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>Overall Program Health</th>
<th>Cautionary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demand Indicators</strong></td>
<td><strong>Academic Year</strong></td>
</tr>
<tr>
<td>1 New &amp; Replacement Positions (State)</td>
<td></td>
</tr>
<tr>
<td>2 New &amp; Replacement Positions (County Prorated)</td>
<td></td>
</tr>
<tr>
<td>3 Number of Majors</td>
<td></td>
</tr>
<tr>
<td>4 SSH Program Majors in Program Classes</td>
<td></td>
</tr>
<tr>
<td>5 SSH Non-Majors in Program Classes</td>
<td></td>
</tr>
<tr>
<td>6 SSH in All Program Classes</td>
<td></td>
</tr>
<tr>
<td>7 FTE Enrollment in Program Classes</td>
<td></td>
</tr>
<tr>
<td>8 Total Number of Classes Taught</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Efficiency Indicators</th>
<th><strong>Academic Year</strong></th>
<th><strong>08-09</strong></th>
<th><strong>Efficiency Health</strong></th>
<th><strong>Healthy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Average Class Size</td>
<td></td>
<td>20.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Fill Rate</td>
<td></td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 FTE BOR Appointed Faculty</td>
<td></td>
<td>55.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Majors to FTE BOR Appointed Faculty</td>
<td></td>
<td>19.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Majors to Analytic FTE Faculty</td>
<td></td>
<td>15.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13a Analytic FTE Faculty</td>
<td></td>
<td>66.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Overall Program Budget Allocation</td>
<td></td>
<td>$3,592,276</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14a General Funded Budget Allocation</td>
<td></td>
<td>$3,881,864</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14b Special/Federal Budget Allocation</td>
<td></td>
<td>$110,412</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Cost per SSH</td>
<td></td>
<td>$107</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Number of Low-Enrolled (&lt;10) Classes</td>
<td></td>
<td>53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part II: Analysis of the Program

The Liberal Arts program is currently expanding. According to STAR data, the program has seen a 10 percent increase in student semester hours (AY 08-09) over the prior academic year (AY 07 08) for program and non-program majors. New programs through Achieving the Dream and a Title III grant, e.g. Learning Communities, First Year Experience, Peer Mentors, are working to improve retention and persistence. 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 2008/Spring 2009 semesters.

**Instructional Faculty**
- Richard Brill

---

### Effectiveness Indicators

<table>
<thead>
<tr>
<th>Effectiveness Indicators</th>
<th>Academic Year</th>
<th>Effectiveness Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Successful Completion (Equivalent C or Higher)</td>
<td>64%</td>
<td>Healthy</td>
</tr>
<tr>
<td>18 Withdrawals (Grade = W)</td>
<td>1027</td>
<td>Healthy</td>
</tr>
<tr>
<td>19 Persistence (Fall to Spring)</td>
<td>61%</td>
<td>Healthy</td>
</tr>
<tr>
<td>20 Unduplicated Degrees/Certificates Awarded</td>
<td>80</td>
<td>Healthy</td>
</tr>
<tr>
<td>20a Number of Degrees Awarded</td>
<td>80</td>
<td>Unhealthy</td>
</tr>
<tr>
<td>20b Certificates of Achievement Awarded</td>
<td>0</td>
<td>Healthy</td>
</tr>
<tr>
<td>20c Academic Subject Certificates Awarded</td>
<td>0</td>
<td>Healthy</td>
</tr>
<tr>
<td>20d Other Certificates Awarded</td>
<td>0</td>
<td>Healthy</td>
</tr>
<tr>
<td>21 Transfers to UH 4-yr</td>
<td>52</td>
<td>Healthy</td>
</tr>
<tr>
<td>21a Transfers with degree from program</td>
<td>17</td>
<td>Healthy</td>
</tr>
<tr>
<td>21b Transfers without degree from program</td>
<td>35</td>
<td>Healthy</td>
</tr>
</tbody>
</table>

C/P denotes that the measure is provided by the college, if necessary.

