efforts which need coordinated and consistent communication and assignment of duties. This proposal calls for bringing together all IT personnel under a Director of Information Technology, utilizing the currently vacant APT Band C position. The Director of IT will report directly to the Vice-Chancellor of Academic Affairs. Positions supporting Distance Education, previous within the EMC department, will remain in the Academic Support division and will work collaboratively with the Director of IT Services (#77629). In addition, the previous responsibility of the telephone services will now fall under the network services of IT. All of the individuals included in the ITC department will report directly to the Director of IT Services. These include two streams of functional activities: Network services and User support services. The Network services include the positions required to ensure the HCC IT network is operational (#80953,81741). The positions included in the User support unit include: #81476, 81641, 78289, 80502, 81048

- Consolidation of Non-Credit operations under the Director of Pacific Center for Advanced Technology Training (PCATT) and Continuing Education and Life-Long Learning

The last re-organization of Honolulu Community College decentralized the non-credit activities, placing them under the responsibility of the designated Dean. This structure does not allow for concentrated efforts as a campus to elevate non-credit activities, as well as taking advantage of non-credit resources such as registration systems, non-credit award systems, fiscal accounts, physical space and human resources. Unfortunately, this organizational approach was not as successful as was hoped. This proposal calls for the reconsolidation of all non-credit activities under one management personnel. The Director of PCATT will leverage and utilize the limited resources available to grow the non-credit programs while focusing on the PCATT activities. The current structure requires the PCATT director to oversee the Information Technology Resources that support the campus. As described in the previous section, this proposal calls for the transfer of the IT management resources, which will be relocated under the responsibility of the Vice-Chancellor of Academic Affairs.

- Establishment of the Native Hawaiian Programs Division within University College
Under the most recent Title III grant, the college established the currently titled “Native Hawaiian Center.” This center has been instrumental in providing support for students through financial aid counseling, computing center resources, mentoring and peer tutor assistance. A major recommendation proposed through the campus reorganizational meetings was to create a sub-division for Native Hawaiian Studies. This proposed Division would allow for the combination of Hawaiian Studies, Voyaging, Hawaiian Language and the student support resources currently delivered by the Native Hawaiian Center. The position numbers included in the Native Hawaiian Programs Division of the University College include #74839, 74842, 74886, 84689. 74885.
- Placement of the Music Entertainment and Learning Experience (MELE) on the organizational chart under the Dean of Communications and Services
The MELE program was born out of Title III grant in fall 2007. The program has now grown to over 100 majors and must be institutionalized and placed officially on the organizational chart. Through campus-wide discussions with various constituents and the faculty and lecturers of the program it was decided the best placement of the 1.0FTE faculty (#74876) would be under the Dean of Communications and Service in the Tech II program.
- Creation of two divisions within the Transportation and Trades Division
The Tech I – Transportation and Trades Division is the largest academic division at HCC. The programs are diverse and are physically scattered among the main campus and four other off campus sites. To provide better management and communication among the programs within this Division, this proposal calls for two sub-divisions within Tech I that would be separated into the Trades programs and the Transportation programs, each having a designated Division Chair. The change to the current structure would increase the division chair positions from one to two. This structure will also allow for the alignment of the construction academy and apprenticeship faculty and coordinator under the Trades sub-division.
- Creation of an Admissions and Records Department reporting to the Dean of Student Services
The current reporting structure defines the Records functions reporting to the Academic Affairs division and the Admissions functions reporting to Student Services. To adequately provide a seamless structure to support student needs, these two offices must work closely together. This is the case within the system at all other campuses having the two offices reporting to the same supervisor.
- Alignment of Security Personnel directly under the Vice-Chancellor of Administrative Services
Given the elevated concern of managing the campuses non-violence workplace policy, it is necessary to align the campuses security office directly with the Vice-Chancellor of Administrative Services, instead of the current structure reporting to operations and

maintenance. It is necessary for the point to point communication contact between these two offices, as the administration works to implement the campus non –violence policy and further improves the responsiveness of the new Crisis Management Team (CMT).

