HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

LIBERAL ARTS PROGRAM

February 16, 2017

Review Period
July 1, 2015 to June 30, 2016

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see http://hawaii.hawaii.edu/files/program-unit-review/

Please remember that this review should be written in a professional manner. Mahalo.

PROGRAM DESCRIPTION

Describe the Program	
Provide the short description as listed in the current catalog.	A general and pre-professional education degree consisting of at least 60 Baccalaureate-level semester credits at the 100 and 200 levels provides students with skills and competencies essential for successful completion of a Baccalaureate degree. The issuance of an A.A. degree requires that the student must earn a cumulative 2.0 GPA or better for all courses used to meet degree requirements. The A.A. degree is designed for students who are preparing themselves to transfer to a four-year college or university. (UHCCP #5.203).
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	For the learner, the general education provided by the Liberal Arts program at Hawaii Community College fosters self-awareness; broadens the understanding of an individual's role within communities and environments; supports cultural understanding; emphasizes the breadth and interconnectedness of knowledge; and creates a foundation for continued personal, intellectual and professional development.

Comprehensive Review information: <mark>Required for ARPD Web Submission</mark>

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2016
URL	http://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&college=HAW&year=2016&program=20
Provide a short summary regarding the last Comprehensive Review for this program. Discuss any significant changes to the program since the last Comprehensive Review that are not discussed elsewhere in this review.	N/A. Previous Comprehensive Review was submitted in 2015.

QUANTITATIVE INDICATORS

ARPD Data
<mark>**Please attach a copy of the program's ARPD data tables and submit with the Program Review document.**</mark>

  a) **If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**

OR

b) **If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.**

Program data can be found on the ARPD website: http://www.hawaii.edu/offices/cc/arpd/

ANALYSIS OF THE PROGRAM's DATA

| Analyze the program's ARPD data for the review period.

Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand	**Demand is Unhealthy**. The number of majors has decreased by 19% from 13-14 to 14-15, followed by a decrease of 12% from 14-15 to 15-16. The number of native Hawaiian majors decreased by 16% from 13-14 to 14-15 followed by a decrease of 8% from 14-15 to 15-16. The percent change of majors decreased by 19% from 13-14 to 14-15 followed by a decrease of 1% from 15-16. HawCC's Institutional Researcher corrected Item #2 to -1%. The SSH for Program Majors decreased by 17% from 13-14 to 14-15, followed by a decrease of 12 percent from 14-15 to 15-16, while SSH for all Program Classes decreased by 9% from 13-14 to 14-15, followed by a slight increase of 1% from 14-15 to 15-16. FTE enrollment in Program classes decreased by 9% from 13-14 to 14-15, followed by a slight increase of 1% from 14-15 to 15-16. The total number of classes taught decreased by 7% from 13-14 to 14-15 and increased slightly by 3% from 14-15 to 15-16.
Efficiency	The Efficiency Health Call is Healthy. The Fill Rate went up very slightly, from 81.4% to 81.7%. The number of Majors to FTE BOR Appointed Faculty decreased from 40.7 to 36.7, which is an improvement over AY 14-15. And the Number of Low-Enrolled (<10) Classes decreased further, from 33 to 28.

Effectiveness	Although the Effectiveness Health Call is Unhealthy, the DCs would challenge this assessment as inaccurate. First of all, in looking at the *Persistence data for AY 15-16, the ARPD lists 71.5%. In looking at the Scoring Rubric provided by the system, this falls within the Cautionary category (60-74%) rather than the Unhealthy category (less than 60%). Also, trends in the other Effectiveness data items, suggest a different outcome. That is, despite the large drops in overall enrollment for LBRT majors over the past three years, Unduplicated Degrees/Certificates have increased from 287 in AY 14-15 to 302 in AY 15-16. Transfers to 4-year programs have risen by nearly 50% from 126 in AY 14-15 to 187 in AY 15-16. It suggests that this Health Indicator may have been miscalculated and should fall into the Cautionary rather than Unhealthy category.
Overall Health	Based on the Health Call Indicators for Demand, Efficiency and Effectiveness, the Overall Health Call this year is Cautionary. Although the Demand health call is Unhealthy with a decrease in majors, enrollment and total number of classes taught, the Efficiency health call is Healthy where the fill rate increased slightly as well as the lowering of the number of Low-Enrolled classes.
Distance Education	Despite decreasing student enrollment, our distance education offerings and successes remain fairly constant across the past three years. We have taught the same number of DE courses (86) for two years and have only a small drop in enrollment compared to the previous academic year (~6% drop) and 4% lower fill rate. Successful completion of DE courses has steadily increased over the past three years (from 64% to 65% to 71%). The number of withdrawals is approximately equivalent to the previous year. However, persistence has dropped substantially compared to earlier years (67% in 2013-14, 56% in 14-15 and only 26% in the 2015-16 academic year).
Perkins Core Indicators (if applicable)	N/A
Performance Funding Indicators (if applicable)	Despite the decreased enrollment, the number of degrees and certificates awarded in Liberal Arts has risen (by 7% since the previous year). Native Hawaiian degrees and certificates have remained approximately level (a 4% increase since the previous year). Transfers to 4-year programs have risen by nearly 50% (from 126 to 187). The number of Pell recipients has steadily dropped over the past three years (from 960-775 to only 646).
Describe any trends, and any internal and/or external factors that are relevant to	Across the system, enrollment has gone down for the last three years, which has affected our Demand numbers.

understanding the program's data.	
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	Due to inaccurate/missing ARPD data, it's difficult to get a truly accurate reflection of the program's strengths and weaknesses.

Analyze the program's IRO data for the year under review. Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)	
Describe, discuss, and provide context for the data.	SCIENCE: n/a, did not request IRO data ENGLISH and MATH received IRO data on student placement and enrollment in English and Math classes from (Fall 15-Spring 16). This data was used to anticipate scheduling for the first semester of the UHCCP #5.213 Time To Degree: Co-Requisite Initiative in Fall 2016. HUM: n/a, did not request IRO data SSCI: n/a, did not request IRO data
Discuss changes made as a result of the IRO data.	ENGLISH and MATH scheduled Fall 16 sections utilizing placement/enrollment data.

Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	LBRT: PLO revision to five PLOs; AA modification of HUM Area, Nat Sci Area, and World Cultures requirements; approval of five AA concentrations; LBRT course sequence Pathway for STAR GPS; 15 courses GE-designated; 36 courses Fast Tracked; new English and Math placement qualifiers; discussion of potential transition to Foundations General Education

	SCIENCE: no regular courses were added or deleted. Experimental GEOG 298: Study Abroad was added. Nothing else changed.
	MATH: Math 76 and Math 103 were added to the curriculum.
	Two non-credit math courses--Math 1 and 2 were added for remedial/developmental students. There were professional development activities for faculty teaching the newly created Math 76 and a Developmental Education Conference held in summer of 2016.
	ENGLISH: New DevEd acceleration model/curricula development (new 20W/22, 20R/21, 21/102 ALP courses, English 1 non-credit course); creation of departmental professional development program to support acceleration model; experimental ESL 197: Composition I (ESL) approved for Fall 16 offering; three 200-level ENG courses GE-designated in HUM; Fast Track CLO changes for two LING courses.
	HUM: Seven (7) courses received GE designations: Art 101, 114, HWST 107, 100, 104, HIST 153, 154 . Fast Track changes submitted for Art 113, 114, 115 for title, 238 for numbering change to 229.
	SSCI: SSCI developed and passed three (3) new Concentrations in the LBRT degree: Psychology, Sociology, and Administration of Justice. Fast Track changes were submitted for PSY 214, WS 175 and DNCE 190V. A new course, DNCE 195: Environmental Dance was added to the curriculum. GE designations were received for WS 175 for the World Cultures category; WS 151 and ANTH 200 for the Areas of Knowledge designation was submitted in F 2016.
New certificates/degrees	SCIENCE: none
	MATH: none
	ENGLISH: none

	HUM: Associate in Science in Creative Media (formally titled Digital Media Arts) SSCI.: none
Personnel and position additions and/or losses.	SCIENCE: none MATH: none ENGLISH: none HUM: none SSCI: none
Other major/meaningful activities, including responses to previous CERC feedback.	No CERC feedback for 2015 Comprehensive Review at this time.

Describe, analyze, and celebrate the program's successes and accomplishments. (For example, *more students were retained/graduated* **OR** *the program successfully integrated new strategies/technologies***.)**	
Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened? Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).	SCIENCE: We have continued to support students in general science through offerings such as BIOL 100, 101, 130, 141, 142, 156, CHEM 100 and 151, MICRO 130, GEOG 101 and 122, PHYS 105 and ZOOL 101 and associated laboratories. These courses provide content for Liberal Arts students, pre-nursing students, and students in majors like Fire Science, NSCI and TEAM. Science has continued to strengthen the NSCI by initiating the teaching of majors courses (BIOL 171, 172 and associated laboratories) MATH: Due to the Hawaii Graduation Initiative, Hawaii Community College changed its math curriculum in order to increase the number of graduates by reducing students' time to degree. There was a major shift in the offering of math courses at Hawaii Community College. Majority of the remedial/developmental math courses have not been offered, while the number of transfer level math courses has increased. Faculty have participated in professional development activities, such as the workshop held on May 17, 2016, which involved teaching strategies to use in Math

76. During the summer of 2016, math faculty have participated in developmental education conferences.

ENGLISH: Due to UHCCP #5.213 Time To Degree: Co-Requisite Initiative, the department curriculum changed to an accelerated model, including new course offerings. Faculty agreed to participate in an internal professional development program for AY 16-17 to support the new model (voluntary for lecturers). Faculty also participated in various professional development opportunities, including attendance at national conferences focusing on developmental education. The department continues to engage in active authentic assessment of student work.

HUMANITIES: The department continues to support students in general education/Humanities through offering courses such as HIST 151, 152, 153, 154, SPCO 151, REL and ASAN courses, all the numerous Art course offerings and HAW language and HWST courses so that our students can gain a broad knowledge of the Humanities. The HLS program has been undergoing major changes in their curriculum and two of our HLS faculty have left us with two new faculty hired to join our ohana.

SOCIAL SCIENCES: The SSCI Department has dialogued and met with their counterparts at UH-Hilo in the PSY, SOC, and AJ Disciplines for the past several years to create a Pathway to their majors. In this AY, Liberal Arts Concentrations in PSY, SOC, and AJ were successfully planned and passed through the CRC. Ability to enroll in these majors will begin in AY 2016-17. In AY 15-16, the SSCI DC collaborated with the VCSA and the Freshman Year Experience Program (FYE) Coordinator to pilot 3 Coordinated Studies Learning Community in a program titled: "Ka Hina Mamo" as a platform for Student Success. The F 2015 effort was based on pairing ENG classes with content classes to more deeply engage Freshman in their educational journey. The three 6 credit cohorts included a pairing with ENG 22/HSER 110; ENG 100/GEOG 102 and ENG 102/SOC 100. The success of this interdisciplinary

	effort was shared at the 2016 Hawai'i Strategic Institute. The spring "Ka Hina Mamo" cohort included a pairing of SPCO 151/PSY 100. The pairing of basic skills courses with content courses has proved an important strategy as an alternative to ALPs and deepening the educational experience of Liberal Arts students. From feedback received from participating faculty in the 3 cohorts, LCs are a low cost, but effective professional development experience in which teaching philosophies, content, materials, strategies, and activities are shared by collaborating faculty in a way which leads to expanded teaching abilities, important self-reflection, and greater proficiency in addressing learning outcomes.

Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	SCIENCE: The biggest challenge to supporting liberal arts students in the sciences is the lack of funding for science laboratory equipment and supplies, the lack of a chemistry position, and the lack of a physics laboratory.
	MATH: Due to the shift in offering of math courses, there continues to be challenges in determining correct placement of students and assisting students in completing their transfer level math course within their first year.
	ENGLISH: The new curricular model is untried, so it is difficult to predict success. Furthermore, many instructors will be teaching (new) accelerated courses for the first time, which demands extensive curricular development. Faculty will also attempt to provide wrap around support services for students. In addition to a new model, new self-reported qualifiers into courses may result in more students placing into college-level; this change may affect class skill levels, and will likely complicate evaluation of the new model's

	effectiveness. Data and assessment will be needed in order to evaluate student learning and success. A comprehensive wraparound support program for developmental students needs to be developed in collaboration with Student Services and Academic Support Services. Finally, the Co-requisite Initiative's changes to developmental course offerings have necessitated dramatic curricular redesign, professional development, and wraparound support services. Currently, those needs have been supported by temporary system funds. If/when the funds are no longer available, it is uncertain how a reduction in any of the above need areas will impact student success. HUMANITIES: One of the biggest challenges and major change in the division is the ending of the Title III grant in the HLS program which supported the entire college by recruiting Native Hawaiian students supporting the college's Hawaii Papa O Ke Ao plan and the Hawaii Graduation Initiative (HGI) emphasizing the participation and completion in particular of NH students and preparing them for success in the workforce and their communities.. Their grant brought in well over twenty-five million dollars to the college over the course of fifteen years. This loss has effectively wiped out their staffing beginning with their Program Coordinator who resigned and moved on. Additionally, the division and the school has lost the support of personnel like their Transfer Coordinator who serviced the entire college, not just HLS majors and the division. Hopefully another Transfer or Pathway Coordinator will be identified and hired soon so that they will be minimal negative impact on student success. SOCIAL SCIENCES: The Social Science continues to be challenged by having the smallest number of FT Tenure-Track faculty (5) to deliver the highest number of different classes (40) as well as trying to maintain a grueling, assessment schedule for their courses.
Discuss changes and actions taken to address those challenges, and any results of those actions.	SCIENCE: Liberal Arts science faculty, along with NSCI science faculty modify their laboratory assignments to work with fewer resources. A full time chemistry lecturer covers the chemistry courses that we do not have a faculty member

| | for. This accounts for approximately 10 chemistry courses per year.

MATH: Wraparound services have been implemented in the form of additional tutors in and outside the classroom to assist students in the successful completion of their math courses. Math faculty and tutors in the Learning Center continue to tutor students to assist in student success. In addition, faculty have participated in workshops and conferences that support alternative ways to teach remedial/developmental math courses, such as the use of EdReady and Khan Academy.

ENGLISH: Faculty agreed to participate in an internal professional development program for AY 16-17 to support the new model (voluntary for lecturers). Faculty also participated in various professional development opportunities, including attendance at national conferences focusing on developmental education. The discipline expressed the desire for a system wide discipline meeting in AY 16-17 to discuss Co-requisite Initiative initial results/concerns.

HUMANITIES: The HLS program revised their curriculum and have made FT changes and are in a state of transition. The two newly hired instructors bring their own knowledge and skill sets to the team and are adjusting to their new roles within the HLS discipline and dept., taking professional development workshops and gaining knowledge about the campus support services. It remains to be seen if there will be any adverse reaction to the changes in the loss of the grant and personnel and if NH student attendance and/or recruitment is affected. A Program Coordinator position is currently in recruitment.

SOCIAL SCIENCES: In spring 2015, the SSCI undertook the planning and implementation of an "Assessment Bonanza" which included a 2 day assignment/rubric scoring

	session involving 10 faculty/lecturers and scoring circles for the assessment of 10 courses, This proved a viable way of dealing with the massive amount of individual courses being assessed by a handful of faculty. In 2015-16, it was decided to reflect on the viability of the "Assessment Bonanza" strategy in comparison to the one-by-one course strategy, so only FAMR 230 was assessed. It will be discussed with the Assessment Coordinator whether the "Assessment Bonanza" will be undertaken again in AY 16-17.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	SCIENCE: we need to increase the science budget or instate laboratory fees for students in order to provide appropriate materials and lessons for our students. We need to create a physics lab. We need to create a chemistry faculty position. MATH: Math faculty need to continue the discussion of successful teaching strategies with other math faculty throughout the UHCC system in order to increase student success. ENGLISH: Continuing professional development is needed to support this new curricular model. Data and assessment will be needed in order to evaluate student learning and success, and to make adjustments. A comprehensive wraparound support program for developmental students needs to be developed in collaboration with Student Services and Academic Support Services. HUMANITIES: Complete or continue recruitment of the Pathways Coordinator and Program Coordinator for the HLS program. There are some staff who are being hired on a Casual Hire basis but determine if these Casual Hire positions may need to be a Permanent Position. Continue assessment of learning outcomes for all our classes; not only the HLS courses. Offer more workshops for our lecturers who do the bulk of teaching in our department. Offer incentives for them to attend.

	SOCIAL SCIENCES: There is an obvious need for more full-time positions to be allocated to the SSCI Dept. Fortunately, due to the last Comprehensive Program Review 2013-2015, the SSCI. Dept. was allocated a new position at Pālamanui and a shared GEOG position with Natural Science to be filled in AY 2016-17.

PROGRAM ACTION PLAN

Discuss the program's prior year's (AY14-15) action plan and results.	
Describe the program's action plan from the prior review period and discuss how it was implemented in AY15-16.	AY 14-15 LBRT Action Plan items:
	Specific recommendation for an action plan to address the Written Communication assessment findings include the following:
	· The Liberal Arts departments will work on helping students to improve in the quality of their writing so that it is thesis-driven, organized, and free of plagiarism. This includes online instructors, who may need further support to make their courses better vehicles for this kind of teaching and learning.
	· Faculty members will provide further and more consistent instruction to students about what makes a source appropriate for a college assignment. Professional development or training for all Liberal Arts instructors could highlight how to do this.
	· Liberal Arts instructors will be encouraged to build assignments that require critical thinking rather than simple reporting of information. This will help with the problem of plagiarism, as well as enhance critical thinking.
	· The rubric for Written Communication will be revised to include use of source materials and will attempt to close the gaps between levels.
	· Assessing writing necessitated consideration of critical thinking, information competency and ethical use of source

