Liberal Arts (Associate in Arts Degree)
Honolulu Community College
2008 Annual Assessment Report
Covering the Fall 2007-Spring 2008 Semesters

College Mission Statement
Honolulu Community College’s mission is to:

- Serve the community as an affordable, flexible, learning centered, open-door comprehensive Community College that meets the post-secondary educational needs of individuals, businesses, and the community.
- Serve the Pacific Rim as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal services.

Program Mission Statement (from HCC Web site)
The mission of the Liberal Arts department is to offer comprehensive educational programs that provide meaningful learning and excellent teaching. The diverse disciplines in Liberal Arts support an environment that fosters lifelong learning for the success of the individual as well as the community.

Part I: Quantitative Indicators for Program Review

<table>
<thead>
<tr>
<th>Fall of Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual New and Replacement Positions State</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Annual New and Replacement Positions County</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
<tr>
<td>Number Majors</td>
<td>1076</td>
<td>1025</td>
<td>1017</td>
</tr>
<tr>
<td>SSH for Program Majors all Program Classes</td>
<td>8,546</td>
<td>8,062</td>
<td>8,100</td>
</tr>
<tr>
<td>SSH for non program majors in all program classes</td>
<td>11,950</td>
<td>11,917</td>
<td>11,728</td>
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<td>SSH for all students in all program classes</td>
<td>20,496</td>
<td>19,979</td>
<td>19,828</td>
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<tr>
<td>FTE Program Enrollment</td>
<td>1366.40</td>
<td>1331.93</td>
<td>1321.87</td>
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<tr>
<td>Number of Classes Taught</td>
<td>340</td>
<td>343</td>
<td>367</td>
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<tr>
<td>Average Class Size</td>
<td>23.04</td>
<td>22.54</td>
<td>21.01</td>
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<tr>
<td>Class Fill Rate</td>
<td>79.65</td>
<td>78.38</td>
<td>77.78</td>
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<tr>
<td>FTE (headcount) of BOR Appointed Program Faculty</td>
<td>53.0</td>
<td>53.0</td>
<td>54.5</td>
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<tr>
<td>Student/ Faculty Ratio (calculated field)</td>
<td>20.3</td>
<td>19.3</td>
<td>18.7</td>
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<tr>
<td>Number of Majors Per FTE (workload) Faculty</td>
<td>17.81</td>
<td>17.12</td>
<td>15.74</td>
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<td>Program Budget Allocation</td>
<td>$3,323,745</td>
<td>$3,527,125</td>
<td>C/P</td>
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<td>Cost Per SSH (Calculated field)</td>
<td>$162</td>
<td>$177</td>
<td>C/P</td>
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<tr>
<td>Number of classes that Enroll less than 10 students</td>
<td>25</td>
<td>31</td>
<td>40</td>
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<tr>
<td>Persistence Fall to Spring</td>
<td>53.53</td>
<td>57.66</td>
<td>55.06</td>
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<tr>
<td>Number of Degrees Earned</td>
<td>112</td>
<td>93</td>
<td>89</td>
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<tr>
<td>Number Certificates Earned</td>
<td>0</td>
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<tr>
<td>---------------------------</td>
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<tr>
<td>Number of Students Transferred</td>
<td>112</td>
<td>89</td>
<td>96</td>
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<tr>
<td>Perkins Core Indicator - 1P1</td>
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<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Perkins Core Indicator - 1P2</td>
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<td>Perkins Core Indicator - 2P1</td>
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<tr>
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<td>Perkins Core Indicator - 3P2</td>
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<tr>
<td>Perkins Core Indicator - 4P2</td>
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</table>

**Part II: Analysis of the Program**

The Liberal Arts program is currently stable. The program has seen a slight increase in student semester hours over the prior academic year for program majors, though it has decreased for non-program majors. Persistence from Fall to Spring has dropped slightly. New programs through Achieving the Dream and a Title III grant, e.g. Learning Communities, Peer Mentors, are working to reverse the trend. Numbers of classes has increased giving students a broader range of offerings. University College, through assessment, continues to pursue different ways to improve Liberal Arts courses.

**Faculty and Staff**

- *List the names of your instructional faculty who taught in the Fall 2007/Spring 2008 semesters.*

**Instructional Faculty**
- Richard Brill
- Timothy Cubero
- Keith Davidson
- Dolores Donovan
- P Robert Edmondson
- Michael Ferguson
- Muriel Fujii
- Charlene Gima
- Kakala Gopalakrishnan
- Joyce Henna
- Leilani Hinds
- Carol Hiraoka
- Gary James
- Higa-King Jennifer
- Michael Kaczmarski
- Karadeen Kam
- Gerald Kimo Keaulana
- Brenda Kwon
- Lena Low
- Steven Mandraccia
- Frank Mauz
List the names of your instructional lecturers who taught in the Fall 2007/Spring 2008 semesters.