Data current as of: 8/19/2009 - 3:30PM

### Distance Education

<table>
<thead>
<tr>
<th>Distance Education Completely On-line Classes</th>
<th>Academic Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Number of Distance Education Classes Taught</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 Enrollment Distance Education Classes</td>
<td>921</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 Fill Rate</td>
<td>86%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 Successful Completion (Equivalent C or Higher)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 Withdrawals (Grade = W)</td>
<td>124</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 Persistence (Fall to Spring Not Limited to Distance Education)</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Perkins IV Core Indicators

<table>
<thead>
<tr>
<th>Perkins IV Measures 2007-2008</th>
<th>Goal</th>
<th>Actual</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 1P1 Technical Skills Attainment</td>
<td>90.00</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>29 2P1 Completion</td>
<td>44.00</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>30 3P1 Student Retention or Transfer</td>
<td>55.00</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>31 4P1 Student Placement</td>
<td>50.00</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>32 5P1 Nontraditional Participation</td>
<td>25.00</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>33 5P2 Nontraditional Completion</td>
<td>25.00</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
• Timothy Cubero
• Keith Davidson
• Dolores Donovan
• P Robert Edmondson
• Michael Ferguson
• Muriel Fujii
• Charlene Gima
• Kakkala Gopalakrishnan
• Leilani Hinds
• Carol Hiraoka
• Gary James
• Jennifer Higa-King
• Michael Kaczmarski
• Karadeen Kam
• Gerald Kimo Keaulana
• Brenda Kwon
• Lena Low
• Steven Mandraccia
• Frank Mauz
• Christopher McKinney
• Chris Ann Moore
• Kaulani Murphy
• G David Panisnick
• Patrick Patterson
• Ronald Pine
• Marcia Roberts-Deutsch
• Jerry Saviano
• Mark Schindler
• Eric Shaffer
• John Shen
• Paul Sherard
• Cynthia Smith
• Fumiko Takasugi
• Ronald Takata
• Faye Tamakawa
• Kerry Tanimoto
• Charles Whitley
• Timothy Wilson
• Gregory Witteman
• David Wong
• Reginald Wood
• Arlene Yee
• Sheila Yoder
• Shioko Yonezawa
• J Richard Ziegler
List the names of your instructional lecturers who taught in the Fall 2008/Spring 2009 semesters.

**Instructional Lecturers**
- Lori Adolewski
- Carolyn Canubida
- Vicky Chiu-Irion
- Bebi Davis
- John DeLay
- Robert Dotson
- Donna Duellberg
- Laura Elicker
- Deborah Forbis
- Anne Gasc
- Muhammad Gazdar
- James Hearon
- Jody Helfand
- Rebecca Horne
- Kerry Kakazu
- Kahokuokekai Kamakeeaina
- Jo Kanehiro
- Genai Keliikuli
- Douglas Kumataka
- Eric Lagrimas
- Linda Laine
- Richard Lightner
- Mark Luke
- Jeff Lyons
- Mary McCarrick
- Lawrence Meacham
- Faith Milnes
- Earl Nakahara
- Lorna Mount
- Virendra Nayyar
- Moana Nikou
- Douglas Raphael
- Samuel Rhoads
- Edward Reiser
- Michael Salling
- Kathleen Sasaki
- Raffaele Sassi
- Nealson Sato
- Laurel Schuster
- Judy Sokei
- Jeff Stearns
- Kimiko Stever
- Carl Tennessee
List the names of any non-instructional (support) faculty or staff in your program for the Fall 2008/Spring 2009 semesters.

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

What are the strengths of this program?

- University College has a distinguished teaching faculty, including eight of 16 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, align courses with offerings at the University of Hawaii at Manoa. The Music & Entertainment Learning Experience, after ACCJC approval established permanent courses under the MELE alpha. The Korean courses gave students another Asian language in support of the Asian Studies Academic Subject Certificate. A new Academic Subject Certificate in Hawaiian Studies will give students the opportunity to specify a concentration within the Associate in Arts degree. The course changes are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre Requisite/Co-Requisite/Rec Prep Special Approval &amp; Major Restriction</th>
<th>Effective Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 124</td>
<td>Environment &amp; Ecology</td>
<td>3</td>
<td>Prerequisite: N/A Co-requisite: BIOL 124L</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>BIOL 124L</td>
<td>Environment and Ecology Lab</td>
<td>1</td>
<td>Prerequisite: N/A Co-requisite: BIOL 124</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>ENG 257N</td>
<td>C.S. Lewis</td>
<td>3</td>
<td>Prerequisite: ENG100</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>GEOG 101L</td>
<td>The Natural Environment Laboratory</td>
<td>1</td>
<td>Prerequisite or Co-requisite: GEOG 101 Recommended Prep: Completion of or</td>
<td>Fall 2009</td>
</tr>
</tbody>
</table>
### Course Modifications

