

# HAWAI‘I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW (APR)

## Agriculture

Date November 17, 2017

Review Period  
July 1, 2016 to June 30, 2017

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*Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>*

*Please remember that this review should be written in a professional manner. Mahalo.*

## PART 1: PROGRAM DATA AND ACTIVITIES

### Program Description (required by UH System)

Provide the short description as listed in the current catalog.	This program prepares students for employment in government service, agribusiness, horticulture, livestock, flowers and foliage, landscape, macadamia nuts, papaya, and coffee industries.
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### Comprehensive Review information (required by UH System)

Provide the year and URL for the location of this program’s last Comprehensive Review on the HawCC Program/Unit Review website: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a>	
Year	2016
URL	<a href="#">Agriculture - (AG)</a>
Provide a short summary of the CERC’s evaluation and recommendations from the program’s last Comprehensive Review.  Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.	CERC evaluations and recommendations not available at this time.  The focus of the last review was to build around an integrated farm to table with emphasis on hands-on learning. The farm to table concept is in collaboration with the Culinary Program. Also, we continue to collaborate with the carpentry program “foundation to finish”.  The major change to the program from last year is the increase in production area. We currently are using over 50% more area than the previous year. Along with the increase in produce, we are able to experiment with more varieties that the Culinary Program may use.

### ARPD Data: Analysis of Quantitative Indicators (required by UH System)

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

**Please attach a copy of the program’s data tables and submit with this Annual Program Review (APR).**

- a) If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.

**OR**

- b) If you will be submitting the APR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.

**Analyze the program’s ARPD data for the review period.**

Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:

Demand	<p>Our Demand Health Call was “Cautionary” with a rubric score of 0.625. Although wrong, this has been the most accurate call we had in years! The scoring rubric has again been updated this year. It is not perfect, but is a big step in the right direction! The reason for the increased accuracy is due to the change in the denominator. It is now a rolling three year average of graduates, not declared majors!</p> <p>To perfect this indicator, we must be allowed more than one program CIP code, as we prepare students to work in more than one area. With this we will definitely score a “Healthy” call (1.5+ on the rubric).</p> <p>Note: even with the addition of multiple CIP codes, the replacement position numbers will not reflect entrepreneurial opportunities, which many program students pursue.</p>
Efficiency	<p>We have been given an Efficiency Health Call of “Healthy”. We have mandated enrollment capacity so our scoring rubric is based off of Class Fill rate. Our Fill Rate is 91.9%. The minimum Fill Rate to get a Healthy call is 75%. We do not see this number dropping anytime in the near future. To ensure efficiency, we would pursue agricultural interested students at job/career fairs, be involved with high school, intermediate and elementary schools and other community events.</p>
Effectiveness	<p>The scoring rubric requires the program to increase the number of Unduplicated Degrees and CAs Awarded by 5% a year. Although we were given a Health Call of Healthy, it will be impossible to increase our Unduplicated Degrees/Certificates Awarded! We do not have the physical space to grow the program and increase the capacity 5% every year. We believe that if a program cannot grow by 5% every year, it should be rated on a set ratio of Unduplicated Degrees/Certificates Awarded to Average Class Size.</p>
Overall Health	<p>The Overall Health of the program is Healthy. A change in scoring of the</p>

	<p>demand rubric will aid in keeping the overall health of the program healthy. Big improvements have been made in a short amount of time and should continue to exceed expectation.</p>
Distance Education	N/A
Perkins Core Indicators (if applicable)	<p>1P1 - Technical Skills Attainment was not met due to 1 student dropping out of the program due to social issues. We expect at least 1 student to drop out of the program every year. If we can increase enrollment to our max capacity, the expected one student dropping out will not cause this indicator to drop below our goal.</p> <p>2P1 - Completion was not met. This indicator was not met due to 2 students transferring without completing Associates of Science Degree (although, 1 is planning to return to complete his/her degree in Fall 2017) and 1 dropping out of the program.</p> <p>3P1 - Student Retention and or Transfer was not met. Out of 8 students, 2 students did not continue the program or transfer to UHH. 1 student left the program to work for DLNR and the other had lost interest and dropped out of the program..</p> <p>4P1 - Student Placement was not met. Out of 14 that graduated only 7 was picked up by the Unemployment Insurance Quarter. We do not have much data as this happened under the last instructor's supervision. We are currently looking into a employment tracking system to track our graduates.</p> <p>5P1 - Nontraditional Participation was met. There seems to a growing interest in this field. We will continue to pursue nontraditional participation by promoting career/job fairs, be involved with high school, intermediate and elementary schools and other community events.</p> <p>5P2 - Nontraditional Completion was not met. This happened before the current instructor. However, to meet this indicator we must first meet 5P1. To do this we will continue to pursue nontraditional participation by promoting career/job fairs, be involved with high school, intermediate and elementary schools and other community events.</p>

Performance Funding Indicators (if applicable)	N/A
What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.	The scopes of the datasets used are not representative of the unique situation in Hawaii County. Additionally the local interest in agriculture and sustainability attracts many people to enroll in classes simply to learn the subject, with less interest in pursuing degrees and certificates let alone moving on to a 4-year program. We will monitor degree/certificate interest vs. general Ag interest in future student cohorts to confirm this observation.

