

University of Hawaii Community Colleges Annual Report of Program Data Kapiolani Community College Instructional Executive Summary

Executive Summary

2010-2011 Annual Review of Program Data

Kapiolani Community College

Submitted by

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Twenty-eight Kapiolani CC programs are required to complete reports on annual review of program data: 26 academic programs, one student services program and one academic support program. Of the 26 academic programs, 23 are career and technical education programs, two are general/pre-professional (AA in Liberal Arts and AS in Natural Science), and the last is Kahikoluamea (formerly Holomua), our remedial/developmental program. As of 12/14/11, all academic programs had completed reports on the annual review of program data. The Kahikoluamea program, because it does not offer degrees or certificates, is not subject to the same health indicators as the other academic programs. The percentages below are based on a total of 25 academic programs (all academic programs except Kahikoluamea).

The overall health status of the College's academic program has improved over the last year. In 2009-2010, four of the 25 programs were unhealthy (16%). In 2010-2011, only one program is unhealthy (4%): Interpreting, which was also one of the four unhealthy programs in the previous ARPD. The factors leading to the unhealthiness of the program appear in all three indicators: high demand in the workforce combined with a small number of majors, low fill rates (less than 50%), and very few program completers or transfers.

The results for "cautionary" have shown improvement since last year. In 2009-2010, 52% (13/25) of the programs were deemed "cautionary." In 2010-2011, 64% (16/25) are cautionary. The gains have been made as a result of three programs improving from "unhealthy" in the previous year. However, two programs (Liberal Arts and Hotel Operations) have moved from "healthy" in 2009-2010 to "cautionary" in 2010-2011. The change in status for the Liberal Arts program is primarily a result of a decline of 3% in the number of majors (a decline which may well be attributable to a sharp increase in majors in the College's second transfer degree, the Associate in Science in Natural Science). For the Hotel Operations program, the change in status derives mainly from a decline in persistence and the ratio of faculty to SSH, which is a function of the curriculum and faculty shared with the Travel & Tourism program. As in 2009-2010, eight programs have been deemed "healthy" overall; however, the list of programs in this category has changed since the previous year: Accounting and Information Technology replace Liberal Arts and Hotel Operations as overall "healthy" programs. The others in this category are Culinary, Medical Assisting, Medical Lab Technician, Physical Therapy Assistant, Radiologic Technician, and Respiratory Care.

The analyses of the data suggest that a closer look at data elements is in order; however, in many instances, the data have triggered a more substantive review of programs. In some cases, the programs have already implemented or will be implementing major curricular revisions: Educational Paraprofessional and Interpreting are currently stopped out and will be incorporated into the Associate in Arts in Liberal Arts; Exercise and Sport Science has created a more manageable Certificate of Achievement and implemented a select-admission, cohort-based curriculum; Hotel Operations and Travel & Tourism will merge into a single program with two areas of concentration; Mobile Intensive Care Technician will create a Certificate of Achievement; and New Media Arts will create intensive studio courses.

Other major developments that result from ARPD analysis include the desire for externally validated standards and increased partnerships with baccalaureate-granting institutions. Five programs that are not currently accredited through professional accrediting bodies are taking steps to seek accreditation: Accounting and Marketing (ACBSP, Accreditation Council for Business Schools and Programs) and Emergency Medical Technician, Mobile Intensive Care Technician and Exercise & Sport Science (CAAHEP, Commission on Accreditation of Allied Health Education Programs). Transfer to a four-year degree is no longer restricted to students earning Liberal Arts or Natural Science degrees. Increasingly the Career and Technical Education programs are creating degree pathway partnerships: to the University of Hawai'i at Mānoa (Medical Lab Technician, Dental Assisting) and to the University of Hawai'i West O'ahu (Information Technology, Accounting, Culinary Arts, Mobile Intensive Care Technician, and Paralegal).

ARPD also shines a light on areas that the College needs to address over all its programs—most importantly, the data associated with online courses and the analysis of program learning outcomes. The student achievement data in online courses is uneven across the programs. In some cases, the results in online classes are better than the program sees in face-to-face classes; in others, the reverse is the case. This unevenness warrants a closer examination, a sharing of best practices, and deployment of professional development. With respect to the assessment of program outcomes, the same unevenness exists. This year marks the first time that programs are required to address outcomes assessment in ARPD, and the novelty of the process is apparent. Some programs have made excellent progress in assessing outcomes and making program improvements. Three of the most notable are developmental writing, Hotel Operations, and Travel & Tourism. Other programs have begun the assessment but have not analyzed results. Still others have been slow to start even the assessment process. In recognition of the importance of making significant progress in outcomes assessment, the College is dedicating more resources to this endeavor in 2011-2012 and beyond. A review of just the outcomes assessment component of the reports reveals the many disparate formats for reporting on these data. In an effort to improve the quality of the ARPD reports, the College will also provide more structured guidelines for discussing the 2011-2012 data on outcomes assessment.

Each of the programs will also integrate the program action plans into their three-year tactical plans, which also serve budget-planning purposes.