

***HAWAI`I COMMUNITY COLLEGE***  
**ANNUAL**  
**PROGRAM REVIEW REPORT**

**AA Degree Program**

**December 2, 2009**

**(Assessment Period: 2008-2009)**

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## UHCC December 2009 Coversheet – Annual Report Program Data

**College:** Hawaii Community College

**Program:** Liberal Arts (AA Degree)

Check All Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	APC
	X								

**Introduction: Brief description of the program and program mission.**

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:

**1. 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.

**2. COMMUNICATION**

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

**3. MATHEMATICAL AND SCIENTIFIC REASONING**

Apply mathematical reasoning and scientific methods to solve problems.

**4. HISTORICAL PERSPECTIVE**

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

**5. INTEGRATION AND APPLICATION OF KNOWLEDGE**

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

**6. LEADERSHIP**

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

**7. 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.

**8. LIFE SYSTEMS**

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

Adopted September 9, 2005

**Part I.**

**Quantitative Indicators (Reported on 2009 Summary Report Program Data excel sheet --includes health calls based on system scoring rubric).**

**Annual Report of Program Data for Liberal Arts  
Hawaii Community College Program Major(s): LBRT**

<b>Overall Program Health</b>					
<b>Demand Indicators</b>					
		Academic Year			<b>Demand Health</b>
		Fall 06	Fall 07	08-09	
1	New & Replacement Positions (State)	0	0	0	
2	New & Replacement Positions (County Prorated)	0	0	0	
3	Number of Majors	742	810	852	
4	SSH Program Majors in Program Classes	5,696	6,379	10,507	
5	SSH Non-Majors in Program Classes	6,555	6,983	11,010	
6	SSH in All Program Classes	12,251	13,362	21,517	
7	FTE Enrollment in Program Classes	817	891	717	
8	Total Number of Classes Taught	211	226	352	
<b>Efficiency Indicators</b>					
		Academic Year			<b>Efficiency Health</b>
		Fall 06	Fall 07	08-09	
9	Average Class Size	20.4	20.8	21.5	
10	Fill Rate	88%	90%	89%	
11	FTE BOR Appointed Faculty	25.0	30.0	29.1	
12	Majors to FTE BOR Appointed Faculty	29.0	27.0	29.2	
13	Majors to Analytic FTE Faculty	18.6	19.0	23.3	
13a	Analytic FTE Faculty	40.0	42.7	36.6	
14	Overall Program Budget Allocation	\$1,201,898	\$2,105,085	\$1,931,338	
14a	General Funded Budget Allocation	n/a	n/a	\$1,916,338	
14b	Special/Federal Budget Allocation	n/a	n/a	\$15,000	
15	Cost per SSH	\$151.37	\$157.54	\$89.76	
16	Number of Low-Enrolled (<10) Classes	8	11	9	
<b>Effectiveness Indicators</b>					
		Academic Year			<b>Effectiveness Health</b>
		2006	2007	08-09	
17	Successful Completion (Equivalent C or Higher)	n/a	n/a	75%	
18	Withdrawals (Grade = W)	n/a	n/a	439	
19	Persistence (Fall to Spring)	62%	64%	66%	
20	Unduplicated Degrees/Certificates Awarded	n/a	n/a	104	
20a	Number of Degrees Awarded	106	84	104	
20b	Certificates of Achievement Awarded	0	0	0	
20c	Academic Subject Certificates Awarded	n/a	n/a	0	
20d	Other Certificates Awarded	n/a	n/a	0	
21	Transfers to UH 4-yr	101	96	61	
21a	Transfers with degree from program	n/a	n/a	28	
21b	Transfers without degree from program	n/a	n/a	33	