	material. Perhaps when assessing the PLOs related to these areas, writing could also be reassessed.
	Overall, the Liberal Arts Program will need to refine the changes recently made to the graduation requirements based on the AA Task Force's recommendations. These involve regrouping science offerings, establishing a means by which to designate courses as meeting the Hawaiian–Asian–Pacific Cultures graduation requirement, and coordinating the designation of a sufficient number of General Education courses to meet Core, Graduation, and Content Area Knowledge requirements. Program Modifications will be necessary to accomplish this. Additionally, General Education designation for a sufficient array of content area courses will be required in order to implement the intent of having only GE-designated courses count in fulfillment of degree requirements in coming years.
	We anticipate a growing interest in offering concentrations within the Liberal Arts degree that may assist students with transfer effectiveness and timely completion of bachelor's degrees. Defining articulated pathways to assist transfer students to optimize their coursework at both the AA/AS and BA/BS levels will assist in meeting goals of the HGI and increase graduation and transfer success.
	We also anticipate a growing demand for Liberal Arts course offerings at Pālamanui, requiring a shift in resources to meet the demand for an expanded student population interested in the AA degree in West Hawaii. This will require greater coordination of schedules across campuses.
	AY 15-16 Implementation: In Fall 15, an all-LBRT meeting took place at which the DCs shared out the Written Communication PLO assessment results and action plan.

	All departments had additional courses GE designated. HUM Area requirements changed as a result of the new AA degree: elimination of Asian-Pacific HUM requirement (due to creation of Hawaiian-Asian-Pacific AA graduation requirement). The division has not yet established a means by which to designate courses as meeting the Hawaiian–Asian–Pacific Cultures graduation requirement. A list of previously-approved courses is being used at present. Five AA-LBRT concentrations were approved,
Discuss the results of the action plan and the program's success in achieving its goals.	See above.
Discuss any challenges the program had in implementing that action plan or achieving its goals.	Regarding the Written Communication assessment action plan, though DCs shared recommendations to faculty to increase/improve writing, reduce plagiarism, etc., it's up to individual instructors whether they actually implement such recommendations. Science still needs to continue submitting course for GE designation in order to provide a sufficient pool of courses from which students can choose. Despite an ad hoc HAP Committee meeting throughout Spring 16, and a Spring 16 all-LBRT meeting that shared system HAP criteria for consideration of adoption, the division did not reach a decision on procedures/guidelines for establishing HAP designated courses.

- Did the program review its website during AY15-16? Please check the box below that applies.

☐ Reviewed website, no changes needed.

☐ Reviewed website and submitted change request to webmaster on _____(date)_____.

☐ Reviewed website and will submit change request to webmaster.

Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.	Benchmarks and Timelines for implementation and achievement of goals.
Action Goal 1: **Increase number of GE-Designated courses, particularly Science courses and labs.**	**Benchmarks/Timeline:** **Fall 16**
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)? At present there is only one GE-designated science course available to students (students are required to take 3). Offering courses that students can use to fulfill their requirements will help them to graduate and will increase their learning.	
Action Goal 2: **Establish Hawaiian-Asian-Pacific (HAP) Committee system criteria or create own; develop designation process; begin soliciting applications for course designations.**	**Benchmarks/Timeline:** **Fall 16- Spring 17**

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

The new AA LBRT degree (effective AY 16-17) requires the completion of a HAP course. The creation of criteria and a designation process will provide a clear, consistent system of approving courses that meet the requirement. The HAP requirement most directly fulfills PLO 5: Demonstrate awareness of the relationship between self, community and the environment, respecting cultural diversity and an understanding of ethical behavior.

Action Goal 3:	Benchmarks/Timeline:
Identify program direction for general education designation: existing GE process or Foundations GE process.	**Fall 16**

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

Discussion of whether to continue with the program's existing GE process or whether to transition to a multi-campus Foundations GE process has been underway since __2014__. The lack of clarity of direction has led to some degree of reluctance by faculty to commit to the designation process. A decision on the direction will enable the program to make forward progress on GE designation, no matter which process is selected.

Action Goal 4:	Benchmarks/Timeline:
Continue collaborative PLO assessment efforts.	**Fall 16-Spring 17**

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

Multidisciplinary assessment of the LBRT PLOs has been a productive, informative, idea-generating experience. PLO 1 (Communication--Oral) and PLO 3 (Reason Quantitatively) were assessed in Spring 16. Continued collaborative assessment gives the program faculty an opportunity to get a cross-curricular view of how students are demonstrating learning and PLO attainment.

RESOURCE IMPLICATIONS

Please provide a brief statement about any implications of or challenges with the program's current operating resources.

We are not able to properly run our science laboratories because of lack of funding. At present, we do not have the resources to purchase all of the supplies and equipment to run complete labs and we have faculty and lecturers re-writing lab exercises to adjust for the lack of required equipment, glassware, and consumables. Although care is taken to ensure that the missing items do not lead to health and safety issues, there is always the concern that by cutting corners we will create a situation that decreases the safety of the laboratory environment for our students and instructors.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	N/A
Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions.	

http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

LEARNING OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program's faculty/staff.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)
Provide documentation that the Program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in assessment(s). **Please attach copy of industry validation for the year under review and submit with the document.**

Courses Assessed

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up "Closing the Loop" assessment was implemented during the review year.

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
PLO 1 (Oral Communication) & PLO 3 (Reason Quantitatively)	Spring 2016	See below	PLO1 PLO3
Math 26 Elementary Algebra	Spring 2015	CLO #1 Able to model and solve simple real-life problems algebraically CLO #2 Able to apply basic algebraic concepts. CLO #3 Sufficiently prepared to meet the demands of the next sequential math course	CLO #1 - PLO #3 (Critical Thinking) & PLO #6 (Quantitative Reasoning); CLO #2 - PLO #3 & #6 CLO #3 - PLO #3 & #6

