Office of the Vice Chancellor for Academic Affairs

UNIVERSITY of HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

May 8, 2015

To: Noreen Yamane, Chancellor

From: 2014-2015 College Effectiveness Review Committee (CERC)

Re: Report from CERC on Comprehensive Program/Unit Reviews, AY 2011-2014

In response to last year's CERC recommendation, this year only one Review was required which served purposes of both the Annual and Comprehensive Reviews. Some questions in the Review were asked to be elaborated for those Program/Units scheduled for Comprehensive Review.

The 2014-2015 CERC has completed its evaluation of comprehensive program/unit reviews (CPUR) and offers the following comments and recommendations for campus planning and the comprehensive program/unit review process. These are made to help ensure that Hawai`i Community College maintains sustainable, continuous quality in its program/unit review, planning and assessment processes.

This year the ARPDs were made available in February rather than the usual November. Due to this delay CERC was not able to complete all they are tasked to do. The following will be completed when CERC resumes in August.

1. Review and recommend changes (if any) to Program Review Template
2. Review and recommend changes (if any) to Unit Review Template
3. Review and recommend changes (if any) to Comprehensive Program/Unit Review Process Check-Off List

This year CERC reviewed eight programs (ABRP, ACC, CARP, ECED, ET, HLS, MKT, TEAM) and four units (Apprenticeship, Career & Job Development Center, Computer Services, Curriculum Support). Last year's CERC highly recommended for quality assurance that the Reviews be thoroughly reviewed by respective Department/Division Chairs and/or administrators prior to submission. Overall the Reviews this year were of better quality.

The Admin Affairs: Planning, Operating, and Maintenance (POM) Unit did not submit its Comprehensive Unit Review for the third consecutive year due to various circumstances. POM did not complete its comprehensive review as scheduled in Fall 2012 so was moved to Fall 2013 and was again moved to this year. CERC received a Unit Review from Mookini Library on April 17th, too late to be reviewed by CERC. In addition to POM and Library, CERC did not receive Reviews from the following units: Budget & Fiscal Management, Financial Aid, Graduation Pathways & STAR. CERC is recommending these Units not be considered in the

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budgetary process for next academic year. CERC also recommends the Programs/Units who did complete their reviews as scheduled be recognized and thanked at the Year-End Breakfast and All College meeting.

As recommended by last year's CERC, each subunit of ASU completed its own review. In addition, each subunit of Student Affairs submitted its own review. New to the list this year is Curriculum Support and Career and Job Development Center (CJDC).

The following are highlighted for your attention:

1. The total maximum score for Programs is 71; however ACC, HLS, MKT, TEAM whose last review was in 2009 did not have information to complete the section on CERC Comments and Feedback since CERC Response Memos began in 2010. This section was worth 5 points.

a. Auto Body Repair and Painting (ABRP) earned an average score of 55.3. Writers did a good job on their program review despite the challenges they have faced, and especially taking into consideration that both instructors are new. An advisory board member shared that our ABRP program is being watched by the entire state and this is largely because of the "cutting edge" technology that our program is implementing into their curriculum.
b. ACC program earned an average score of 58.8. They provided a thorough review of the changes that have been made over the last three years and have indicated goals that will improve retention and graduation/transfer. This program remains healthy and continues to fill a need in our community.
c. Carpentry program (CARP) earned an average score of 61.1. Program should be commended for maintaining an overall Healthy status. In addition, writers should be commended for completing this program review in a thorough manner. It should also be noted that the Model Home project, an excellent experiential capstone activity, is also a significant bridge between the college and our community.
d. Early Childhood Education (ECED) earned an average score of 63.8, the highest of all programs and units. Writers are commended for their concise writing and attention to the requirements of the program review report.
e. Electronics Technology (ET) earned an average score of 45.7. The absence of an fte Instructor required the Division Chair to write the review as best as possible. While very thorough in some areas, it impacted the report in others as the chair could not properly comment.
f. Hawai'i Life Styles (HLS) earned an average score of 38.2. The program as described is of high quality and is currently going through extensive curriculum changes. AAS-HLS and AA-HWST are two separate programs with their own ARPDs Reviews but both programs were written into this one review.
g. Marketing (MKT) earned an average score of 59.67. The Program review was well-written and showed strong connections between research and evaluation of the program and the preparation of students for the fast-paced changes in the industry. It is commendable that the Program is making considerable efforts to increase the number of students declared in the major and to continue to update and improve program courses and their delivery.

h. The Tropical Forest Ecosystem and Agroforestry Management (TEAM) earned an average score of 38.3. The program coordinator is on sabbatical and did not contribute to writing the review. In addition, an incorrect template was used. CERC recommends that TEAM be scheduled for Comprehensive Review again in AY2016 when the program coordinator returns. CERC recommends future reviews include more data and detailed discussion explaining the declining number of students in the major as well as the declining student persistence and completion. Well-developed goals to address these challenges would strengthen the request for a STEM Center that would be available to all Hawai'i Community College students.

