

HAWAI‘I COMMUNITY COLLEGE COMPREHENSIVE PROGRAM REVIEW (CPR)

Liberal Arts A.A.

Date: February 5, 2019

**3-Year Review Period:
July 1, 2015 to June 30, 2018
AY15-16, AY16-17 and AY17-18**

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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 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.

PART I: PROGRAM DATA AND ACTIVITIES

Program Description

Provide the short program description as listed in the current catalog.

The Associate in Arts degree Program, also referred to as the Liberal Arts (LBRT) Program, is designed for students who are preparing themselves to transfer to a four-year college or university.

Proposed description for AY20;

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).

Previous Comprehensive Program Review Information

Provide the year and URL for the location of this program's last Comprehensive Program Review on the HawCC Program/Unit Review website: <http://hawaii.hawaii.edu/files/program-unit-review/>

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| Year | 2015 |
| URL | http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_lbvt_comprehensive_program_review.pdf |
| Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review. Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report. | <p>The CERC evaluation of our last CPR (2015) was that it was thorough and well-written. It included a well-thought out plan moving forward, although information on the expected level of achievement was not included. The budget asks were considered reasonable and justified by the data.</p> <p>It was recommended that the statement of the program's support for the strategic plan include more detail on how the program's activities helped the College to meet its goals. The writers asked if there were any additional concerns, challenges, or barriers facing the program, so we could expand on this next time. Also, it was recommended that assessment information be included from all four departments within Liberal Arts.</p> |

ARPD DATA: Analysis of Quantitative Indicators

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

Please attach a copy of the program’s data tables for the three years under review and submit with this Comprehensive Program Review (CPR).

Analyze the program’s ARPD data for the 3-year review period.

Describe, discuss, and provide context for the program’s AY16 through AY18 data, including the program’s health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.

The last Liberal Arts Comprehensive Program Review (CPR) filed in February 2016 covered the period from July 2012-July 2015, a period of relatively high enrollment for the College and the program compared to the current period. This review covers AYs 15-16, 16-17, and 17-18. The reports compiled in this CPR show a continued enrollment decline that has not stopped, both for the college overall and the program. During this period, however, we saw our Demand Health Call improve from “Unhealthy” to “Healthy” status. Our Efficiency Health Call stayed steady at “Healthy,” while our Effectiveness Health Call fluctuated up and down.

We would like to point out the frequency with which our Health Call Indicators appear to have changed after the fact, sometimes up and sometimes down. This can be verified by comparing the old ARPD data for individual years found at

<https://www.hawaii.edu/offices/cc/arpd/index.php> and what appears online now at http://uhcc.hawaii.edu/varpd/visual_arpd.php on the Visual ARPD site in the Health Indicator Trends box. This leads to mistrust of the data provided by ARPD. We will, therefore, continue to question the data from year to year until full transparency and consistency in data analysis and reporting is realized. The

Health Call Statuses reported in Table 1 are from the old ARPD site, the same data that were analyzed in our APR reports. The notations, * and •, are included to show which statuses are now in question due to conflicting data on the Visual ARPD site for the most recent reporting year (2017).

Table 1

| Health Call Indicators | 15-16 (2016) | 16-17 (2017) | 17-18 (2018) |
|------------------------|--------------|--------------|--------------|
| Demand | Unhealthy | Unhealthy | Healthy• |
| Efficiency | Healthy | Healthy | Cautionary* |
| Effectiveness | Unhealthy* | Cautionary* | Cautionary |
| Overall Health | Cautionary | Cautionary* | Cautionary |

*Items that were initially reported at a lower rating that now appear to have a higher rating on the Visual ARPD site.

•Items that were initially reported at a higher rating but now appear to have a lower rating on the Visual ARPD site.

Demand

In AY 15-16, the report lamented dropping enrollment system-wide, particularly in the Liberal Arts programs, which exceeded the decline in overall enrollment. SSH for program majors continued to

decrease in AY 15-16, although FTE enrollment in program classes was up slightly from the prior year. The total number of classes taught increased slightly. Demand was listed as “Unhealthy.”

In AY 16-17, Demand continued at the “Unhealthy” level with the number of LBRT majors continuing to decrease. Native Hawaiian LBRT majors likewise decreased over the previous year. SSH finally took a turn toward positive numbers this year, and so did FTE enrollment in program classes and the total number of program classes. None of these positive moves, however, led to a change in our Demand status.

In AY 17-18, the Demand Health Call was initially reported as “Healthy” status. The number of majors decreased by only 1% (within 3% of the college headcount). The number of Native Hawaiian majors went up by one student. The percentage of full-time students went up in both fall and spring. Correspondingly, part-time students went down. Both program majors and non majors taking program classes went down (measured by SSH). Total number of classes taught (428) was down from AY15-16 (430) and AY16-17 (456). This status now appears as “Unhealthy” on the Visual ARPD site.

Efficiency

In AY 15-16, the first year of this reporting period, the Efficiency Health Call remained “Healthy” due to the fill rate going up very slightly and the FTE BOR-appointed faculty continuing to decrease, bringing us closer to the healthy range for this item. The number of low-enrolled classes also decreased further.

In AY 16-17, Efficiency again stayed “Healthy.” Though the fill rate decreased, it still fell within the healthy range for this item. The number of majors to FTE BOR-appointed faculty further fell, entering the healthy range for the first time in this 3-year period. Worrisome was the number of low-enrolled classes, which jumped significantly this year. Though it was noted as “inordinately large and questionable,” there was no further analysis in the APR. This is an area of current analysis.