Math 115 Statistics		CLO #1 Read and interpret statistical information presented in graphical formats. CLO #2 Apply fundamental concepts and measures to quantitative data CLO #3 Demonstrate awareness of the common limitations and misuses of statistics CLO #4 Understand the diverse scope of statistical applications	CLO #1 - PLO #3 (Critical Thinking) & PLO #6 (Quantitative Reasoning); CLO #2 - PLO #3 & #6 CLO #3 - PLO #3 & #6 CLO #4 - PLO #3 & #6
ENG 256W	Fall 15-Spring 16	CLO 1: Apply basic concepts and terminology of poetry, drama, literature and literary analysis for the purpose of discussing and analyzing literature with understanding and appreciation. CLO 2: Write about literature with a clear and effective purpose, focus, organization, support, language, mechanics, and use of sources.	CLO 1--PLO 2 (Critical Reading), 3 (Critical Thinking) CLO 2--PLO 1 (Communication)
ENG 257EW	Fall 15-Spring 16	CLO 1: Apply basic concepts and terminology of poetry, drama, literature and literary analysis for the purpose of discussing and analyzing literature with understanding and appreciation. CLO 2: Write about literature with a clear and effective purpose, focus, organization, support, language, mechanics, and use of sources.	CLO 1--PLO 2 (Critical Reading), 3 (Critical Thinking) CLO 2--PLO 1 (Communication)

ENG 204W	Fall 15-Spring 16	CLO 1: Write original manuscripts in each of the following genres: creative nonfiction, drama, short story, and poetry. CLO 2: Participate productively in peer review and revise creative work.	CLO 1--PLO 1 (Communication) CLO2--PLO 2 (Critical Reading), 3 (Critical Thinking)
ART 111 Intro to Watercolor	Fall 15	CLO1: Demonstrate the knowledge and understanding of the color wheel. CLO 2: Demonstrate the knowledge of wash, glazing, graduated wash, wet into wet, lifting, scraping, resist, drops and splatter, and dry brush techniques within a watercolor painting.	CLO1--PLO7 Areas of Knowledge CLO2--PLO7 Areas of Knowledge
ART 105C Introduction to Ceramics-Wheel Throwing	Fall 15	CLO 1: Use wheel-throwing techniques, and processes to produce clay works from concept to finished object CLO 2: Demonstrate knowledge of raw materials and technical procedures such as clays, glazes, and kiln firing. CLO 3: Apply design elements and principles of design in the execution of the ceramic work.	CLO 1--PLO7 Areas of Knowledge, PLO 3 Critical Thinking CLO2--PLO7 Areas of Knowledge, PLO 3 Critical Thinking CLO 3--PLO7 Areas of Knowledge, PLO 3 Critical Thinking
Art 108 Elementary Studio: Drawing and Painting	Spring 16	CLO1: Demonstrate knowledge of the design	CLO 1--PLO7 Areas of Knowledge

		principles using the elements of art CLO2: Demonstrate knowledge of different techniques in drawing and painting media. CLO3: Demonstrate knowledge of different styles in drawing and painting.	CLO2--PLO7 Areas of Knowledge CLO 3--PLO7 Areas of Knowledge
Art 217 Screen Printing	Spring 16	CLO1: Demonstrate the knowledge and understanding of the color wheel. CLO 2: Demonstrate the knowledge of wash, glazing, graduated wash, wet into wet, lifting, scraping, resist, drops and splatter, and dry brush techniques within a watercolor painting.	CLO 1--PLO7 Areas of Knowledge CLO2--PLO7 Areas of Knowledge
"Closing the Loop" Assessments Alpha, No., & Title	**Semester assessed**	**CLOs assessed** **(CLO# & text)**	**CLO-to-PLO alignment** **(aligned PLO# & text)**
Math 26 - Elementary Algebra	Spring 2015	CLO#1 - CLO #3 (See above)	CLO #1 - 3 aligned with PLOs #3 & #6 (See above)

ENG 22	Spring 16	CLO 2: Integrate source material according to academic conventions	PLO 4: Information Competency

Please discuss any PLO assessment projects voluntarily undertaken by the faculty and staff during AY15-16.

Identify the PLO(s) assessed and their alignment to the ILOs.	PLOs number and text	ILO alignments
	#1. (Oral) Communication: Speak to communicate information and ideas in professional, academic and personal settings. Communicate Effectively – Speak and write to communicate information and ideas in academic settings *(The Liberal Arts program uses the General Education Learning Outcomes for program learning outcomes.)*	#1 *(Our graduates will be able to communicate effectively in a variety of situations.)*
Discuss the assessment strategy, including a) the type of work assessed, b) who conducted the assessment, and	The Liberal Arts Department Chairs identified 13 courses as those courses that addressed at least one of the OC descriptors in their curricula. a) Sample of a summative assignment given to students were collected (some had multiple sections) at the end of the semester and assessed on either meeting the rubrics or not meeting the rubrics. **Speech Descriptors** indicate a student is able to**:** - identify and analyze the audience and purpose of any intended communication; - use effective oral expression to initiate and sustain discussions, ask questions and obtain information; - research, organize, outline, and present informative and persuasive speeches; - apply skills of effective listening; - develop a main idea clearly and concisely with appropriate content. b) The assignments were scored by the team of five DCs and Lead WH Faculty from the Liberal Arts program: Math, Science, Humanities, Social Science and English. Each DC was given a set of artifact/assignment from the classes listed above and scored according to the rubrics. No identifiers (instructors name) were listed on the sample assignments.	

c) how courses/ disciplines were chosen or identified for the assessment project.	c) There were 12 courses identified that addressed at least one of the OC descriptors in their curricula. Assignment samples were from courses from the SSCI and Hum. only. The following classes were included in the assessment: 1. HSERV 110 Introduction to Human Services (3 sections, Ff2f) 2. PSY 100 Survey of Psychology (1 section, Sp16, f2f) 3. SOC 100 Survey of General Sociology (2 sections, Sp 16, f2f) 4. SSCI 111 Humanity, Society and Technology (1 section, Sp 16, f2f) 5. WS 151W: Introduction to Women's Studies (1section, F 15, f2f) 6. SPCO 151 (HUM 1) Introduction to Speech and Communication (1 section, Sp 16 7. SPCO 151 (HUM 2) (3 sections, Sp16, f2f) 8. SPCO 151 (HUM 3) (1 section, Sp 16, f2f) 9. SPCO 151 (HUM 4) (3 sections, Sp 16, f2f) 10. SPCO 151 (HUM 5) (2 sections, Sp 16, DE) 11. SPCO 251 (HUM 6) Public Speaking (2 section,Sp 16 f2f) 12. JPNS 101 (HUM 7) Elementary Japanese I: verbal comp test (1 section, F 15, f2 13. JPNS 101 (HUM 8) Elementary Japanese I: dialogue (1 section, F 15, f2f)
Discuss the expectations for achievement.	For PLO #1: Oral Comm:We did not set expectations of achievement here since the assessments are on the summative assignments given in the classes and not course level/student achievement.
Provide a summary discussion of the results of the PLO assessments.	The assessment team met on May 10th to assess the summative assignments from the above courses that submitted artifacts. The team found the following: For HSER 110, an average course score of 10% of all the indicators met the rubric. For PSY 100, an average course score of 40% of all the indicators met the rubric. For SOC 100, an average course score of 45% of all the indicators met the rubric. For SSCI 111, an average course score of 85% of all the indicators met the rubric. For WS 151WI, an average course score of 26.7% of all the indicators met the rubric For HUM1, SPCO 151, an average course score of 96% of all the indicators met the rubric. For HUM2, SPCO 151, an average course score of 100% of all the indicators met the rubric.