Instructional Lecturers

- Lori Adolewski
- William Boryk
- Carolyn Canubida
- Vicky Chiu-Irion
- John DeLay
- Robert Dotson
- Donna Duellberg
- Laura Elicker
- Deborah Forbis
- Anne Gasc
- Muhammad Gazdar
- James Hearon
- Jody Helfand
- Rebecca Horne
- Veronica Hotton
- Phillip Hubbard
List the names of any non-instructional (support) faculty or staff in your program for the Fall 2007/Spring 2008 semesters.

**Non-Instructional (Support) Faculty Or Staff**
- Valerie Domingo
- Gregg Gruwell
- Kathlyn Langaman
- Jan Peterson
- Sandra Pinell
- Heather Weaver

*What are the strengths of this program?*

- University College has a distinguished teaching faculty, including seven of nine recipients of the Excellence in Teaching Award still actively teaching. The faculty
recruitment efforts have also assured that existing disciplines have faculty to teach.
- Well-developed assessment.

**What are the weaknesses of this program?**

- A large number of faculty members will be eligible to retire within the next five years.
- The last new classroom facilities on campus were constructed more than 30 years ago.
- Declining enrollment.
- Competition from campuses that are primarily liberal arts.
- Perception of HCC as a vocational school.

**What opportunities exist for the program?**

- Science Technology Engineering Math courses and programs
- Environmental Science courses

**What challenges (threats) exist for the program?**

- Other community colleges have specialized in programs would preclude HCC from entering into the same programs, e.g. Nursing.
- Offerings by other Liberal Arts programs at Oahu CCs

**Are the measurement of your Program and Course SLOs providing adequate information to evaluate student learning or should new measures be developed?**

- Evaluation of Program and Course SLOs are robust for the Associate in Arts degree. Additional measures, such as mid-semester evaluations, could help further refine the efforts to evaluate student learning.

**How do you know that students are achieving your stated Program SLOs?**

- The Knowledge Surveys measure course SLOs, which may be tied directly to Program SLOs.

**What kinds of evidence can you provide? (You don’t have to include the evidence in this report. Just list some of the ways that you collect evidence on student learning. Examples include knowledge surveys, projects, writing samples, observations, portfolios, performance tests, capstone experiences, etc.)**

- Knowledge Surveys are the primary form of evidence of student learning. Writing Intensive courses also have a formal collection and evaluation of how students are meeting the hallmarks of the Focus.

**Does the program have sufficient resources to promote student learning? Are other resources needed such as personnel, facilities, or equipment? If additional resources are required, what evidence/rationale is there to support this?**
Because a large portion of the students are visual learners, the presence of multimedia classrooms is crucial.

Computer equipment to aid in the collection of assessment results, especially banks of laptops, is also a key to support a culture of evidence in the shaping of the program.

The adverse impact of noise on learning in Building 5 classrooms caused by window-mounted air conditioners also needs to be addressed. Window mounted air conditioners typically create noise levels at the 46 decibel level, around the same level as a conversation, versus split level air conditioning which runs at 27 decibels, less than the sound of an empty concert hall.

While distance delivered courses have shown a slight increase over the last five academic years (16 in Fall 2002 to a peak of 27 classes in Fall 2006 to 25 in Spring 2007), a greater proportion of courses could be taught by distance education, freeing up classrooms by allowing enrollment growth to occur inline.

  o Distance education requires permanent staffing for filming of Cable classes and distance learning training and development.
  o Faculty on a distance education email list have indicated the need for resources to develop Laulima sites to support their classes and to transition from previous distance learning platforms.

Natural Sciences require upgrades to facilities and equipment.

Do all of your instructors (both faculty and lecturers) include the course (not program) SLOs into their syllabus? How do you ensure that everyone is doing so?

  All instructors include the course SLOs in their syllabi. Division Chairs inform all faculty members of the necessity of including SLOs in syllabi. Division chairs monitor syllabi through the peer evaluation process.

Where do the instructors get the course SLOs from? (Do they get them from the program coordinator? From the division secretary? From the HCC Web site?)

  Instructors get the course SLOs from the HCC Website, or from course outlines contained in a binder kept by the Office of the University College Dean.

Are all safety issues addressed?

  Building 5 settling has crushed the drain in the Metallurgy classroom. Currently draining the sink requires a hose from the classroom to a drain in the outside courtyard.

Part III: Action Plan
What tasks/goals have you accomplished from your previous action plan items on last year’s annual review report (include any strategic planning items that were funded / not funded – if not funded, where was your item prioritized on the strategic plan)?

Tasks and Goals Accomplished from Previous Action Plan

The curriculum development task has seen many accomplishments. The Associate in Arts (Liberal Arts) added several new courses during the last academic year designed to improve transfer into science programs, provide courses with greater student interest, improve the transition of English as a Second Language to Liberal Arts courses, support Native Hawaiian voyaging, and provide courses for students planning to major in Education at the University of Hawaii at Manoa. A new Academic Subject Certificate in Asian Studies will give students the opportunity to specify a concentration within the Associate in Arts degree. The course changes are as follows:

