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
The Refrigeration & Air Conditioning Technology program's mission is to serve the community as a learning-centered, open door program that provides technical training to meet the demands of the industry and the needs of the individual. An open-exit option allows the students to identify their career objectives and participate in program exploration.

Part I: Quantitative Indicators for Program Review

<table>
<thead>
<tr>
<th>Metric</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual New and Replacement Positions State</td>
<td>C/P</td>
<td>33 / 58</td>
<td>32</td>
</tr>
<tr>
<td>Annual New and Replacement Positions County</td>
<td>C/P</td>
<td>7 / 42</td>
<td>24</td>
</tr>
<tr>
<td>Number Majors</td>
<td>69</td>
<td>73</td>
<td>70</td>
</tr>
<tr>
<td>SSH for Program Majors all Program Classes</td>
<td>575</td>
<td>594</td>
<td>506</td>
</tr>
<tr>
<td>SSH for non program majors in all program classes</td>
<td>10</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>SSH for all students in all program classes</td>
<td>585</td>
<td>594</td>
<td>518</td>
</tr>
<tr>
<td>FTE Program Enrollment</td>
<td>39.00</td>
<td>39.60</td>
<td>34.53</td>
</tr>
<tr>
<td>Number of Classes Taught</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>23.40</td>
<td>17.20</td>
<td>15.00</td>
</tr>
<tr>
<td>Class Fill Rate</td>
<td>97.50</td>
<td>58.90</td>
<td>45.92</td>
</tr>
<tr>
<td>FTE (headcount) of BOR Appointed Program Faculty</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Student/ Faculty Ratio (calculated field)</td>
<td>34.5</td>
<td>36.5</td>
<td>35.0</td>
</tr>
<tr>
<td>Number of Majors Per FTE (workload) Faculty</td>
<td>41.32</td>
<td>39.04</td>
<td>41.92</td>
</tr>
<tr>
<td>Program Budget Allocation</td>
<td>C/P</td>
<td>$163,739</td>
<td>$173,245</td>
</tr>
<tr>
<td>Cost Per SSH (Calculated field)</td>
<td>C/P</td>
<td>$276</td>
<td>$336</td>
</tr>
<tr>
<td>Number of classes that Enroll less than 10 students</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Persistence Fall to Spring</td>
<td>84.06</td>
<td>75.34</td>
<td>78.57</td>
</tr>
<tr>
<td>Number of Degrees Earned</td>
<td>13</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>Number Certificates Earned</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Number of Students Transferred</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Perkins Core Indicator - 1P1</td>
<td>76.47</td>
<td>75.00</td>
<td>77.27</td>
</tr>
<tr>
<td>Perkins Core Indicator - 1P2</td>
<td>84.21</td>
<td>88.89</td>
<td>95.83</td>
</tr>
<tr>
<td>Perkins Core Indicator - 2P1</td>
<td>63.16</td>
<td>66.67</td>
<td>54.17</td>
</tr>
<tr>
<td>Perkins Core Indicator - 3P1</td>
<td>75.00</td>
<td>75.00</td>
<td>88.89</td>
</tr>
<tr>
<td>Perkins Core Indicator - 3P2</td>
<td>88.89</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>Perkins Core Indicator - 4P1</td>
<td>1.69</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Perkins Core Indicator - 4P2</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Part II: Analysis of the Program

- There is no timeline as this is an ongoing goal.

- List the names of your instructional faculty who taught in the Fall 2008 / Spring 2009 semesters.
  - Associate Professor, CC, Derek Oshiro
  - Associate Professor, CC, Allen Tateishi

- List the names of your instructional lecturers who taught in the Fall 2008 / Spring 2009 semesters.
  - None

- List the names of any non-instructional (support) faculty or staff in your program for the Fall 2008 / Spring 2009 semesters (if not applicable, just skip).

- What are the strengths of this program?
  - The instructors form the core of the HCC RAC Program. The curriculum enhances the program in that it gives instructors the flexibility to mold the class time to be relevant to the subject matter. In the past, lecture and lab was fixed to an hourly schedule and did not have the flexibility for the instructor to extend the lecture time to explain an important point, or to allow more time in lab so students could complete an important project.
  - Since this program is the only one of its kind in the University system, and in the State, recruiting students has not been a problem.
  - What the students get out of this program prepares them well for any number of jobs out there, not only in the refrigeration field.
  - Our students, that do enter the refrigeration field, do extremely well after only a few years. It is very common for our graduates, after working only a few months, get promoted to working independently, then after a few more years, become foremen, then supervisor.

- What are the weaknesses of this program?
  - Inadequate Classroom space
  - Inadequate Lab space
  - Inadequate storage space

- What opportunities exist for the program?
  - There are many opportunities for the RAC Program.
  - Related subjects that could be part of the RAC Program:
    - Heating (Comfort heating systems)
    - Ventilation (Fresh air and Exhaust air)
    - Transportation Refrigeration (Refrigerated Containers for example)
    - Market Refrigeration (Supermarkets like Safeway, Foodland, Whole Foods)
- Industrial Refrigeration (Cold Storage, Commercial fishing vessels, process refrigeration)
- Pipefitting
- Instrumentation
- Pneumatics
- Building Automation

- **What challenges (threats) exist for the program?**
  - Budget cuts

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

- **How do you know that students are achieving your stated Program SLOs?**
  - Feedback from students and employers. The RAC dept. sees many of its former students through visits and because most of them attend nighttime apprenticeship classes on campus, we get to see and talk to many of them. Employers also call or stop by to let us know what is good about a graduate/worker and what could be improved.

- **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.)**
  - Throughout the 2 year program, students are evaluated by written tests, performance tests, required projects, and observation by the instructors, to make sure they meet the SLOs

- **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?**
  - Other than limited facilities, the program has sufficient resources to promote student learning.

- **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?**
  - Both instructors include course SLOs in their syllabus.

- **Where do the instructors get the course SLOs from? (Do they get them from the program coordinator? From the division secretary? From the HCC Website?)**
The department develops their own SLOs and maintains them within the department. The HCC website lists the course SLOs, and the division secretary has a copy.

- **Are all safety issues addressed?**
  - General safety is covered at the beginning of the semester and specific safety issues are covered as needed. An example of covering a safety issue as needed, would be; when demonstrating tools, or a procedure that could be dangerous.

**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)?
  - Furniture for the classroom and computer lab arrived and assembled (by students) and are in use. New computer software has arrived and is currently being evaluated.

- What tasks/goals have you set for the upcoming year (Fall 2009 / Spring 2010)?
  - Make better use of existing facilities.

- Who will be responsible for completing these tasks/goals?
  - Everyone in the department is responsible for improving the department (both instructors).

- What is the timeline for achieving these tasks/goals?
  - There is no timeline as this is an ongoing process of improving the program.

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

- Are there any budgetary impacts for carrying out your action plan?
  - No

- 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?)
  - No
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.
  
  o No