Distance Education Completely On-line Classes		Academic Year		
		Fall 06	Fall 07	08-09
22	Number of Distance Education Classes Taught	n/a	n/a	67
23	Enrollment Distance Education Classes	n/a	n/a	1570
24	Fill Rate	n/a	n/a	88%
25	Successful Completion (Equivalent C or Higher)	n/a	n/a	67%
26	Withdrawals (Grade = W)	n/a	n/a	139
27	Persistence (Fall to Spring Not Limited to Distance Education)	n/a	n/a	56%
Perkins IV Core Indicators				
Perkins IV Measures 2007-2008		Goal	Actual	Met
28	1P1 Technical Skills Attainment	90.00		N/A
29	2P1 Completion	44.00		N/A
30	3P1 Student Retention or Transfer	55.00		N/A
31	4P1 Student Placement	50.00		N/A
32	5P1 Nontraditional Participation	25.00		N/A
33	5P2 Nontraditional Completion	25.00		N/A

## Part II.

### Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data).

Due to the change in methodology of data collection the analysis of the data is difficult. In previous years data was collected in the Fall semester only and in 08/09 the data was collected for the academic year of two semesters. A simple division of the data would not yield accurate information since Fall semester figures are generally higher than Spring semester numbers.

#### Strengths:

- Demand indicators demonstrate increases as follows:
  - ✓ Number of majors (9%) from Fall 06 to Fall 07 and an increase of 5% from Fall 07 and 08/09. (item #3)
  - ✓ Demand in all SSH in all program classes increased by 12% from Fall 06 to Fall 07 and an increase from 65% from Fall 07 to 08/09 (item #6)
  - ✓ FTE enrollment in program classes increased 9% from Fall 06 to Fall 07 and a decrease of 20% from Fall 07 to 08/09 (item #7)
  - ✓ Number of sections taught increased by 7% from Fall 06 to Fall 07 and an increase of 56% from Fall 07 to 08/09 (item #8)
- LBRT supports all other instructional programs. Continues to support all program majors, of which more than 50% area non liberal arts majors. (Item #4, #5 and #6)

- Liberal Arts Division provides all remedial/developmental (math, reading, writing) course offerings. Eighty-two percent of total math classes were remedial, 50% of total reading classes, and 49% of total writing classes in offering below the 100-level (from Enrollment Growth Report via VCAA).
- A significant number of students are assisted by remedial/developmental education to support their success thus responding to the needs of the community.
- Additional funding was received due to enrollment growth.
- The average class size has continued to steadily rise from 20.4 (Fall 06) to 20.8 (Fall 07) and 21.5 (Academic Year 08/09) (item #9).
- The fill rate continues to be high, between 88% and 90% (item #10).
- Average class size increased to 21.5 students (item #9), fill rate remained steady at 89% (item #10), and student to faculty ratio remained steady after an improvement from 25:1 (Fall 06) to 30:1 (Fall 07) to 29.1:1 (08/09) (item #11).
- The number of faculty increased thus decreasing the reliance on lecturers. Lecturer dependence declined from a high of 38% to 20%. (items #11 and #13a).
- According to the Efficiency Indicators the cost per SSH decreased from \$151 (Fall 06) to \$89.76 (08-09), a decrease of 41% (item #15). According to the Efficiency Indicators the cost per student demonstrates that LBRT is cost efficient. However, due to the change in data collection methodology from Fall 07 to 08/09 it is difficult to ascertain the accuracy of this information or conclusions drawn.
- Fewer classes were low enrolled in 08-09; only 2.6% were considered low enrolled when comparing the ratio of low enrolled classes (<10) to number of program classes (item #16).
- The retention rate increased from 62% to 66% (item #19).
- The number of degrees awarded increased from 84 (2007) to 104 (08/09) (item #20a).
- A significant number of remedial/developmental and program courses were added in response to community demand.
- Nineteen percent of the total courses offered in liberal arts were offered through distance education. Satellite instruction sites continued to operate throughout the entire Big Island (item #22).
- The results of the 2008 CCSSE survey indicated high levels of student engagement and satisfaction.
- The high quality of instruction continued.
- Ongoing discussions continued with the Dept. of Education and College personnel to assist students with transition from high school through post-secondary education.

#### Weaknesses:

- Inadequate, dilapidated, and insufficient classrooms, including electronic classrooms, and offices remain for both the East and West campuses.
- There is limited parking for faculty and students in the shared parking lot in the West Campus.