In AY 17-18, Efficiency was marked as “Cautionary” although our fill rate was in the “Healthy” range according to the rubric. Average class size remained the same, but we continued to have an increase in low enrolled classes, which showed that our scheduling practices were not changing quickly enough in response to overall college enrollment drops. Our student/faculty ratio was in the “Healthy” range for this item according to the rubric. Either the rubric needs to be updated or the algorithm is incorrectly configured to determine the health indicator. Conversely, the efficiency indicator could be determined on some other factor that doesn’t appear on the rubric. We believed that our program was healthy despite the number of low-enrolled classes, and this indicator was indeed changed to “Healthy” status on the Visual ARPD site. Regardless, we we will work on data analysis of low enrolled classes.

Effectiveness

In AY 15-16, the Effectiveness Health Call was “Unhealthy,” and the DCs challenged this assessment as inaccurate. First of all, the persistence data for this year fell within the “Cautionary” category. Also, trends in the other Effectiveness data items suggested a different outcome. That is, despite the large drops in overall enrollment for LBRT majors over the previous three years, Unduplicated Degrees/Certificates had increased, and transfers to 4-year programs had risen by nearly 50%. It suggested that this Health Indicator may have been miscalculated and should show that we fell into the “Cautionary” rather than “Unhealthy” category. In fact, the Visual ARPD site now shows that we have a rating of “Healthy” for Effectiveness for this year.

In AY 16-17, effectiveness was marked at “Cautionary.” Our completion and persistence rates dropped slightly. At the time we questioned the data for several items, and now our Effectiveness Health Call for the year is listed as “Healthy.”

In AY 17-18, effectiveness was again marked at “Cautionary,” because we did not reach our goal of increasing Associate degrees awarded by 5% or more, nor did we meet our goal on increasing transfers by 6%. Additionally, our persistence from fall to spring was down. It now shows as “Healthy” on the Visual ARPD site. Enrollment was down within the system, including our college. Despite fewer students year after year, our Associate degrees awarded essentially remained the same this year. Likewise, though our transfers were down 2.7%, this was actually small compared to the dip in overall enrollment of 5%.

Describe, discuss, and provide context for the program’s data in the Distance Education, Perkins Core Indicators, and Performance Funding Indicators categories, as applicable.

Distance Education

The number of distance education classes taught decreased 6% from 15-16 to 16-17 and decreased by 11.2% from 16-17 to 17-18. Likewise, distance education enrollment was down 11.5% that year, but the fill rate remained steady at 84%. Successful completion was about the same in AY 17-18 at 70% from 69% the previous year. Withdrawals was down considerably in AY 17-18 to 152 from 187 the previous year, a decrease of 18.7%. We credit this to improved instructor training.

Through the accreditation renewal process, the LBRT departments have renewed their commitment to instructor training, careful planning of DE course offerings, and regular instructor evaluation. This has improved the successful completion rate of students in DE courses and decreased withdrawals. Strategic scheduling practices led to the decrease in the number of DE courses offered, but we now expect that number to increase. In particular, we had a significant decrease in the number of Writing Intensive (WI) courses in order to provide a more balanced selection to students without consideration of historical

enrollment by mode (F2F/Vidcon/Online). Going forward, we have set goals to increase the number of Vidcon and Online WI course offerings, which should increase the DE enrollment overall. These WI courses tend to have the best enrollment.

In AY 17-18, we began to put into place stricter standards for distance education (DE) courses, particularly fully online courses. This required instructors in some departments to have completed either the Online Course Development Program (OCDP) training offered by the Instructional Technology Support Office (ITSO) or some other UH System online training. At the same time, we lost some steady online lecturers who moved on to full-time employment opportunities elsewhere. We expect the DE offerings to bounce back as more instructors meet the requirements. A positive development in distance education was that the DE Committee successfully passed a new policy requiring all instructors to add their dean to all online classes each semester. This allows us to step in to administer a class in the case of instructor illness or class abandonment.

Performance Indicators

The number of degrees and certificates decreased by 26% from 15-16 to 16-17. Among Native Hawaiians, the number of degrees and certificates also decreased, by 27%, during this time period. The number of Pell Recipients decreased by 53% from 15-16 to 16-17, which we noted seemed inaccurate, since the decrease from the previous year, 14-15 to 15-16, was 17%. A request was made to the Financial Aid Director to check these figures, and they were reportedly correct. There is likely a connection between the decrease in number of Pell recipients and decrease in the attainment of degrees and certificates.

What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data for the three years under review that are not discussed above.

Across the system, enrollment continues to decline, which has affected our Demand numbers.

Program Activities

2015-16

In AY 15-16, the action plan included the following goals:

1. Increase number of GE-Designated courses, particularly Science courses and labs.
2. Establish Hawaiian-Asian-Pacific (HAP) Committee system criteria or create own; develop designation process; begin soliciting applications for course designations.
3. Identify program direction for general education designation: existing GE process or Foundations GE process.
4. Continue collaborative PLO assessment efforts.

At this time, there was only one GE-designated science course. Also, we were in need of a HAP committee to develop and put into place a designation process for courses to be designated. The new AA LBRT degree (effective AY 16-17) required the completion of one HAP course. We were also in the midst of discussing whether to continue with the existing GE process or to transition to a multi-campus Foundations GE process that had been underway since 2014. The lack of clarity of direction had led to some degree of reluctance by faculty to commit to the designation process. A decision on the direction would enable the program to make forward progress on GE designation, no matter which process was selected. Additionally, we made a commitment to work collaboratively and creatively on assessing PLOs.