- The Design Center

Personnel that are responsible for the “print shop” have been traditionally located in the Educational Media Center (EMC). Given the separation of ITC, EMC and Print Shop functions, the employees of the current print shop prefer to name themselves the Design Center. The dynamics needed within the Design Center include moving the current campus webmaster. The positions included in this division are: #80692, 78264, 80711, 18803, 40844, 80039

- Abolishment of the Pacific Aerospace Training Center (PATC)

As previous mentioned, the Dean’s level position for the PATC group will be redescribed to support the Academic Support division. The two academic programs currently under PATC, AERO and AVIT, will be placed into the Transportation sub-division of Tech I.

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Below outlines the detailed changes to each of the organizational charts, Chart I – V.

Chart I

- Abolishment of the Pacific Aerospace Training Center (Chart 5)
- Renaming of Chart IV from “Pacific Center for Advanced Technology Training” to “Pacific Center for Advanced Technology Training, Continuing Education & Lifelong Learning”

Chart II

- Deletion of International Affairs and Development
- Renaming of “Public Affairs and Resource Development” to “Communications & External Affairs”

Chart III

- Consolidation of Management of Information & Research, College Skills Center, Educational Media Center, Library, and Disability Services under one unit as Academic Support.
- Deletion of area titled Program Review/Program Improvement. Faculty member (#74810) in this area is reassigned to the new Education Technology unit.
- Placement of Information Technology (IT) under the Vice-Chancellor of Academic Affairs

Chart IIIA

- Identifying the four academic units in the University College division: 1) Arts, Humanities & Social Sciences, 2) Language Arts, 3) Mathematics & Science and , 4) Native Hawaiian Programs
- Each of the four programs will be coordinated by one division chair per unit
- The position numbers included in the Native Hawaiian Programs that were moved from other divisions include:
 - #74839, 74886 previously located in Arts, Humanities & Social Science
 - #84689 previously located in Language Arts
 - # 74842, 74885 previously located in Student Services
- As part of the student success mission, the math and language arts faculty have dramatically changed their course deliver modes which require embedded tutoring support. Two APT positions previously in the college skills center will be moved, one to support the math and one to support the English curriculum. Position # 81788 and #81973 will report to the appropriate Division Chair for those disciplines.

Chart IIIB

- Deletion of the Technical Academy
- The Transportation and Trades programs will be split into two streams and coordinated by separate division chairs
 - Transportation Programs: Aeronautics Maintenance, Autobody Repair and Painting, Automotive Mechanics Technology, Commercial Aviation, Diesel Mechanics

Technology, Fire and Environmental Emergency Response, Occupational and Environmental Safety Management, Boat Maintenance and Repair.
Trades Programs: Apprenticeship and Applied Trades, Carpentry, Construction Academy, Drafting Technology, Electrical Installation and Maintenance Technology, Refrigeration and Air Conditioning, Sheet Metal and Plastics and, Welding.

Chart IIIC

- Add the Music Entertainment and Learning Experience (MELE) program and faculty position #74876

Chart IIID

- Movement of Records staff to the new Admissions and Records unit
- This requires a supervisory change of the campus Registrar (#80669) currently reporting to the VCAA to now report to the Dean of Student Services
- Creation of an Admissions Specialist position (#78677) to report to campus Registrar

Chart IIIE

- Creation of an Academic Support Division managed by a Dean
- All faculty in this division (#74810, 845,42, 84693, 83150, 82339, 83418, 83998, 87009) will have a reporting structure change and now report to the Dean of Academic Support
- APT personnel (#80080, 79012,81789, 77068, 80711, 80039) will have a reporting structure change and now report to the Dean of Academic Support
- Creation of a Student Success division (see Chart IIIE-1)

Chart IIIE-1

- Creation of a Student Success Division headed by a rotating Division Coordinator (faculty)
- Positions from the previous College Skills Center will move to Academic Achievement (responsible for testing and tutoring): #86804, 81974, 81975, 26748
- Creation of a Retention unit which includes position # 82397, 85677T, 86678T

Chart IIIF

- Consolidation of the Information Technology Infrastructure and Services
- A Director of IT Services (#77629) will be established
- APT personnel with supervisory structure changes now reporting to the Director of IT Services includes: #80953, 81741, 81476, 81641, 78289, 80502, 81048, 80863, 78040, 80260, 78188, 81639, 78677

Chart V

- Security Officer II (#26001) will now report directly to the VCAA
- Supervisory changes of APT personnel in Business Office and H.R. Office will assist in more efficient operations