

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES  
ANNUAL INSTRUCTIONAL PROGRAM REVIEW  
PROCEDURES, COMPONENTS, AND MEASURES

Hawai'i Community College  
AA Degree Program

Introduction:

Program Mission Statement and brief description of the program including a listing of program level student learning outcomes.

The Associate in Arts degree Program is designed for students who are preparing themselves to transfer to a four-year college or university and prepares students for roles as continuing students, family members, employers, employees, and citizens of local and global communities. We envision that our graduates will be able to achieve the following Student Learning Outcomes:

**CRITICAL AND CREATIVE THINKING**

Think and act with intellectual insight and integrity. Gather, analyze, and evaluate information. Pose questions, synthesize ideas, solve problems, and reach logical conclusions. Create new ideas and works that express individuality.

**COMMUNICATION**

Discover, construct and communicate meaning through observing, listening, speaking, reading, writing, and interacting.

**MATHEMATICAL AND SCIENTIFIC REASONING**

Apply mathematical reasoning and scientific methods to solve problems.

**HISTORICAL PERSPECTIVE**

Evaluate historical perspectives to inform present thought and influence future action.

**INTEGRATION AND APPLICATION OF KNOWLEDGE**

Use information ideas, and methods from diverse disciplines to enhance intellectual, aesthetic, professional, and community life.

**LEADERSHIP**

Engage persons across the whole community in working collaboratively to advance shared goals.

**VALUES AND ETHICS**

Make informed and principled decisions with respect to individual conduct, the community, and the environment. Respect, promote and support Hawaiian and Local cultures and social diversity.

**LIFE SYSTEMS**

Demonstrate commitment to social and natural systems in ways that honor and sustain the integrity of life.

Part I. Quantitative Indicators for Program Review

LBRT	AY 04-05	AY 05-06	AY 06-07
1. Annual new and replacement positions in the State	0	0	0
2. Annual new and replacement positions in the County	0	0	0
3. Number of majors	873	781	742
4. Student Semester Hours for program majors in all program classes	5196	4711	4434
5. Student Semester Hours for Non-program majors in all program classes	3333	3634	3506
6. Student Semester Hours all program classes	8529	8345	7940
7. FTE Program enrollment	568.6	556.33	529.33
8. Number of classes taught	140	134	130
9. Determination of program's health based on demand (Health, Cautionary, or Unhealthy)			
10. Average Class Size	21.16	21.54	21.15
11. Class fill rate	95.89%	87.48%	89.31%
12. FTE of BOR appointed program faculty	25	25	25
13. Student/Faculty ratio	34.1:1	30.51:1	28.98:1
14. Number of Majors per FTE faculty	32.82	30.59	30.16
15. Program Budget Allocation (Personnel, supplies and services, equipment)	\$1,275,836.00	\$1,236,711.90	\$1,201,898.00
16. Cost Per Student Semester Hour	\$149.59	\$148.20	\$151.37
17. Number of classes that enroll less than ten students	3	7	5
18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)			
19. Persistence of majors fall to spring	62.66%	63.1%	62.21%
20. Number of degrees earned (annual)	110	106	84
21. Number of certificates earned (annual)	0	0	0
22. Number of students transferred (enrolled) to a four-year institution in UH	38	7	3
23. Perkins core indicator: Academic Attainment(1P1)	.00%	.00%	.00%
24. Perkins core indicator: Technical Skill Attainment (1P2)	.00%	.00%	.00%
25. Perkins core indicator: Completion Rate (2P1)	.00%	.00%	.00%
26. Perkins core indicator: Placement in Employment Education, and Military (3P1)	.00%	.00%	.00%
27. Perkins core indicator: Retention in Employment (3P2)	.00%	.00%	.00%
28. Perkins core indicator: Non Traditional Participation (4P1)	.00%	.00%	.00%
29. Perkins core indicator: Non Traditional Completion (4P2)	.00%	.00%	.00%
30. Determination of program's health based on effectiveness (Healthy, Cautionary, Or Unhealthy)			
31. Determination of program's overall health (Healthy, Cautionary, or Unhealthy)			
32. Number of FTE Faculty	26.6	25.53	24.6

## Part II. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of data.

### Strengths:

- LBRT supports all other instructional programs (44% SSH devoted to supporting other programs)
- Increased distance education offerings to entire Big Island with growing numbers of satellite instructional sites
- High retention, engagement, and graduation rates
- We have high demand, based on number of classes taught, student semester hours for program majors, and student semester hours for non-program (#8, 4, and 5)
- Item #16 – cost per student demonstrates that LBRT is cost-effective and a great value for the College
- High quality of instruction
- Ongoing discussions with the Dept. of Education and College personnel to assist students with transition from high school through post-secondary education

### Weaknesses:

- High lecturer dependence
- Inadequate, dilapidated, and insufficient classrooms, offices, & parking
- Externally required reports consume excessive amounts of time and energy
- East HI campus separated into 2 locations
- Anticipated high number of vacancies due to retirements
- Lack of resources for Professional Development

Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)

- Implementation of 20% course review
- White Paper Report provided campuses with recommendations for remedial/developmental education
- Completed matrices of courses that support AA Degree PLOs
- Selected one PLO to assess
- Ongoing articulation efforts with Oregon State University, UH Hilo Degree Partnership Program, UHH CAFNRM, UHH COBE, Waikato University
- Filled 4 vacant positions – English, Science, & Humanities
- Piloting new flexible course offerings
- Analyzed the demand/need for full-time and part-time faculty in the LBRT & Public Services Division by calculating data for FTE BOR appointed faculty by disciplines and/or Departments
- Up to 80% of LBRT courses have developed their SLOs.
- Documented evidence of course SLOs

Part III. Action plan

- Identify assessment strategies for the selected AA Degree PLO
- Complete the hiring of 6 LBRT positions
- Equip the new Science lab scheduled for opening in Fall 2008
- Continue articulation efforts
- Complete development of course SLOs
- Identify assessment strategies for course SLOs
- Continue with the 20% course reviews
- Curriculum development in response to student and program needs

Part IV. Resource Implications (physical, human, financial)

- Increase number of office and classroom space
- Office furniture and computers for 6 new faculty
- Equipment and supplies for new Science Lab in Bldg 386
- Purchase 15 passenger 4wd van
- Back-up inventory for classroom equipment: elmo, computer projector, laptop, bulbs, DVD/VCR players, TV monitors, overhead projector
- Support staff for DL and Laulima (Sakai) course development
- Technical support staff for course delivery