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. 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: 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. 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: 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. Due to UHCCP #5.213 Time To Degree: CoRequisite 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: 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. A new degree was created: Associate in Science in Creative Media (formally titled Digital Media Arts). 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: 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. 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 Page 9 Document Steward: IAC rev. Jan 2017 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 that leads to expanded teaching abilities, important self-reflection, and greater proficiency in

addressing learning outcomes.

2016-17

In AY 16-17, some of the goals from the previous year were repeated:

1. Approve designation process for Foundations/Diversification for implementation beginning in Fall 18.
2. Establish Hawaiian-Asian-Pacific (HAP) Committee system criteria or create own; develop designation process; begin soliciting applications for course designations.
3. Continue to designate courses for GE.
4. Continue collaborative PLO assessment efforts.

At this point, it had been decided that we would go in the direction of Foundations/ Diversification, which would help us align GE criteria and courses with the rest of the UH System, thereby facilitating transferability of Hawaii CC students' GE courses. The Academic Senate's GE Committee was therefore tasked with creating a campus designation process, including procedures, designation criteria, forms, etc. The following courses were designated GE: BIOL 156L, SCI 124L, PHYS 105, BIOL 100/100L, HIST 153, HIST 154, HSER 110, WS 151, ANTH 200, ASTR 110, ENG 257A, ENG 257E. We also continued working on the HAP designation process, and significant progress was made. It was approved by the Faculty Senate in spring 2018. Finally, plans were put in place to assess PLO #4 Areas of Knowledge in Spring 2018.

ENG: Creation of ENG 97X and ESL 97 experimental courses, designed to serve students placing 2-levels below college level in reading and writing (first run in Fall 17). Achievement results from the first year of the Co-Requisite Initiative indicate success for a number of students (particularly one level below college level) in completing two or more levels of English in fewer semesters. The Department's professional development/wraparound support program has enabled instructors to spend needed time with students outside of class to provide additional support. The Co-Requisite Initiative does not appear to be as successful for students placed two levels below.

HUM: No curricular changes were made nor additions of new certificates or degrees were made.

MATH: No curricular changes were made. Math Boot Camps were offered to students during the summer. In addition, tutoring offered during class and outside of class provided support to students. Math faculty participated in professional development conferences and workshops to enhance student learning.

SCI: No curricular changes were made nor additions of new certificates or degrees were made.

SSCI: In summer 2017, the SSCI. Dept. launched two new program initiatives in partnership with

other entities that funded the initiatives. The first one was the Archaeological Field School funded by a Kamehameha School (KS) Outreach grant. It targeted Early College students living in the West Hawai'i area who spent five weeks doing "real archeological work" at the KS Maluaka Educational site in Keauhou. Students earned 6 college credits in ANTH. 297. The second initiative was funded by the TAACCCT IV federal grant to start a Community Health Worker (CHW) Certificate of Completion (CO). In summer 2017, two cohorts--one in WHI and one in Hilo enrolled and completed the first course (Introduction to CHW) in the 15- credit sequence. Two more courses will be offered in fall 2017 (Health Promotions and Individual Counseling) and spring 2018 (Practicum and Case Management). This initiative, although housed in the HSER Program in Public Services, also transects with PSY./SOC. disciplines. A partnership with the Keaau KS summer program Halau Kupukupu started in summer 2016, continued into summer 2017 with the offering of a 10 credit Learning Community for Early College students in a 4 wk. (6/15-7/13) session. The courses included: IS 101, IS 197L, HSER 141, and HWST 100, and was completed by 16 NH students.

2017-18

In AY 17-18, as certain goals from previous years were completed or significant progress had been made, our action items changed:

1. Complete outstanding 20% reviews to get back on schedule.
2. Improve the quality and increase the quantity of online courses.
3. Create a FYE program using AVID resources.
4. Reevaluate and reconstruct the student advising structure.

Getting up-to-date with 20% review completion will ensure that our curriculum is in line with our PLOs. DCs made schedules of 20% review for the departments, aligned these with course assessments, and set a goal to bring us back into compliance by 2020.

Carefully increasing our distance education offerings will allow us to meet the needs of a greater number of students in a wider variety of programs. At the same time, we needed to spend time evaluating our current DE courses to ensure the quality of teaching and learning. By May 2019, all departments will have created and put into place DE policies. Beginning Fall 19 semester, increased DE courses will be offered based on data analysis of historical and projected needs. Beginning Fall 19, at least five online courses will be evaluated each semester.

We began to identify courses in which FYE skills could be incorporated. These may include communications, critical thinking, and reasoning skills, which correspond to our PLOs. By Summer 19, a framework will be outlined for FYE participation by instructors.

By Summer 19, a new advising structure that outlines the responsibilities of faculty and Student Affairs will be created. By Spring 19, faculty advisee lists will be abolished.

AA modification for Foundations/Diversifications requirements.

The lengthy process of moving from GE designation to F/D was complicated by a shortened deadline, requiring multiple individuals and groups to work together to make and approve changes to all Associate in Arts degrees (AA - Concentration in Administration of Justice/Art/History/Psychology/Sociology and AA - Hawaiian Studies) in order to be in line with the rest of the UH system. This required the quick cooperation of department faculty, chairs, the GE Committee, Institutional Assessment Coordinator, Academic Senate, and many others to meet the system deadline.