Attach detailed results as appropriate.	For HUM3, SPCO 151, an average course score of 72% of all the indicators met the rubric. For HUM4, SPCO 151, an average course score of 90% of all the indicators met the rubric. For HUM5, SPCO 151, an average course score of 80% of all the indicators met the rubric. For HUM6, SPCO 251, an average course score of 80% of all the indicators met the rubric. For HUM7, JPNS 101, verbal comprehension test, an average course score of 30% of all the indicators met the rubric. For HUM8, JPNS 101, the dialogue exercise, an average course score of 13.3% of all the indicators met the rubric. OVERALL AGGREGATE AVERAGE SCORE (all Indicators): 12 Courses/13 Assignments: 59.08% met the indicators.
Discuss the program's success and challenges in helping students achieve these PLOs.	Successes: Some of the non-SPCO assignments were strong, interesting (theatrical in nature) and diverse. The SPCO assignments were clearly written and emphasized the use of (strong) oral communication skills as expected. Expectations for student achievement were clearly explained. Challenges • Except in SPCO, O.C. skills not explicitly taught • If instructors in non-SPCO classes will be evaluating speech skills, they should include speaking tips in the assignment and/or create clearer rubrics that indicate necessary/evaluated speaking skills • Need professional development on writing clear rubrics for O.C., if LBRT values O.C. skills across the curriculum (not just in SPCO) • Revise PLO O.C. descriptors: add descriptor addressing speaking skills? • For O.C. summative assessment, maybe focus on descriptors 3 and 5 (1, 2, 4 seem to be more formative)

Please discuss any PLO assessment projects voluntarily undertaken by the faculty and staff during AY15-16.

Identify the PLO(s) assessed and their alignment to the ILOs.	PLOs number and text	ILO alignments
	PLO #6 Quantitative Reasoning	ILO #2
	PLO #3 Critical Thinking	ILO #2

Discuss the assessment strategy, including a) the type of work assessed, b) who conducted the assessment, and c) how courses/disciplines were chosen or identified for the assessment project.	The Liberal Arts Department Chairs in Math, Science, Humanities, Social Science, English and the Lead Faculty member at Pālamanui selected Math 26 (Elementary Algebra) and Math 115 (Statistics) as courses that focused on the Program Leaning Outcomes #2(critical thinking) and #3 (reason quantitatively). The summative assignment consisted of problems embedded in the final exam. A group of four math faculty members analyzed the results of the data utilizing a rubric that was created by the math faculty. The assessment method was agreed upon at several Math Discipline Meetings held prior to final exam week. Faculty members teaching Math 26 and Math 115 agreed to embed problems in their final exams. The problems were selected based on their significance at addressing the course learning outcomes for Math 26 and Math 115. The work of all students who were administered the final exam in Math 26 and Math 115 was rated by each faculty member. There were 58 students in Math 26 and 11 students in Math 115 whose responses were analyzed.
Discuss the expectations for achievement.	For Math 26, the expectations were that students would average at least 70% or better for the eleven questions. For Math 115, 70% of students would achieve 15 points or higher on the total score of the problems.
Provide a summary discussion of the results of the PLO assessments. Attach detailed results as appropriate.	The following are the criteria used to rate Quantitative Reasoning: 1. apply appropriate modeling strategies, which include algebraic, statistical, estimation, inductive and/or deductive reasoning techniques to solve real-world problems arithmetically 2. interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them 3. represent mathematical information symbolically, visually, numerically, and verbally to express abstractions and manipulate symbols within a logical system 4. estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results. The results of the assessment were: For Math 26 : Criteria #1 – 4 Meets For Math 115: Criteria # 1 – 4 Meets

Discuss the program's success and challenges in helping students achieve these PLOs.	Generally, students enrolled in Math 115 were successful at meeting the expectations of faculty, while students enrolled in Math 26 were very close to meeting the expectations of faculty. The challenge is to help the Math 26 students achieve success at the next level. For the Math 115 students, the successful students from this course should be able to apply the skills they have learned in Statistics in their field of interest should they continue in any of the STEM areas.

Assessment Strategies

For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);	For Math 26 and Math 115, ten or eleven questions were embedded in the final exam. The data from all students who took the final exam in these courses was collected in spring 2016. ENG 256W, 257EW: 5 literary essays from each course ENG 204W: four final draft creative manuscripts, as well as the process work associated with them ART 111: coral-leaf fish painting techniques showing texture and color work and Oriental brush painting techniques. ART 108: acrylic painting with textures and patterns showing students continued exploration of art elements and design principles. ART 105C: wheel-thrown and altered cone 5 pieces in clay ART 217: the large poster print project was selected for their ability to produce multiple, successive quality prints. FAMR 230: A "Three Generations" paper based on interviews
a description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or	For Math 26 and Math 115, a group of math faculty assessed the results.

