HAWAI`I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

NAME OF PROGRAM

December 15, 2007

Writer:
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I. **Narrative and Analysis of Data**
a. Statement on the mission or purpose of the unit, including the target student population;
b. Information on external factors affecting the unit;
c. Required external measures, if applicable;

Program Mission:

The Instructional Services Office (ISO) accommodates the needs of both instructional programs as well as academic support units to promote student learning in curricular and co-curricular endeavors. A staff including administrators, faculty, APT, clerical and student help coordinate their efforts as part of the ISO to provide oversight and support for staffing, scheduling, budgeting, institutional support and academic leadership activities including the incubation of instructional programs not yet situated in an instructional division.

History:

The office has transitioned from an Office of the Dean of Instruction to the current Vice Chancellor for Academic Affairs Office comprising a Vice Chancellor and two Interim Assistant Deans for the instructional programs. Academic Support units reporting directly to the Vice Chancellor include seven distinct units as found on the organizational chart below.

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                    Vice Chancellor for Academic Affairs
                           Douglas Dykstra
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Clerical Support
- Sandra Kama, Secretary
- Jean Cruz, Clerk
- Student Help

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                          Academic Support
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Middle College
T. Nahm Mijo
- Culinary Specialist
- Sound Recording Specialist
- Lecturers

Fire Science Experimental Coureses
J. Minassian

Learning Center
Guy Kimura
- Nancy Schein
- Leanne Urasaki
- Betty Okada
- Student help
- Tutors

Library
Lari-Anne Au

Academic Computing
Steve Schulte
- Joy Aito
- IT Spec
- IT Spec
- IT Spec
- Clerical

Institutional Research Banner Programming & Scheduling
- *Shawn Flood*
- *Marv Kitchen*
- *SherrieAnn Straslicka - Walker*

Distance Learning & Media Services
- Ellen Okuma
- Maria Andaya
- Neal Uehara
- Nadine Price
- Chuck Connors (WH)

Cooperative Education
Earl Tamiya

Three of the seven units on the chart conduct their own unit reviews on a regular rotational basis (The Learning Center, Moʻokini Library, and Academic Computing Unit). The remaining four will be referred to as sub-units and two of them (Incubated Programs; D.E. Media Support) have reported extensively as part of the ISO office comprehensive program review in the hope of funding biennium budget requests. The other two sub-units (Cooperative Education; Institutional Research, Distance Education and Media Support Services) are reported as part of the Instructional Services Office Annual Program Review.

Cooperative Ed. Sub-unit (CVE):

History

The Cooperative Vocational Education Program at Hawaii Community College was established in 1969, designed as an educational program to combine classroom study with supervised work experiences for the applied and business technical programs. Through these experiences students are provided the opportunity to:
(a) Earn credits at the college;
(b) Learn from their work experiences;
(c) Obtain educationally related employment;
(d) Earn funds for their education.

List of Program Learning Outcomes

PLO #1 Motivates students through employment experiences which give meaning and purpose to the theoretical and practical assignments presented through related classroom instruction.
PLO #2 Provides an opportunity to broaden understanding and appreciation of the world of work.
PLO #3 Allows utilization of community resources to expand and enrich the curriculum, thus providing a more well-rounded and individualized education needed for the attainment of specific occupational goals.

List of Student Learning Outcomes

SLO #1 Display a professional attitude in the workplace following general business etiquette and ethics including appearance, dependability, honesty, accepting constructive feedback, providing good customer service, and taking pride in work.
SLO #2 In a work environment demonstrate effective self-management through efficient use of time and personal commitments.
SLO #3 Use critical thinking skills to make effective decisions in the workplace.

Institutional Researcher & BANNER Programming/Scheduling Sub-unit:

Description of unit:

The IR Office is responsible for all data inquiries coming into the organization both internally and externally. This is facilitated through the use of an on-line data request form and tracking system, which is used in the prioritization of projects or requests for data. The IR Office has been maintaining this process as a service to the college since the middle of 2005 to ensure that all requests for data are captured and satisfied in a logical manner.

The IR Office is primarily a one-man shop with periodic developer support from the BANNER Programmer. The BANNER Programmer is only half time in his position at HawCC and spends the other half working on system requests. He is in high demand locally, working with Student Support Services, the Financial Aid Office, the Learning Center and Business Office. The BANNER Programmer reports to the VCAA.

The office is responsible for maintaining a working relationship with our System Office through participation in the IR Cadre. The office also works within the UHCC Instructional Program Review Council in its efforts to develop and streamline a process by which all community colleges in the system are approaching instructional program reviews using a common language and agreed upon standards. Additional responsibilities to the system office include participation in some fairly large projects such as the National Community College Benchmark Project, the Achieving the Dream Initiative, and the Annual Program Review Process.

The office is also responsible for training our faculty on the program review process, performing annual Graduate-Leaver Survey analysis, maintaining the assessment website with all documentation related to program reviews, demographic data collection for Native Hawaiian based Grants, reporting and making Achieving the Dream data available to our Core Team, providing assistance in the setting of benchmarks for instructional program data, coordinating activities leading to the fulfillment of the National Postsecondary Student Aid Study, facilitation of the campus on-line faculty evaluation process, and development of the processes necessary to reduce the time that it takes to perform a program review.