Began designating Foundations and Diversifications courses.

Faculty and GE Committee immediately began the process of designating courses to provide students with variety of choice in the F/D courses.

Senate approved HAP committee.

The HAP Committee also finalized their structure and were approved by Senate in time to begin approvals of HAP courses in AY 18-19. AA students are required to complete at least one course designated as HAP: Hawaiian, Asian, and Pacific issues.

New GEOG and SSCI (PAL) positions.

Two new full-time faculty were hired into the Social Science department and began teaching GEOG and SSCI courses. One is located in Hilo and the other in Palamanui. Both were longtime lecturers. AVID implementation began in Spring 2018: professional development for faculty/staff.

In January, February, April, and May of 2018, AVID (Advancement Via Individual Determination) was invited to our campus to present to faculty and staff. AVID, in a nutshell, “helps teachers shift from delivering content to facilitating learning.” We focused on providing preliminary training to as many people as possible and on the AVID liaisons learning from our AVID coach about implementation. The initial trainees started implementing classroom strategies; AVID liaisons (Caroline Naguwa, Tanya Dean, and Lisa Fukumitsu) began work with our AVID coach to develop a campus plan and schedule professional learning days. In June, 11 instructional faculty, Student Affairs and Academic Support faculty and staff, and administrators attended the AVID Summer Institute in Denver.

Courses changes:

BIOL 265 - Modification: prerequisite(s), course objectives, course learning outcomes, catalog title (MNS)

BIOL 275 - New course (MNS)

BIOL 275L - New course (MNS)

DNCE 298 - New course: "Introduction to Korean Dance" for visiting scholar from Korea (SSCI)

ENG 18 - Retired (ENG)

ENG 19 - Retired (ENG)

ENG 20 - New course (ENG)

ENG 20R - Retired (ENG)

ENG 21 - 20% course review modifications (ENG)

ENG 105 - 20% course review modifications (ENG)

ENG 205 - Retired (ENG)

ENG 257A - 20% course review modifications (ENG)

ENG 257E - 20% course review modifications (ENG)

HPER 175 - New course: "Basic Yoga with Hawaiian Perspectives" (SSCI)

JOUR 205 - Retired (ENG)

MATH 1 - Retired (MNS)

MATH 1A - Retired (MNS)

MATH 1B - Retired (MNS)

MATH 1C - Retired (MNS)

MATH 1D - Retired (MNS)

MATH 24 - Retired (MNS)

MATH 25 - Retired (MNS)

MATH 50 - Retired (MNS)

MATH 50H - Retired (MNS)

MATH 51 - Retired (MNS)

MATH 66 - Retired (MNS)

MATH 82X - Modification for UH System alignment (MNS)

MATH 205 - Fast track change to MATH 241 (MNS)

MATH 206 - Fast track change to MATH 242 (MNS)

PHIL 111 - Prerequisites modified (HUM)

PSY 100 - Learning outcomes alignment (SSCI)

Program changes:

ASC-GS - New "Global Studies Academic Subject Certificate"

PLO assessment for PLO#4 Areas of Knowledge (Spring 2018).

At the end of the 2017-18 AY, the DCs and the dean held a session to analyze a randomly selected group of assessments for PLO#4 from English, Humanities, Natural Science, and Social Science. This project remains ongoing in AY19.

Contributed to the completion of the accreditation ISER.

Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program has done to address those challenges.

For example, discuss:

- *Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;*
- *New certificates/degrees;*
- *Personnel and/or position additions and/or losses;*
- *Other changes to the program's operations or services to students*

In the 2016-17 report, the Science Department reported that the biggest challenge to supporting liberal arts students in the sciences was the lack of funding for science laboratory equipment and supplies, the lack of a chemistry position, and the lack of a physics laboratory. Liberal Arts science faculty, along with NSCI science faculty, modify their laboratory assignments to work with fewer resources. Since then, little progress has been made on the infrastructure that would improve the situation, but a full-time chemistry instructor was hired beginning F18. Prior to this, a full-time chemistry lecturer covered the chemistry courses. This accounted for approximately 10 chemistry courses per year. There was a request to increase the science budget or instate laboratory fees for students in order to provide appropriate materials and lessons for our students.

HawaiiCC attempted during this period to meet system requirements for math by shifting the math course offerings instead of creating a corequisite math program. We experienced continued challenges in determining the correct placement of students and assisting students in completing their transfer level math course within their first year. 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. Math faculty discussed successful teaching strategies with other math faculty throughout the UHCC system in order to increase student success.

At the beginning of this cycle, the English Department had just begun to implement the new curricular model. Many instructors were teaching (new) accelerated courses for the first time, which demanded extensive curricular development and professional development. Faculty also put in place new provisions for wraparound support services for students. In addition, there were concerns that the new self-placement qualifiers would result in more students placing into college-level, likely complicating evaluation of the new model's effectiveness.

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. Data and assessment were needed in order to

evaluate student learning and success and to make adjustments, but the school did not have an institutional researcher during this time.