## PROGRAM ACTIVITIES

**Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.**

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students.

Since the hire of the new instructor, the agriculture production growing area has doubled every year, adding to the overall health of the program.

The program was in anticipation of the hiring of a new APT. The instructor was without assistance for 9 months making the workload and paperwork more time consuming for the instructor.

Another personnel change was the retirement of ATE Division Chair Joel Tanabe, July, 31<sup>st</sup> 2016 and AMT Associate Professor Harold Fujii becoming the new ATE Division Chair. We fully support and enjoy working with Harold.

The program has undergone changes in operations and in services to students because of the

expansion of the growing area and farm to table concepts. The program expanded the farm to table concept by adding more growing area allowing more produce to be sent to the culinary program. Also, the expanded area allowed more experimentation with different varieties to see if cultivation is possible and if acceptable for culinary.

### **PROGRAM WEBSITE**

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

× Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's web-master on \_\_\_\_\_ (date).

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

*Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at*

HYPERLINK "http://hawaii.hawaii.edu/web-developer" \t "\_blank"

## **PART 2: PROGRAM ACTION PLAN**

### **AY17-18 ACTION PLAN**

**Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period.**

**This Action Plan should identify the program's specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving each goal.**

The Hawaii Community College Agriculture Program would like to have its own farm lab and not be under the umbrella of UH Hilo College of Agriculture Forestry and Natural Resource Management. Hawaii CC Agriculture Program would have more flexibility to do what is necessary on a timely fashion to enhance student learning. A workable memorandum of agreement by Spring 2018 would lay the foundation to increase and upgrade the Agriculture program's facilities. Until an agreement is made, the maintenance, upgrades, future development and expansion of the program cannot be planned.

### **ACTION ITEMS TO ACCOMPLISH ACTION PLAN**

**For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.**

**For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).**

**Action Item 1:**

Once an MOA is attained, plans could be made to get a certified kitchen, a produce processing unit and a building to house these items, along with a classroom at the Farm Lab. Plans could be made available within a few months. As the plans are put into motion and the facilities established, this will help improve student learning. There would be less commute time and more teaching time. Hands-on learning would be greatly increased due to the efficiency of the layout of the farm. The MOA would bring stability to the program knowing where we will be from semester to semester.

By having a new facility it will bring a renewed excitement to student learning. We will be able to recruit effectively, keep students motivated and increase our retention. Our goal is to have a public friendly facility and facilitate tours from K-12 and the general public.

**Action Item 2:**

Once the MOA is acquired, hiring a Farm Manager is a vital part of the program expansion. Unlike most other programs, the Ag program deals with live crops. These live crops are student projects that must be maintained (watered, fertilized, etc.). The instructor should be spending his off time developing the program, not maintaining the farm. With the assistance of a farm manager, the instructor can develop and fine-tune the program/curriculum so that the students can learn and attain the PLO's efficiently. This will enhance student learning by exposing students to a well thought out and planned curriculum provided by the instructor.

The farm manager will also schedule excursions and career days at the farm for K-12 students and hopefully coordinate use of the HCC Ag program's classroom facility at the farm.

**RESOURCE IMPLICATIONS**

***NOTE: General "budget asks" are included in the 3-year Comprehensive Review.***

***Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to***

***ensure compliance with Federal/State laws/regulations***

**Provide a brief statement about any implications of or challenges due to the program's current operating resources.**

The number one challenge the program faces is that our operating budget has not kept up with inflation. Every year we lose purchasing power, we cannot purchase the same amount of supplies as we once could. On top of that, in Fall 2016 Associate Vice President for Administrative Affairs, Mike Unebasami, implemented a 10% surcharge on the gross revenue of the program's R account and also announced that the college can "sweep" the R account too. Since our G account has been decreasing, we have always used our R account to supplement it. This had a negative effect on the program. This is technically another budget cut. Currently we are working to move forward, but we do not want to save for larger purchases anymore, because the money could be "swept" at any time.

We generate some revenue because our G account (instructional funds) have not increased since its inception in the late 90's, they actually decreased!!! Supply costs have increased with inflation over the years, but we still have to manage with the same budget. We will not attempt to be a big revenue generator, our focus here is to educate students and not take away jobs from the local industry!

**BUDGET ASKS**

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	Although our equipment are currently working, in two years, the equipment will not be able to keep up with the goals of the Ag program. They are worked overtime doing jobs for which they are not designed. This could be problematic if they were to immediately break down and become unfixable. Students' learning would be at a disadvantage due to not having the right equipment to do the proper job in a timely fashion. The equipment increase and upgrade goal will improve student learning by allowing students to perform lab exercises more efficiently allowing for more time learning. It will also decrease maintenance costs in the future, which can be reinvested into the program.
Include estimated cost(s) and timeline(s) for procurement.	

