Leeward Community College

Summary

Comprehensive Program Review
and Non-Instructional Annual Reports

Comprehensive Program Reviews
Associate in Arts Degree
Student Services

Annual Reports
Instructional, all divisions
Career & Technical Education Programs
Native Hawaiian Programs
Non-Instructional: Academic Support & Administrative Services

June 8, 2006
Comprehensive Program Reviews

AA Degree
The most significant change to the AA degree was the revision of the General Education Core requirements to align with UHM. In addition to this major curricular change, progress is being made on not only assessing the achievement of SLOs, but in tracking substantial improvement in SLO achievement after changes were implemented.

Assessment of the AA degree utilizes a cross-disciplinary approach based on six general education outcomes of the AA degree:
- Abstract Thinking
- Critical Thinking
- Information Retrieval and Technology
- Oral Communication
- Quantitative Reasoning
- Written Communication

Budget Implications
Some actions to improve SLO achievement do not have budgetary implications and several items were obtained through internal reallocations. In terms of budget, overall findings of the AA Program SLO Assessment reports indicated a need for:

- Increased use of technology both in instruction and as a more effective method of assessment
- Increased support for assessment activities, e.g. assigned time and training
- Expanded IR capacity

07-09 Biennium Requests
New Academic Equipment Initiative (SMART Classrooms and tech equipment)
Faculty and Staff Professional Development and Training
Expansion of Institutional Research and Assessment
Full funding for Program Review Initiative

Future Plans
Plans of action for individual program SLOs are included in the online version of the AA Program Review, http://emedia.hawaii.edu/cs/ProgReview/

In terms of the degree overall, the following plans will be implemented:
- Tracking the impact of revised core on completion rate of AA degree
- A longitudinal study of graduation rates, retention and goal attainment
- Improvement and clarification definition of data to insure accuracy
**Student Services**

Student Services assesses the effectiveness and efficiency of:
- Admissions & Records
- Counseling and Advising
- Financial Aid
- Health Center
- Job Prep Services (job placement)
- Student Activities

Each area is involved in assessment, and to varying degrees, is instituting changes to improve both effectiveness and efficiency.

Student Services changed its Student Orientation from mandatory to voluntary

As the UH System continues to migrate to newer versions of the Banner student information system, equipment must be able to keep up with the software.

Major findings include:
- Students are, in general, satisfied with the counseling services that they receive.
- Banner Financial Aid database shows an increase in the number of students needing financial aid in order to attend and remain at LCC. Based on a National Survey, our college should have a minimum of five staff members. Currently the office has only three positions.
- Assessments done in the past 5 years consistently rate student satisfaction as “very high” with Health Center services and staff.
- Health Center has implemented improvements in the areas of data collection and efficiency of medical record storage and retrieval.
- Need for permanent funding for job placement office
- Need for a more integrated approach to all services provided

**Budget Implications**

To improve efficiency and effectiveness, the following requests are included in the 07-09 Biennium Budget:
- One Stop Center, new Student Services facility
- Staffing for Financial Aid Office
- Support for Workforce Development/Job Placement Office
- Computer Replacement Schedule
- Faculty and Staff Professional Development and Training

**Future Plans**

Continue assessment activities, implementing and tracking changes to insure improvement of services (example: decrease the number of incomplete/pending applications).
Annual Reviews

Instructional

The annual review process provided a general overview of the issues and achievements in all instructional divisions. All instructional divisions are aligned with the College mission and provide evidence of student learning.

Student surveys indicate that quality instruction continues to be one of the College’s strongest assets. Although all UHCC campuses are experiencing declines in enrollment, Leeward’s decrease in Fall 05 was only 2.4% (average decrease for UHCC was 5.43%).

With class fill rates in Liberal Arts program courses at 95%, the college is currently quite efficient, but will continue to analyze course scheduling to further improve efficiency.

Major findings that crossed all divisions include:

- After years of flat budgeting, resource sufficiency in all divisions needs to be addressed, with critical needs in equipment replacement and new technologies.
- Recruitment efforts need to be increased and better coordinated.
- Remediation continues to challenge the College, with an average of 60% of students entering Leeward testing into remediation.
- Facilities and space issues remain an impediment to providing adequate services to students.
- The Department of Education Senior Exit surveys continue to reveal top designated intended majors are in health fields.
- Exploration of realignment of selected credit programs as potential non-credit programs may address some enrollment decline.
- Requested Faculty positions are needed to address projected enrollment in selected areas.
- College website is not adequate and needs extensive development.
- More IR data is needed to plan more effectively.