One of the biggest challenges and major changes in the Humanities Department was the ending of the Title III grant in the HLS program, which falls under the Humanities Department (as does the CM/DMA A.S. program). The Title III grant had supported the entire college by recruiting Native Hawaiian students supporting both the college's Hawaii Papa O Ke Ao initiative and the Hawaii Graduation Initiative (HGI). These emphasized the participation and completion in particular of NH students and preparing them for success in the workforce and their communities. The grant brought in well over twenty-five million dollars to the college over the course of fifteen years. This loss effectively wiped out their staffing, beginning with their Program Coordinator who resigned and moved on. Additionally, the division and the school had lost the support of personnel like their Transfer Coordinator who serviced the entire college, not just HLS majors and the division. Another Transfer-Pathway Coordinator was identified and hired in 2017. In addition, the HLS program had revised their curriculum and made FT changes. Two newly hired instructors brought their own knowledge and skill sets to the team and were adjusting to their new roles within the HLS discipline and department, taking professional development workshops and gaining knowledge about the campus support services. A new Program Coordinator was hired.

The Social Science department was allocated a new position at Pāalamanui and a shared GEOG position with Natural Science which were expected to be filled in AY 2016-17 but were not until 2017-18. There was a loss of two positions in the Math Department in AY 16-17, which also were not filled until late 2018.

LBRT advising progressively became more difficult and confusing. Faculty continued to feel that the structure for advising was ineffective. In Fall 17, 44 instructors (full-time and lecturers) took part in an advising survey to share their experiences and concerns. Results were shared in January 2018.

Concerns about faculty advising were:

- Not having enough time, knowledge, and/or advising skills to properly advise students
- Difficulty meeting with students
- Navigating the tools for advising (STAR, Starfish)
- Not having a correct and updated list of advisees
- Complicated financial aid rules and transfer information
- Need for structured, ongoing, and consistent training
- Split campus (Manono - Upper Campus)
- Lack of knowledge about other programs' requirements
- Too many advisees in addition to advising students in courses
- Isolated wraparound support for DevEd students

The main takeaways from this survey were:

1. Most faculty who filled out this survey do not feel they are advising well, and they would like to be able to do it better. 65% (29/40) would like reassigned time to devote to advising.
2. There are some faculty, 22.5% (9/40), who would rather not advise students for various reasons.
3. They need a lot more training, and they need it in a variety of modes (online, face-to-face, hybrid), on a regular basis, covering many different topics.
4. They need updated information about the services and resources available to students and how to access them, perhaps in writing (cheat sheets).
5. They need to know exactly what they are responsible for and who they can reach out to for help when they aren't sure of the answers.

As mentioned above, enrollment is down system-wide. Decreasing enrollment created difficulties with scheduling. Typically, historical data informs scheduling, and, as always, was used this year to plan courses. However, changes in personnel (positions and responsibilities), loss of faculty, curricular changes, etc. combined to make scheduling especially complicated. As a department we continue to work on offering the right selection of courses at the right times and in the right format to meet students needs. It is an ongoing challenge.

Longtime Math Department Chair Marilyn Bader retired in SP18. Without a candidate for a new DC, math department was combined with natural science department to become MNS, Math and Natural Science, adding to the already heavy workload of the NS DC, Pamela Scheffler. Marilyn took with her decades of valuable institutional knowledge.

In SP18, longtime Humanities Department Chair Violet Murakami retired on short notice with no preparation time to refill her position of Art Instructor. The Department Chair position was filled, but the department was left short two full-time faculty members. Violet took with her decades of valuable institutional knowledge.

The increase in distance education courses also includes vidcon classes. Unfortunately, this created a difficult scheduling problem, since the number of vidcon rooms in Hilo is less than that of Palamanui.

LEARNING-OUTCOMES ASSESSMENTS

For assessment resources, please see the [HawCC ASSESSMENT](#) website. Submitted course assessment reports can be accessed on the Campus Labs OUTCOMES system via the [Campus Labs Resources page](#) and the [HawCC Course Reports ARCHIVE](#) .

The program faculty/staff have reviewed the program record on Kualii KSCM and hereby affirm that all information, including all program learning outcomes (PLOs), are correct.

The program faculty/staff have reviewed the program record on Kualii KSCM and have found that all or some information is incorrect and hereby affirm that the program will submit proposal(s) for revision(s), as appropriate.

Kualii KSCM: <https://hawaii.kualii.co/cm/#/courses>

If the program's information on Kualii KSCM needs revision (for example, program description, entry or completion requirements, PLOs), program faculty may propose revision through the Curriculum Review Committee or Fast Track processes, as appropriate. Both types of revision proposals may be submitted via Kualii.

Program Learning Outcomes (PLOs)

List the Program Learning Outcomes (PLOs) as recorded on Kualii KSCM and indicate each PLO's alignment to one or more of the Institutional Learning Outcomes (ILOs). The College's ILOs may be found on the [HawCC ASSESSMENT](#) website.

| PLO# | Program Learning Outcomes (text) | Aligned to ILO # |
|------|---|------------------|
| 1 | Communicate Effectively - Speak and write to communicate information and ideas in academic settings. | 1 |
| 2 | Think Critically - Retrieve, read, and utilize information and synthesize, analyze and evaluate that information to gain understanding and make informed decisions. | 2 |
| 3 | Reason Quantitatively - Use quantitative, logical and symbolic reasoning to address theoretical and real-world problems. | 2 |
| 4 | Apply Areas of Knowledge - Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and humanities. | 2 |
| 5 | Engage as Global Citizens - Demonstrate awareness of the relationship between self, community, environment, respecting cultural diversity and an understanding of ethical behavior. | 3, 6 |

Discuss the program's successes and challenges in helping program majors achieve its overall Program Learning Outcomes (PLOs).