a group of program faculty, or the program's advisory council members, etc.);	ENG 204W, 256W, 257EW: all instructors who taught 200-level ENG courses in Fall 15. ART 111: two faculty and a community artist. ART 108: two faculty and a lecturer with a background in painting ART 105C: two faculty and a well-known community artist with a background in ceramic ART 217: two faculty and a lecturer with a background in screen printing FAMR. 230: Three faculty/lecturers who typically teach this course every semester.
a description of <u>how student artifacts were selected for assessment</u> (did the assessment include summative student work from all students in the course or section, <u>OR</u> were student works selected based on a representative sample of students in each section of the course?);	For Math 26 and Math 115, Math faculty discussed the results of the students' final exam questions, which was administered to all students in both courses who took the final exam. ENG 204W, 256W, 257EW: student work was randomly sampled by roster number (with alternate numbers if identified students had dropped out of the class). For All the ART classes in this report, the entire students works were submitted for assessment. FAMR 230: 20% of student artifacts chosen at random from submitting sections.
a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.	For Math 26 and Math 115, a scoring rubric was created and utilized to rate each student's response to the ten or eleven questions selected for assessment. ENG 204W, 256W, 257EW: Assessment rubrics were developed with other 200-level instructors identifying outcome-related criteria and an "Exceeds/Meets/Developing" scoring scale.

	HUM: a scoring rubric was created that utilized a "Exceeds/Meets/Does Not Meet" scoring scale for all CLO's identified for the respective class. FAMR 230: Rubric indicators were theory, application, and integration as aligned with the Areas of Knowledge rubric.

Expected Levels of Achievement

- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
  - example 1: "85% of students will Meet Standard or Exceed Standard for CLO#1";
  - example 2: "80% of students will attain Competency or Mastery of CLO#4."

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed
Math 26 Elementary Algebra	For Math 26, the benchmark goal was that students would average at least 70% or better for the eleven questions.
Math 115 Statistics	For Math 115, the benchmark goal was that 70% of the students would achieve 15 points or higher on the total score from the artifacts.
ENG 256W, 257EW	The expectation is the 80% of students will be at the meets or exceeds levels of the rubric.
ENG 204W	The expectation is the 80% of students will be at the meets or exceeds levels of the rubric.
ART 111	The expectation was that 85% of the artifacts will achieve scores of Meets or Exceeds Expectations.
ART 108	The expectation was that 85% of the artifacts will achieve scores of Meets or Exceeds Expectations.
ART 105C	The expectation was that 85% of the artifacts will achieve scores of Meets or Exceeds Expectations.
ART 217	The expectation was that 85% of the artifacts will achieve scores of Meets or Exceeds Expectations.
FAMR 230	The expectation was that 70% of students would meet or exceed expectations.

Results of Course Assessments

For each course assessed in AY 2015-16:	
provide a <u>description of the summative assessment results</u> in terms of students' attainment of the CLOs and aligned PLOs.	ENG 256W, 257EW: What we found was that these samples met our expectations in two areas: **depth of support** (81%) and **use of MLA documentation** (87%). Students were close to expectations in the other areas, 75% - 80%, averaging 79% overall. Most students (81%) *met* or *exceeded* in the area of **depth of support**. Eighty-seven percent (87%) demonstrated an ability to correctly **apply the MLA** style sheet to their finished essays. These scores suggest solid learning in the areas of finding evidence in the literature to support a thesis, avoiding plagiarism, and adhering to the conventions of academic writing. Seventy five percent (75%) of students were able to create a meaningful **thesis** that controlled the direction of the essay, and either *met* or *exceeded* in the areas of **structure, language** and **mechanics**. While these were the weaker areas in these samples, it is important to note that they were still only 5% below projected expectations. ENG 204W: What we found was that they exceeded our expectations in most areas and overall. • All students (100%) *met* or *exceeded* in the area of **higher order revision**. Eighty-nine percent (89%) demonstrated **consistent improvement** throughout the writing process. All samples (100%) were at a *meets* or *exceeds* level in **originality**. These scores suggest a solid emphasis on the writing process in the instruction, and success in students learning how to transform a piece of writing into a stronger, more original final product. Samples were not as strong in predictable areas: **genre elements** and **language/mechanics**. In these areas, students scored 78% *meeting* or *exceeding* the criteria. While these were the weaker areas in these samples, it is important to note that they were still only 2% below expectations. Overall, 89% of students *met* or *exceeded* the criteria.

MATH 26:

Fifty eight students were assessed using eleven questions embedded in the final exam. The average student score was 13.53, which was lower than the expected 15.4 or 70% or the total possible 22 points. Students scored the highest on questions involving calculating slope and graphing a line. Possible reasons for student success was that students had sufficient practice. Problems on exponents and solving systems of equations were two problems that students experienced difficulties solving.

MATH 115:

Eleven students were assessed using ten questions embedded in the final exam. The average student score was 14.5, which was higher than the expected 14.0 or 70% of the total possible 20 points.

Students scored the highest on problems involving visualization of a graphic and the simplicity of a problem. They experienced difficulties in creating a histogram, which was an unexpected outcome.

ART 111: The results showed that 27% of the artifacts exceeded expectation, 69% of the artifacts met expectations and 4% of the artifacts did not meet expectations or 96% of the artifacts met or exceeded expectations. There were 8 artifacts presented. 2 students did not turn in artifacts. Student works were strong and executed well. The final product shows good knowledge and execution of watercolor painting techniques. The team members generally assumed that the color wheel was incorporated into the assignments since the colors used in the paintings were "correct" and well-matched but perhaps in the future, since one of the two CLO's includes a demonstration of the knowledge and understanding of the color wheel, an assignment showing the color wheel could be included in the artifacts. This is just a suggestion and not a request. One of the challenges would be student preparation to start their assignments in class since this is a studio lecture/lab class – having all the materials present to start working is a requirement.

Another thought would be to show the first painting students made at the start of the class and show the final product at the end of the class to see the significant improvements or their growth in the course of the semester – again, this is just a suggestion and not a requirement.