Budget Implications

To address deficiencies and improve educational effectiveness, the following requests are included in the 07-09 Biennium Budget:

- Expansion of Institutional Research and Assessment
- Center for Accelerated Learning (remediation)
- Instructional Program Support (faculty positions)
- Website Development
- Support for New Academic Equipment Initiatives
- Nursing Initiative
- Recruitment and Retention Officer
- Academic Equipment Replacement
Future Plans (Instructional)
Details of planned actions are listed on the Program Review website, http://emedia.hawaii.edu/cs/ProgReview/

In addition to specific division plans, the College will begin to review transfer patterns (of 1944 students transferring, 30.6% transfer to other UHCCs) to determine if college is providing appropriate and adequate programs for our service area.

Career and Technical Education
Based on 05-06 Perkins report, as an aggregate of programs, core indicators suggest that students do well in academic performance but underperforming in vocational course performance. Program retention/completion are also deficient. Full report available online at http://emedia.hawaii.edu/cs/ProgReview/

The college’s ability to respond to workforce development needs has been constrained by tight budgets over the last decade for existing programs. Basic infrastructure needs have not kept pace with program needs.

The college’s ability to respond to workforce development needs beyond existing programs has also been constrained by traditional approaches to development and delivery of vocational programs. Data and industry/government requests indicate a significant need to develop at least two types of programs: high-end technical jobs (e.g. electronics technology, chemical technician, nursing, teaching) and low end entry level training to move welfare recipients or dislocated workers back into the workforce. Alternative curricular design models may be required to respond to workforce needs more effectively.

Budget Implications
Reallocation to create 1.0 FTE in Culinary Arts
Biennium Budget Requests:
Support for Workforce Development/Job Placement Office
Center for Accelerated Learning/Center for Applied Science and Technology
Instructional Program Support (increase student assistant funds)
New Academic Equipment Initiative
Academic Equipment Replacement
Faculty and Staff Development and Training

Future Plans
Details listed on the Program Review website, http://emedia.hawaii.edu/cs/ProgReview/

Integrative models that bring together the functions of instruction, student services, learning support services, and non-credit are likely to be required to respond to the Strategic Plan’s Workforce Development initiative.
Native Hawaiian Programs
With the largest number of Native Hawaiian students (903) enrolled in a UHCC, it is critical for the College to include representatives of the various Native Hawaiian programs in its annual planning and review process.

Puko'a no na ‘Ewa, the college’s Native Hawaiian Council, and LCC Wai’anae participated in the annual review process, providing critical input into institutional planning. Combined with data from the University’s Second Decade Project, the need for increased services and opportunities for our communities is critical, especially the Native Hawaiian population.

Major findings include:
- Need to institutionalize current grant-based programs
- Need for more data and research on Native Hawaiian students
- Need for faculty development

Budget Implications
- Expansion of Educational Services to Waianae Center
- Expansion of Institutional Research and Assessment
- Native Hawaiian Success Center [CIP request]
- Support for Native Hawaiian Programs (currently funded through grants)

Future Plans
The College is planning to administer a detailed survey of Native Hawaiian students, working with Puko’a no na ‘Ewa on the design of the survey instrument.

Non-Instructional:

Academic Support and Institutional Support
Support units participated in both assessment activities and the annual review process. Assessments are geared to improved institutional efficiency and effectiveness. Administrative Support data was provided by the system. Details of assessment activities and findings are listed online at http://emedia.hawaii.edu/cs/ProgReview/

For the annual review process, support units merged the findings from their assessments with the findings and requests from the instructional reviews.

Priorities for non-instructional areas include:
- Disability Specialist, to fulfill federal mandates and Network Specialist
- Computer Replacement Schedule
- Expansion of Operations & maintenance facility
- Infrastructure problems, including R&M projects, aging facilities and grounds
Budget Implications

- Academic Support Services Positions
- Replacement Schedule for Computers
- Office of Grants and Contracts Management
- Faculty & Staff Professional Development and Training
- Learning Commons, one-stop learning environment for students