Include a summary discussion of the results of any PLO assessments voluntarily undertaken by the program's faculty.

2015-16

PLO #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.)

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) 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. HSER 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, f2f)

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, f2f)
13. JPNS 101 (HUM 8) Elementary Japanese I: dialogue (1 section, F 15, f2f)

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.

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.

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.

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)

2016-17

PLO #2 Critical Thinking

PLO #3 Quantitative Reasoning

The Liberal Arts Department Chairs in Math, Science, Humanities, Social Science, English and the Lead Faculty member at Pālanui selected Math 26 (Elementary Algebra) and Math 115 (Statistics) as courses that focused on the Program Learning 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.

For Math 26, the expectations were that students would average at least 70% or better for the 11 questions. Only 63% of students met the CLOs. There was a slight increase in the percent of success, comparing spring 2016 to fall 2016 - three percent - which is an improvement for all students. Both semesters' data were not random samples, but included data from all the students who took the final exam for Math 26.

In relation to the Course Learning Outcomes, students were better able to model and solve simple real-life problems, such as the improvement in scores for problems 8 and 9. On the other hand, scores dropped for problems 5 and 6. All four problems dealt with "real life" problems and the ability to basic algebraic concepts to these real world problems.

Based on the Action Plan, faculty provided students additional opportunities to solve difficult problems which would enhance students' exposure to problem solving. Additional time and practice was provided. In addition, some instructors utilized tutors to assist their students. Additional practice at solving problems helped students achieve greater success.

Math faculty met on Friday, March 10, 2017 and again on Friday, April 7, 2017 to discuss the results of the two- semester collection of data-see minutes to both meetings. Results of these discussions are included above under "Modifications to Instruction".

There were professional improvement activities that math faculty participated in, such as the Developmental Education Conference held during summer of 2016 and the Hawaii Strategic Institute held in March 2016, which allowed math faculty to network with other math discipline faculty across

the UHCC system.

For Math 115, the expectation was that 70% of students would achieve 15 points or higher on the total score of the problems. Only 49% of students met the CLOs. Strengths:

1. Students used good computational skills.
2. Students were able to read word problems and decipher statistical content.
3. Students were able to organize data graphically and using statistical measures.
4. Students were able to identify statistical reasoning methods.
5. Students were able to connect problem solving strategies with real world situations.

Weaknesses:

1. Despite the frequent use of statistical language throughout the course, there was a gap in understanding the definitions of proper statistical language.
2. Students were confused by related topics taught at the end of the semester. They used strategies used to solve binomial distribution problems to solve problems involving normal distribution

As a result of assessing students' abilities to meet or exceed course learning outcomes, the Math Faculty have decided to replace its present rubric to a rubric that will be more accurate in identifying which course learning outcome is associated with each problem that the students will be asked to solve. The Math Faculty will use the results of this new rubric to determine whether students meet or exceed each course learning outcome for Math 115. The action plan is:

1. to focus on students using proper statistical language,
2. to help students differentiate between different topics, the different solving approaches will be taught in separate lectures.
3. to continue to emphasize accuracy in calculations and proper use of technology.

2017-18

- PLO assessment for PLO#4 Areas of Knowledge (Spring 2018).
 - At the end of the 2017-18 AY, the DCs and the dean held a session to analyze a randomly selected group of assessments for PLO#4 from English, Humanities, Natural Science, and Social Science. This project remains ongoing in AY19.

Below, we include graphic illustrations of the program's learning outcomes assessment results for AY 16-17 and AY17-18 as aggregated to the PLO level on the Campus Labs assessment management system. (AY15-16 results were reported prior to the College acquiring the Campus Labs system.)

Liberal Arts

Academic Year 2016-17

Outcomes

Taxonomy

Curriculum Map

Term: Overview

[Add Outcome](#)

LBRT_PLO1

LBRT PLO1

LBRT PLO1: Communicate Effectively - Speak and write to communicate information and ideas in academic settings.



LBRT_PLO2

LBRT PLO2

LBRT PLO2: Think Critically - Retrieve, read, and utilize information and synthesize, analyze and evaluate that information to gain understanding and...



LBRT_PLO3

LBRT PLO3

LBRT PLO3: Reason Quantitatively - Use quantitative, logical and symbolic reasoning to address theoretical and real-world problems.



LBRT_PLO4

LBRT PLO4

LBRT PLO4: Apply Areas of Knowledge - Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and...



LBRT_PLO5

LBRT PLO5

LBRT PLO5: Engage as Global Citizens - Demonstrate awareness of the relationship between self, community, environment, respecting cultural diversity a...



Liberal Arts

📅 Academic Year 2017-18

📄 Outcomes

📊 Taxonomy

🗺 Curriculum Map

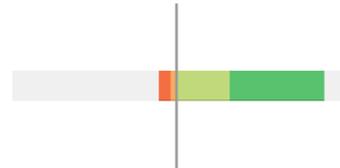
Term: Overview

[Add Outcome](#)

LBRT_PLO1

LBRT PLO1

LBRT PLO1: Communicate Effectively - Speak and write to communicate information and ideas in academic settings.



LBRT_PLO2

LBRT PLO2

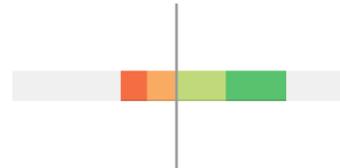
LBRT PLO2: Think Critically - Retrieve, read, and utilize information and synthesize, analyze and evaluate that information to gain understanding and...