ART 105C: The results showed that 100% of the artifacts met or exceeded expectations with 72% of the artifacts collected exceeded expectation, 28% met the expectations and 0% did not meet the expectation. There were nine works assessed. The 10th student ended up not completing the course due to personal reasons, therefore only 9 artifacts were submitted for assessment. The work was very strong and impressive. There were no problems in the work itself. One of the assessors, a professional ceramic artist, commented that the worked looked very professional. To which the instructor answered that one of the students was someone with experience in wheel throwing. This is good in some ways since the students should be getting the CLOs and obviously, if they are taking the class over and over again, they will be cognizant of the CLO's. However, should there be a limit to the number of times a student can take the class? What is the goal of the class – is it for amateurs learning the art and craft of the medium or for community members to use it as a workshop? We discussed some of these issues during the assessment and generally felt it was the former but enrollment may be affected if we limited the class to first time/amateur ceramic students.

ART 108: The results showed that 47% of the artifacts exceeded expectation, 36% of the artifacts met expectations and 17% of the artifacts did not meet expectations or 83% of the artifacts met or exceeded expectations. There were11 artifacts presented. Although the results were very close to the projected expectations – only 2% off, there are some suggestions and discussion for improving the results in the next sections. Student works presented were generally good and executed well. The final product shows good knowledge and execution of drawing and painting techniques. The team members generally felt that the work was good with a few exceptions. . . . the projects were appropriate for a beginning introduction class to both media but since there are no prereqs for this class and students come with no knowledge of either media, a better way of showing their progress in the class would help. . . . perhaps show the first painting/drawing students made at the start of the class and show the final product at the end of the class to see the significant improvements or their growth in the course of the semester – this is just a suggestion and not a requirement. Additionally, it was difficult to see clearly how CLO #1 was included in the works presented so naming how or what the design principle used in the project could be added. This is just a suggestion and not a requirement.

ART 217:The results showed that 37% of the artifacts exceeded expectation, 49% of the artifacts met expectations and 14% of the artifacts did not meet expectations or 86% of the artifacts met or exceeded expectations.

	There were10 artifacts assessed. The works showed a variety of styles and levels of experiences. The assignment were varied as well. The team members generally assumed that the students came with a diverse level of experience since there are no prereqs for the class. However, the works also showed a diverse level of skill execution in the works – some were really good, others were not so. It's difficult in a class like this that does not have any prereqs to have a consistency in quality level however, we discussed the possibility of seeing or examining the actual work the next time an assessment is made of this class since a digital copy may not give a true representation of the textures and ink brightness or quality. For the next assessment, keeping the actual prints themselves may be advised however, students want to take their work with them at the end of the semester so it may be difficult. Additionally, the format of the portfolio presentation could be changed. Instead of photographing the work and projecting them on a screen, a students' portfolio should be physically viewed; in-person; one student's portfolio at a time should be shown but that may be difficult if the student chooses to take the work with them on the last day of class. FAMR 230: On Friday, May 22, 2015 this assessment was made by faculty members of the Social Science department. Out of 21 papers, 14 met or exceeded the expectations, 7 did not meet the expectations. This means that 70% met or exceeded the expectations as anticipated in the assessment plan.

Other Comments

Include any additional information that will help clarify the program's course assessment results.	
Include comparisons to any applicable College or related UH-System program standards, or to any national standards from industry, professional organizations, or accrediting associations.	ENG 204W, 256W, 257EW: Only one or two sections of these classes are usually taught each semester. This means that the number of samples is small.

Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are not discussed elsewhere in this report.	

Next Steps – Assessment Action Plan

Describe the program's intended next steps to improve student learning, based on the program's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.	
Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of record (CORs), and other curricular elements.	ENG 256W, 257EW: To improve these courses, we will assign essay organization and grammar practice in target areas, using online or f2f tutor session(s), and ask students to re-edit drafts before re-submission. An instructor may choose to award assignment credit only after the student resubmits with further editing. We will provide models of literary essays that demonstrate strong organization and mechanics, and spend at least part of one class period addressing expectations for these elements of academic writing. It would be interesting to collect data on assessment of essays done by students who have or who haven't taken ENG 102 prior to a 200 level literature class to see if there are clear advantages to ENG 102 as a pre-req. We will consider requiring or recommending ENG 102 as a pre-req for these courses. ENG 102 is already recommended on the COR. ENG 204W:

We will consider making ENG 102 a pre-req (it's <u>already</u> recommended). This will strengthen students' writing skills, as well as familiarize them with aspects of various genres before engaging in creative writing.

We plan to assign grammar practice in target areas, using online or f2f tutor session(s), and require students to edit drafts before re-submission. An instructor may choose to award assignment credit only after the student resubmits with further editing.

MATH 26:

Possible suggestions to remedy students' difficulties were that the instructor should:

- Provide additional examples and handouts to model systems of equations;
- Continue to review these difficult concepts throughout the course;
- Use the first five minutes of class to review difficult problems;
- "Drill" concepts that are difficult repeatedly;
- Enhance exposure;
- Provide more opportunities for students to solve difficult problems.

MATH 115:

Suggestions to improve the course included similar recommendations as listed above for Math 26. In addition, another suggestion was that the instructor should devote additional time to discuss how to create a histogram.

FAMR 230:

In general, the "Three Generations" assignment seems to be an effective measure of expected student learning outcomes for

	the course. Instructors need to dialogue about the expectations for writing to be demonstrated-- in correct grammar, punctuation and general writing ability--and how to make clearer to the students.
Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.	
Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.	ENG 256W, 257EW: We will modify the assessment rubric to streamline like elements. ENG 204W: Next round: we will invite other 200-level instructors (even if not teaching that semester) and/or other writing instructors. For other instructors, this will build a broader understanding of what earlier courses need to do in the areas of mechanics or reading to support 200 level ENG classes. Rubric changes: Reorder criteria; change the wording "Original creative work" to "No plagiarism." HUM: see section on Results of Course Assessment above.
Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.	ENG 256W, 257EW: To improve these courses, we will assign essay organization and grammar practice in target areas, using online or f2f tutor session(s), and ask students to re-edit drafts before re-submission. An instructor may choose to award assignment credit only after the student resubmits with further editing.

	ENG 204W: We plan to assign grammar practice in target areas, using online or f2f tutor session(s), and require students to edit drafts before re-submission. An instructor may choose to award assignment credit only after the student resubmits with further editing.

Part VI. Cost Per SSH
Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds   = $_____
Federal Funds   = $_____
Other Funds   = $_____
Tuition and Fees   = $_____

Part VII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam   _____
Number passed   _____