- Limited parking for faculty and students, especially during peak class hours for students and faculty traveling between campuses, may result in campus liability.
- East Hawaii campus is separated into two locations requiring greater distance in transportation between classes, in particular when cohorts are involved.
- An anticipated high number of vacancies due to retirements may create a domino effect of reassignments and budget constraints.
- Externally required reports continue to consume excessive amounts of time and energy.
- The lack of resources continues to hamper professional development.
- Rising demand for distance learning courses with the lack of resources for distance learning requires added funding and support for course development, technical support, troubleshooting, travel and student support.
- Aging State vehicles, unsuitable for long distance travel, are confined to Hilo area– limiting the access of instructors in teaching distance education – and create a possible liability for the College.
- Additional resources are needed to maximize college-level course offerings as well as remedial/developmental education.
- Challenges remain in locating qualified personnel for all departments and support staff.
- The cost per student is a short term value for the institution (item #15); however, the long term impact may result in instructor burn out, student dissatisfaction and the lowering of the quality of instruction. In the long term this may result in higher overall cost and impact our national rating.

Indeterminable:

- The decrease in number of transfers to UH-4 year showed a decline from 2007 – 2008/09 – possibly due to economic reasons (entering the job market), or students may be entering for job skills goals rather than obtaining a degree.
- Unable to determine demand indicators due to change in data collection methods – comparing single semester data to two semester data.

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

- Two new Hawaiian Life Styles positions were added.
- One new math position was filled.
- Two English positions were filled.
- One Human Services position in West Hawaii was filled.
- One History position was filled.
- One Social Sciences position was filled.
- One Early Childhood Educational Specialist was filled
- The Fire Science Program was granted provisional program status by the BOR.
- Math Summits with the DOE were held.
- The AA degree filed for substantive change proposal with ACCJC, as a result of more than 50% of the AA degree being available through distance education. The ACCJC approved the request.

- Discussions for MOAs were started with University of Hawaii-Manoa and University of Hawaii-Hilo of transferring student.
- Continued with 20% course reviews
- Curriculum development in response to student and program needs
- Continued development of course SLOs.

### **Part III. Action Plan (2009/10)**

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

- Identify assessment strategies for the selected AA Degree PLO.
  - Will finalize the assessment report for PLO 1, collect artifacts for PLO 2, and create an assessment plan for PLO 3.
- Complete the hiring of one full time Liberal Arts position and two half-time positions in West Hawaii.
  - Complete recruitment for three remaining positions.
- Consider flexible course scheduling.
- Complete development of course SLOs.
- Identify assessment strategies for course SLOs.
- Continue with the 20% course reviews.
  - Each LBRT Department will complete the third round of course review.
- Continue curriculum development in response to student and program needs.
- Remedial/Developmental Committee continues to implement and define Remedial/Developmental and Achieving the Dream initiatives with Hui Makamae pilot program and Hulu`ena.
- Analyze 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 and request 7.5 FTE LBRT faculty.
- Improve coordination and collaboration with West Hawaii through Department Chairs, Program Coordinators, faculty and professional development activities.

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

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

- Provide additional number of suitable office and classroom spaces.
- Provide office furniture and computers for additional new hires.
- Develop creative plans to accommodate traveling between campuses by increasing the efficient use of available parking spaces.
- Anticipate and plan for the impact of Union negotiations with the State on all services.
- Consider creating a strategy to replace the high numbers of anticipated retirements.
- Fund and provide resources for professional development.
- Hire support staff for Distance Learning and Laulima (Sakai) course development.
- Hire technical support staff for course delivery.

- Fund and provide resources for distance learning course delivery and assessment.
- Purchase 15-passenger 4wd van for natural lab instruction.
- Purchase new State passenger vehicles in order to enable rural outreach and distance education.
- Back-up inventory for classroom equipment: Elmo, computer projector, laptop, bulbs, DVD/VCR players, TV monitors, and overhead projector.

**Annual Report Program Data and analysis located on college website at:**

**[AY 2009 Completed Annual Program-Unit Reviews](#)**