- **New Courses**
  - BIOL 172—Introduction to Biology II
  - BIOL 172 L—Introduction to Biology II Lab
  - ENG 257H—Hip-Hop Literature and Urban Culture
  - ESL 20—College Reading Writing Skills
  - ESL 96—Intro to Expository Writing for Non-Native Speakers
  - ESL 97—Grammar III
  - HWST 281—Ho’okele I: Hawaiian Astronomy & Weather
  - HWST 281L—Ho’okele I Lab: Hawaiian Astronomy & Weather Lab
  - HWST 282—Ho’okele II: Hawaiian Navigation, Weather, Canoe Design & Sail
  - HWST 282L—Ho’okele II: Hawaiian Navigation, Weather, Canoe Design & Sail Lab
  - MATH 111—Math for Elementary Teachers I
  - Physics 131—Electricity, Magnetism and Optics

- **Course Deletions**
  - QM 121—Mathematics for Decision Making I
  - QM 122—Mathematics for Decision Making II

- **Program Modifications**
  - Asian Studies Academic Subject Certificate

What tasks/goals have you set for the upcoming year (Fall 2008 / Spring 2009)?

- Improve curricula by adding new courses, modifying courses and deleting obsolete and outdated courses
- Align General Education courses with Foundations and Diversifications of University of Hawaii at Manoa.
- Develop 2+2 agreement with 4-year university programs
• Develop Physics of Sound course to support Music & Entertainment Learning Experience program
• Develop an Associate in Science, Natural Sciences in Environmental Science/Environmental Studies
• Develop the Ocean/Hawaiian Studies program
• Develop Hawaiian Studies Academic Subject Certificate
• Develop Distance Education Associate in Arts degree
• Develop Aquaculture/Hydroponics/Aquaponics facility
• Revamp faculty distance education training
• Increase number of distance education courses offered
• Strengthen Off-Campus Programs
• Integrate science faculty into the planning of the Advanced Technology and Training building
• Replace outdated Natural Sciences equipment
• Submit a Tribal Colleges and Universities Program Initiation Project grant proposal in support of environmental science to the National Science Foundation
• Submit an Advanced Technological Education (ATE) grant preliminary proposal in support of geography to the National Science Foundation

Who will be responsible for completing these tasks/goals?

• Course additions, modifications and deletions and general education alignment (Dean, University College faculty, UC Division Curriculum Committee, Curricula and Program Committee)
• Developing an Environmental Studies agreement (Dean, Biology faculty)
• Developing Ocean/Hawaiian Studies (Dean, Ocean/Hawaiian Studies faculty member, Native Hawaiian Center, Marine Education Center)
• Developing Hawaiian Studies Academic Subject Certificate (Dean, Ocean/Hawaiian Studies faculty member, Hawaiian/Hawaiian Studies faculty member, Native Hawaiian Center)
• Develop Aquaculture/Hydroponics/Aquaponics facility (Oceanography faculty)
• Biological Studies Academic Subject Certificate (Dean, Oceanography and Biology faculty)
• Strengthening Off-campus programs (Dean, Off-Campus Program staff).
• Distance Education projects (Dean, Distance Education Coordinator)
• Replace outdated Natural Sciences equipment (Dean, Division Chair)
• Submit a Tribal Colleges and Universities Program Initiation Project grant proposal in support of environmental science to the National Science Foundation (Biology faculty)
• Submit an Advanced Technological Education (ATE) grant proposal in support of geography to the National Science Foundation (Geography faculty)

What is the timeline for achieving these tasks/goals?

• Course additions, modifications and deletions and general education alignment (ongoing)
• Environmental Studies agreement (Spring 2008)
Part IV: Resource Implications (physical, human, financial)

- **Are there any budgetary impacts for carrying out your action plan?**
  - Replace 10 Macintosh computers (circa 1999/2000) for Biology Classroom/Lab with 10 iMacs ($12,000)
  - Replace 20 microscopes (circa 1991, 1996) ($12,000)
  - Split air conditioning for 5-103 (PHYS), 5-105, (BIOL), 5-203 (PHYS), 5-205 (PHYS), 5-206 (PHYS), 5-208/210. ($30,000)
  - Repair drain in metallurgy lab, 5-106. ($20,000)
  - Replace Oscilloscopes ($6,000)
  - Tuning forks ($240), waveform generators, decibel meters ($200 each)
  - Vernier UV/Vis spectrometers ($14,000)
  - Water quality sampling kits ($500)
  - Soil quality sampling kits ($400)
  - Install Multimedia equipment in 7-502, 7-503, 7-504, 7-505, 7-520, 7-532, 7-535A ($70,000)
  - Natural Sciences APT ($50,000)

- **Do any of your action plan items require integration into the strategic plan? (If so, have you notified your division chair/Dean of this action?)**
  - Associate in Science, Natural Sciences in Environmental Studies/Environmental Science
  - Biological Studies Academic Subject Certificate
  - Hawaiian Studies Academic Subject Certificate
  - Distance Education Associate in Arts degree (Fall 2010)

Part V: Strategic Planning Items

- **Does your program have any funding requests on the current strategic plan (equipment, positions, etc.)? If yes, please write an explanation on how your program review report supports the need to fund the program’s strategic plan request.**
University College currently has two positions in the current strategic plan, one to institutionalize the media specialist who produces telecourses for the college. The position is currently funded by Olelo. The other position would provide faculty training in distance education.