BANNER programming and scheduling is responsible for coordinating with the Institutional Researcher under the direction of the VCAA to assure that data inquiry routines needed to complete program review, University System reports and federal or state government mandated reports can be completed. The BANNER programmer also reports to the System Office to contribute to the BANNER implementation efforts conducted at that level. In times past as much as 50% of the programmer's time has been absorbed by the system implementation tasks and he has been working in Honolulu to carry out these duties. BANNER scheduling is handled by an APT A position that is responsible for the schedule of courses, the booklet of student guidelines for course registration produced each semester, the annual production of the college catalog, and the student evaluation of instructors summative reports that come out each semester.

II.   Update or Create Your Action Plan including Budget Request with Justification, if needed.

CVE Action Plan

Task:	Academic yr.	Who is responsible	Best Fits which ADP Goal
1. Assist the Business Education and Technology Division to increase their enrollment through recruiting efforts. (the number of students in the CVE program correlates with the number of majors in the BTech and Marketing programs).	2007-08 2008-09 2009-10 2010-11	Program Coord.	B
2. Work with the Business Technology Program to establish an electronic data base to include CVE students and respective employers for tracking purposes.	Fall 2008	Program Coord	C
3. Work with the Director of West Hawaii to explore possibility of instituting CVE in West Hawaii.	2008-09	Program Coord.	C
4. Continue to work with the Accounting faculty to assist with their ACC 193A/B practicum courses to give students the practical on-the-job experiences.	2007-2008 2008-2009 2009-2010 2010-2011	Program Coord.	C
5. Assist the Fire Science Program with its CVE efforts.	2008-2009 2009-2010 2010-2011	Program Coord.	C

CVE Cost Items

Task:	Academic Yr.	Who is responsible	$ amount & budget category Except R/M	Best fits which ADP Goal	Supported by ADP Resource Require-ment? Y/N
1.Replace Office Computer	2007-08	Program Coord.	2K/Eq	C	Y
2.Warranty on	2008-09	Program	$700/SE	C	Y

Printer/Copier		Coord.			
3.Professional Development to attend JPIC	2007-08 2008-09 2009-10 2010-11	Program Coord.		D	Y
4.Basic office supplies, including supplies for printer/copier and FAX machines	2007-08 2008-09 2009-10 2010-11	Program Coord.	$500/SE	C	Y

CVE Equipment Depreciation, if applicable

Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)	Category: CP or E	Expected Depreciation Date	Estimated Replacement Cost
Computer Date Acquired: 02/01/1998 Serial #MS98010060	CP		$2K
Sharp Digital Copier Date Acquired: 06/28/2004 Serial #35042659	CP		$4K

Institutional Research:

Three Strengths:

1.   The ability to take all of the data needs of the organization into consideration and manage the process of prioritization and execution.
2.   A collaborative approach is used in the IR Office to solve a range of complex issues facing the college.
3.   The development of good working relationships across the college.

Three Weaknesses:

1.   Insufficient time to adequately plan many of the activities of the office. This is a resource allocation issue, highlighted by the many unmet needs of our college.
2.   We are increasingly finding ourselves working in a reactive mode in processing day to day requests for data. This is not only bad for efficiency sake; it is bad for morale in general, which is a larger threat to the organization.
3.   There appears to be little if any connection or coordination between what the system is asking the IR office to deliver on and what is needed locally. This lack of engagement between the community colleges and the System office tends to polarize the organization, which is a non productive exercise in an environment of limited resources.

Action plan:

Although there is currently a plan in place to hire a Band "A" position into the IR office, it is unlikely that we would have the good fortune of finding an employee with the skill set we need that would work for Band "A" wages. With our BANNER Programmer looking at retirement this would be a good time to be thinking about a serious commitment from our organization and hiring a full-time developer to work in this office that would cross-train with our BANNER Programmer before he leaves.

Data Chart

Program Name: Coop Ed (Earl Tamiya only)	AY 04-05	AY 05-06	AY 06-07
1. Number of students	32	22	24
2. Student Semester Hours all program classes	60	54	52
3. Student FTE program enrollment	4	3.6	3.47
4. Number of classes taught	8	6	5
5. Average class size	4	3.67	4.4
6. FTE of BOR appointed program faculty	1	1	1
7. Student/Faculty ratio	32:1	22:1	24:1
8. Number of Students per FTE faculty	26.67	23.57	32.73
9. Program Budget Allocation (Personnel, supplies and services, equipment)	$74,952.00	$74,952.00	$74,952.00
10. Cost per Student Semester Hour	$1,249.20	$1,388.00	$1,441.39
11. FTE Faculty Workload	1.2	0.93	0.73
12. Determination of program's overall health (Healthy, Cautionary, or Unhealthy)	C	C	C

CVE Data Analysis:

The CVE sub-unit provides an excellent opportunity for students in a wide variety of career and technical education programs to gain on the job experience as part of their degree programs. The cautionary program health call for this program is based on the very high cost per ssh figures. The accompanying action plan is appropriate if followed to help bring these problematic cost figures down. CVE should try to double the ssh output in the coming year. The possible addition of a FIRE Science A.S. degree program will be a great boost to expanding the ssh output of the CVE sub-unit because of the proposal that all Fire Science majors will be required to complete 2-6 credits of CVE in their program. No other degree program requires CVE so Fire Science will be pioneer with great growth potential for its program and because of the requirement for CVE great growth potential for the volume of CVE.