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
<th>Modification</th>
<th>Effective Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 7</td>
<td>Introduction to Computers and Internet for ESL</td>
<td>3</td>
<td>Title Change: Computers and Internet for ESL</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>KOR 101</td>
<td>Elementary Korean</td>
<td>4</td>
<td>Change corequisite from Eng 100 to none</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>SP 251</td>
<td>Principles of Effective Public Speaking</td>
<td>3</td>
<td>Change prerequisite from SP151 OR “C” or higher in ENG 100 to Prerequisite: “C” or higher in ENG 100</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>SPAN 101</td>
<td>Elementary Spanish</td>
<td></td>
<td>Change from 4 credits to 3 credits</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>SPAN 102</td>
<td>Elementary Spanish</td>
<td></td>
<td>Change from 4 credits to 3 credits</td>
<td>Fall 2009</td>
</tr>
</tbody>
</table>

### Program Modifications

<table>
<thead>
<tr>
<th>Alpha</th>
<th>Program Title</th>
<th>Modification</th>
<th>Effective Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBRT</td>
<td>Liberal Arts</td>
<td>Change Speech requirement from Focus to Foundations</td>
<td>Fall 2009</td>
</tr>
</tbody>
</table>

**Updated 5/14/09, Corrected 7/16/09**

_What tasks/goals have you set for the upcoming year (Fall 2009 / Spring 2010)?_
o Improve curricula by adding new courses, modifying courses and deleting obsolete and outdated courses
o Align General Education courses with Foundations and Diversifications of University of Hawaii at Manoa.
o Develop 2+2 agreement with 4-year university programs
o Develop Physics of Sound course to support Music & Entertainment Learning Experience program
o Develop an Associate in Science, Natural Sciences in Environmental Science/Environmental Studies
o Develop the Ocean/Hawaiian Studies program
o Develop Hawaiian Studies Academic Subject Certificate
o Develop Distance Education Associate in Arts degree
o Develop Aquaculture/Hydroponics/Aquaponics facility
o Revamp faculty distance education training
o Increase number of distance education courses offered
o Strengthen Off-Campus Programs
o Integrate science faculty into the planning of the Advanced Technology and Training building
o Replace outdated Natural Sciences equipment
o Submit a Tribal Colleges and Universities Program Initiation Project grant proposal in support of environmental science to the National Science Foundation
o 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?**

o Course additions, modifications and deletions and general education alignment (Dean, University College faculty, UC Division Curriculum Committee, Curricula and Program Committee)
o Developing an Environmental Studies agreement (Dean, Biology faculty)
o Developing Ocean/Hawaiian Studies (Dean, Ocean/Hawaiian Studies faculty member, Native Hawaiian Center, Marine Education Center)
o Developing Hawaiian Studies Academic Subject Certificate (Dean, Ocean/Hawaiian Studies faculty member, Hawaiian/Hawaiian Studies faculty member, Native Hawaiian Center)
o Develop Aquaculture/Hydroponics/Aquaponics facility (Oceanography faculty)
o Biological Studies Academic Subject Certificate (Dean, Oceanography and Biology faculty)
o Strengthening Off-campus programs (Dean, Off-Campus Program staff).
o Distance Education projects (Dean, Distance Education Coordinator)
o Replace outdated Natural Sciences equipment (Dean, Division Chair)
o Submit a Tribal Colleges and Universities Program Initiation Project grant proposal in support of environmental science to the National Science Foundation (Biology faculty)
o 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 2010)
- Associate in Science, Natural Sciences in Environmental Studies/Environmental Science (Fall 2010)
- Biological Studies Academic Subject Certificate (Fall 2009)
- Submit an Advanced Technological Education (ATE) grant preliminary proposal in support of geography to the National Science Foundation (April 2010)
- Submit a Tribal Colleges and Universities Program Initiation Project grant proposal in support of environmental science to the National Science Foundation (October 2009)
- Develop Aquaculture/Hydroponics/Aquaponics facility (November 2009)
- Ocean/Hawaiian Studies (Fall 2010)
- Distance Education Associate in Arts degree (Fall 2010)
- Off-Campus programs (Fall 2010)

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

- Are there any budgetary impacts for carrying out your action plan?
  - Air conditioning for Building 5 ($30,000)
  - Repair drain in metallurgy lab, 5-106. ($20,000)
  - Vernier UV/Vis spectrometers ($14,000)
  - Install Multimedia equipment in 7-504, 7-505, 7-520, 7-532, 7-535A, 7-620, 7-633 ($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 (Fall 2010)
  - Biological Studies Academic Subject Certificate (Fall 2010)
  - 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 cable courses for the college. The position is currently funded by Olelo. The other position would provide faculty training in distance education.