<p>Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u>:</p> <p><a href="http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf">http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</a></p>	
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### PART 3: LEARNING OUTCOMES ASSESSMENTS

**For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.**

#### **Evidence of Industry Validation and Participation in Assessment (for CTE programs only)**

Provide documentation that the program has submitted evidence and achieved certification or accreditation (if applicable) from an organization granting certification/accreditation in the program’s industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in the program’s assessment(s).

**Please attach copy of industry validation for the year under review.**

<p>No assessments have been performed in AY16-17. We are revising our assessment scheduled and will start assessing courses in Fall 2017. See our course assessment schedule: <a href="https://docs.google.com/spreadsheets/d/1M6FZ7085VoZiW6OA0kZyVPZkLTE-o3y_A4atlOXxp1g/edit#gid=682910105">https://docs.google.com/spreadsheets/d/1M6FZ7085VoZiW6OA0kZyVPZkLTE-o3y_A4atlOXxp1g/edit#gid=682910105</a></p> <p>The AG Program held its Advisory Council Meeting on February 16th, 2017. Unfortunately, the minutes of this meeting is unavailable at this time.</p>
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#### **Courses Assessed**

<p><b>List all program courses assessed during AY16-17, including Initial and “Closing the Loop” assessments.</b></p>			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
N/A			
“Closing the Loop”	Semester	CLOs assessed	PLO alignment

Assessed Course Alpha, No., & Title	assessed	(CLO#s)	(PLO#s)
N/A			

### Assessment Strategies

**For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including:**

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artifacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students' summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

**Course Alpha/#:**

N/A

### Expected Levels of Achievement

**For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.**

*Example: "CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1."*

*Example: "CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4."*

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
N/A			

### Results of Course Assessments

**For each course assessed in AY16-17 listed above, provide:**

- a statement of the quantitative results;
- a brief narrative analysis of those results.

**Course Alpha/#:**

N/A

**Other Comments**

**Include any additional information that will help clarify the program's course assessment results, successes and challenges.**

A new instructor was hired Fall 2015. Multiple APT's were available to intermittently help from Fall 2015 to Jan 2017. However, no APT was available from Jan 2017 to September 2017 to assist in assessments. The instructor understands the importance of assessments and although no assessments were done, plans are being made in how they were going to be carried out and worked on with the hire of the new APT. The instructor was looking forward to working with the new APT in devising an assessment schedule in order to have a long-term plan that was more organized and efficient.

**Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.**

**Next Steps – ASSESSMENT ACTION PLAN for AY17-18**

**Describe the program's intended next steps to improve student learning, based on the program's overall AY16-17 assessment results.**

Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

**PART 4: ADDITIONAL DATA**

**Cost Per SSH (to be provided by Admin)**

**Please provide the following values used to determine the total fund amount and the cost per SSH for your program:**

General Funds = \$ \_\_\_\_\_  
Federal Funds = \$ \_\_\_\_\_  
Other Funds = \$ \_\_\_\_\_  
Tuition and Fees = \$ \_\_\_\_\_

**External Data\***

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If your program utilizes external licensures, enter:

Number sitting for an exam \_\_\_\_\_

Number passed \_\_\_\_\_

**\*This section applies to NURS only.**



Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	86%	96%	97%	Healthy
18	Withdrawals (Grade = W)	0	0	0	
19	*Persistence Fall to Spring	64.1%	66.6%	75%	
19a	Persistence Fall to Fall	47%	44%	50%	
20	*Unduplicated Degrees/Certificates Awarded	14	8	10	
20a	Degrees Awarded	8	4	8	
20b	Certificates of Achievement Awarded	7	1	9	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	14	0	10	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	2	2	0	
22a	Transfers with credential from program	1	0	0	
22b	Transfers without credential from program	1	2	0	

Distance Education: Completely On-line Classes		Program Year		
		14-15	15-16	16-17
23	Number of Distance Education Classes Taught	0	0	0
24	Enrollments Distance Education Classes	N/A	N/A	N/A
25	Fill Rate	N/A	N/A	N/A
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A
27	Withdrawals (Grade = W)	N/A	N/A	N/A
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	85.71	Not Met
30	2P1 Completion	51.00	42.86	Not Met
31	3P1 Student Retention or Transfer	81.00	75.00	Not Met
32	4P1 Student Placement	63.87	50.00	Not Met
33	5P1 Nontraditional Participation	22.00	27.27	Met
34	5P2 Nontraditional Completion	22.00	0.00	Not Met

Performance Measures		Program Year		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	15	7	17
36	Number of Degrees and Certificates Native Hawaiian	13	4	7
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients <sup>1</sup>	33	15	10
39	Number of Transfers to UH 4-yr	2	2	0

\*Data element used in health call calculation

Last Updated: October 29, 2017

<sup>1</sup>PY 16-17; Pell recipients graduates not majors