2. The total maximum score for Units is 74; however all units except for Apprenticeship did not have information to complete the section on CERC Comments and Feedback. This section was worth 5 points. Computer Services is the only unit with ARPD data. This section was worth 6 points.

a. Apprenticeship received an average score of 38.0. The Apprenticeship program needs assistance in developing unit outcomes as well as assessment instruments to measure the effectiveness of the unit. It is recommended that the Assessment Coordinator work with the Apprenticeship Coordinator on unit outcomes and assessment.
b. Career and Job Development Center received an average score of 49.0. This is the first review for the Career and Job Development Center since separating from Counseling and Support Services in Spring 2012. The review was very well written and easy to read with a substantial amount of data and effective, accurate analysis, which is reflective of their high score.
c. Computer Services received an average score of 38.4. Computer Services is a well justified Unit. The review has well-written alignments to the institutional mission and learning outcomes. Overall, the review is well written but it can be strengthened by using more detail in many sections.
d. Curriculum Support received an average score of 35.3. The Unit has done a great job assessing progress. As a new Unit it is understandable that ties with ILO's, the College's Mission, and the AMP still need to be solidified. With time the Unit will no doubt have a better understanding of its purpose within the overall structure of the college. This is the first Review written by the writer and CERC recommends information shared in review be focused on Unit and not the writer.

Based on CERC's Review of the eight programs and four units, CERC makes the following recommendations:

1. As Chancellor, continue to instill in all administrators the importance and value of the Program/Unit Review for sustainable continuous quality improvement in the areas of Program Review, Planning, and Student Learning Outcomes. If the templates that are vetted through CERC do not meet their program/unit needs, administrators are encouraged to work with their constituents and create a template that will meet their needs.
2. As Chancellor, continue to instill in all administrators the need for the reviews to be thoroughly reviewed by respective administrators prior to submission. Although the quality

of the reviews has improved significantly, some reviews were incomplete, lacked substantive evidence, and required editing due to spelling and grammatical errors.
3. PATH reporting program will be completed for implementation in the Fall 2015 cycle of program/unit reviews.
4. Provide faculty/staff ongoing training and support in the areas of data collection, report writing, proofreading, developing assessment tools, etc.
5. "Institutional Effectiveness Office" produce data reports on a regular basis receiving direction from the Student Success Committee.
6. Provide help to Units/Programs who are having difficulty aligning to the ILOs. The U(nit)/P(rogram)-W(orking) A(ssessment) G(roup) (UWAGS/PWAGS) should be revived.
7. Very few Units have ARPD Data so those Units should be provided a separate training more appropriate for the Units without ARPD Data.
8. Provide the programs a mechanism to help track students after graduation.
9. Fill the vacant Electronics faculty position ASAP so the program can achieve and maintain its goals.
10. Support CARP's equipment requests as they are relevant to the program and the will solve health and safety issues.
11. Support ABRP's equipment requests so the students can be challenged with a more rigorous curriculum using up-to-date equipment.
12. Support ECED's request for marketing materials so they can address the need to increase enrollment and develop a cohort for West Hawai'i.

The following were proposed as new strategies to HawaiiCC's Strategic Plan. Is there a plan to update the Campus Strategic Plan to reflect the new UH System Strategic Directions Plan, 2015 - 2021?

1. Evaluate and support programs willing to offer existing certificates and degrees as an online option.
2. Fill open faculty positions with qualified personnel and subsequently, appoint a qualified mentor to aid in successful adaptation to the college community and program.
3. Increase the amount of students that have demonstrated career readiness and decisiveness – chosen a major that they are sure of – by 10%.
4. Increase the level of employment preparation support services for two year degree students preparing to go into occupations identified by the National Commission on Community Colleges as having the highest demand and that require AA, AS, or AAS degrees.

If you have any questions or would like to meet with the CERC, please contact Joni at x2514.

Thank you.