LBRT_PLO3

LBRT PLO3

LBRT PLO3: Reason Quantitatively - Use quantitative, logical and symbolic reasoning to address theoretical and real-world problems.



LBRT_PLO4

LBRT PLO4

LBRT PLO4: Apply Areas of Knowledge - Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and...



LBRT_PLO5

LBRT PLO5

LBRT PLO5: Engage as Global Citizens - Demonstrate awareness of the relationship between self, community, environment, respecting cultural diversity a...



Course Learning Outcomes (CLOs) Assessed

List all program courses (alpha/#/title) that were assessed during the 3-year review period.

The list below may differ slightly from the AY 15-16 and the AY 16-17 APRs, as some assessment reports were recorded after the submission of those annual reviews.

2015-16

ENG 256W Types of Literature: Poetry and Drama (WI)
ENG 257EW Themes in Literature: Multicultural Literature (WI)
ENG 204W Creative Writing (WI)
ENG 22 Introduction to Composition
ART 111 Intro to Watercolor
ART 108 Elementary Studio: Drawing and Painting
ART 217 Screen Printing
MATH 26 Elementary Algebra
FAMR 230 Human Development

2016-17

ENG 20W Writing Essentials
ESL 21 Intro to College Reading - ESL
BIOL 156 Nat Hist of Hawaiian Isles
BIOL 156L Nat Hist of Hawaiian Isles Lab
MICR 130 General Microbiology
MICR 130L General Microbiology Lab
MATH 76 Introduction to Mathematical Reasoning
MATH 103 Introduction to College Algebra
MATH 120 Trigonometry for Surveying
MATH 135 PreCalculus
ART 243 Intermediate Ceramics - Handbuilding
SPCO 251 Public Speaking
IS 101: Building Bridges to Self, College, Community

CTL

MATH 26 Elementary Algebra
MATH 115 Statistics
ART 214 Intro to Life Drawing
ENG 20W Writing Essentials

ENG 204W WI-Creative Writing
ENG 256W WI-Poetry and Drama

2017-18

ART 101 Intro to Visual Arts
ASAN 121 Japanese Culture I
BIOL 100 Human Biology
BIOL 100L Human Biology lab
BOT 130 Plants in Hawaii Env
BOT 130L Plants in Hawaii Env lab
ENG 100 Composition I
HIST 153 Hawai'i and the World I
HIST 154 Hawai'i and the World II
MATH 55 Technical Math II
MATH 100 Survey of Mathematics
MATH 205 Calculus I
PHIL 100 Intro to Philosophy
ZOOL 101 Principles of Zoology
ZOOL 101L Principles of Zoology lab

CTL

ART 113 Introduction to Drawing
ART 243 Intermediate Ceramics - Handbuilding
MATH 76 Intro to Math Reasoning
MATH 120 Trig for Surveying
SPCO 251 Public Speaking

Discuss and summarize the overall results of course assessments conducted during the 3-year review period, focusing on students' achievement of Course Learning Outcomes (CLOs). Describe how the program's faculty/staff used course assessment results to plan for and implement improvements in student learning, and analyze the effects on students' learning of implementing those improvements.

LBRT Course Assessments

| Dept | English | | Humanities | | Math | | Natural Science | | Social Sciences | |
|--------------|-----------|-----------|------------|-----------|-----------|-----------|-----------------|-----------|-----------------|----------|
| | Scheduled | Assessed | Scheduled | Assessed | Scheduled | Assessed | Scheduled | Assessed | Scheduled | Assessed |
| 2015-16 | 7 | 5 | 4 | 4 | 2 | 1 | 4 | 1 | 2 | 0 |
| 2016-17 | 6 | 6 | 3 | 3 | 6 | 6 | 4 | 4 | 2 | 1 |
| 2017-18 | 1 | 1 | 8 | 8 | 7 | 5 | 15 | 6 | 7 | 0 |
| Total | 14 | 12 | 15 | 15 | 15 | 12 | 23 | 11 | 11 | 1 |

English

The English Department has maintained a regular assessment schedule. In AY 17-18, though only one assessment was completed, it was a large, system-wide norming project of ENG 100. They have three assessments scheduled for AY 18-19.

In terms of results leading to actionable items for student learning, the ENG 22 assessment led to the use of more outside sources of reading and response. A Lulima file was opened for instructors to share various assignments. The Closing the Loop report stated that each instructor had randomly sampled three outside sources. Instructors discussed academic turn taking (Burt's Cocktail Party from "He says, She says"), teaching grammar in context, choosing and deconstructing good sentences, assigning more persuasive and argumentative papers, modeling academic language in class, and providing opportunities for revision of essays (some instructors had not allowed this).

The assessment for ENG 100 pointed for the need to define the distinction between support and evidence; clarify where to place MLA documentation, source integration, choosing sources, use of sources; identify where to evaluate students' explanations, and analysis of sources.

The ENG 204 assessment results report showed that, in addition to updating the rubric, the department decided to consider making ENG 102 a pre-req (it was already recommended). They made a plan to assign grammar practice in target areas, using online or f2f tutor session(s), and require students to edit drafts before re-submission. The CTL report stated that improved instruction led to better student mastery of knowledge and application of genre elements.

The assessments results report worksheet for ENG 256 and ENG 257E showed that the rubric was

also found to need updating. Instructors determined that further instruction was needed in helping students to develop strong essay structure, use academic language, and proofread for errors. It had been assumed students would come to the class having already learned these skills from previous courses. Instructional changes were put into place.

The assessment for ENG 20W resulted in changes to both the course and the assessment used for this report. The CTL report showed that these changes actually led to further needs resulting in the request for a workshop on how to write test and assignment prompts.

The assessment report for ESL 21 stated that the course could be improved by emphasizing how active reading strategies such as identifying purpose, tone, audience, and pattern of organization contribute to revealing the central ideas of readings. The instructor came up with a list of teaching practices to do this.

Humanities

The Humanities Department has maintained a regular assessment schedule with 100% completion for the last three years. The department has four assessments scheduled for AY 18-19.

In the assessment report for ART 101, the writer stated that one lecturer did not include a prompt to identify style of self portrait. It was felt that due to the inconsistency of the prompts, a large portion of the class did not meet the expectation on identifying different styles in works of art. Their action plan is to coordinate together with all three instructors to create and use the exact same prompt for all three sections of ART 101.

The assessment report for ART 108 found that students were performing satisfactorily, and few changes were needed. Nevertheless, one suggestion was made to 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.

In ART 113, 2/3 of the students exceeded or met standard. The plan moving forward is to make sure students are getting high attention and feedback for their projects and to continue with the instructional plan and methods.

The assessment report for ART 117 stated that 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 screening the projects, a student's portfolio should be screened: one student's portfolio at a time should be shown anonymously instead of the projects individually.

Similarly, the CTL report for ART 214 shows a decision was made to include a before and after of a drawing to show the improvement. What they were doing is just showing the final drawing created for each student, but a before and after would show how much they had improved with the attainment of the CLO.

In the assessment report for ART 243, the instructor stated that two of the CLOs might need to be revised, but the CTL has not yet been submitted.

Based on the challenges and weaknesses of the assessment used in the report for SPCO 251, some minor changes were suggested.

The assessment report for ASAN 121 contained five items to improve: change to CLO, more hands-on activities, review and revise CLO 1 to distinguish the various topics and make more clear to students the relationships and differences the topics, include an earlier writing exercise at the midterm and provide feedback to them, but keep the basic course structure and syllabus design, since they work well.

In HIST 153, the CLOs, though listed on the syllabus, ought to be more clearly embedded in the assignment description and in the rubric. The rubrics have already been improved to be used for HIST 153 and 154. In the latter, the assignment description has been clarified to better match the CLOs and the rubric. The next time CLOs are under revision, they will be revised as well to better match the course design in general.

In PHIL 100, the instructor identified the need to modify at least two exam questions to specifically address underlying assumptions and to coordinate any modifications of current exam questions to accommodate CLO#1 with modifications to other CLOs.

In SPCO 251, the syllabus may be revised.

Math

The Math Department has steadily increased the number of course assessments completed each year. . The department has four assessments scheduled for AY 18-19.

The assessment report for MATH 26 suggested that faculty provide students with additional opportunities for students to solve difficult problems, provide them with additional practice in solving application problems, and ensure that there are tutors available for students. Similar suggestions were made for MATH 115, including additional time devoted to discussing how to create a histogram.

In MATH 55, the instructor will communicate with the carpentry instructor to ensure that the methods

used in Math 55 are in alignment with the methods used in the carpentry program. The instructor will spend a significant amount of time providing students with practice in analyzing floor plans and focus on mastery of materials rather than exposure to new material.

In MATH 100, the CLOs need to be updated. Instructors determined that students should be afforded additional practice in using their critical thinking skills, such as problems that involve multiple steps to solve successfully. Similarly, in MATH 120, additional time should be devoted to ask students to practice the techniques used in surveying. There needs to be a better textbook utilized for this course.

To improve MATH 205 student attendance needs to be increased, either by the instructor requiring attendance, such as by making it a factor in grade determination, or by strongly advocating for regular attendance. Qualified student tutors should be recruited from the four-year institution (UHH).

Science

The Natural Science Department steadily increased the number of course assessments completed each year. Seven LBRT Science course assessments are scheduled for AY 18-19. An additional seven courses will be assessed in programs managed by the Science DC and faculty (Team and NSCI).

In BIOL 100, the instructor intends to provide homework assignment that help students understand the functions of the different organelles. In BOT 130 and 130L, the assessment resulted in an intent is to do quizzes in the field for identification of plant morphology and to have more organized activities on field trips.

The assessment report for GEOG 102 found that most students enter the course with very little understanding of world regions, countries outside of the US, and living conditions in those countries. Several ideas were presented to improve students' learning outcomes.

The assessment report for BIOL 156 had a unique result: it showed that the plan for assessing this course was flawed and needed to be redone. On the other hand, MICR 130's report showed that the assessment plan helped to standardize the instructional content across all sections. The report for MICR 130L stated that students weren't fully reading or comprehending the project's instructions. This led to several suggestions to improve student understanding.

The next time ZOOL 101 and 101L are taught, a similar procedure will be used but additional and/or new examples and exercises will be used to stimulate interest and learning.

Social Science

Though the Social Science Department completed 17 course assessments in AY 14-15, the department struggled to keep up with such a heavy assessment schedule. In spring 2015, the department had undertaken the planning and implementation of an "Assessment Bonanza," which included a two-day

assignment/rubric scoring session involving 10 faculty and lecturers and scoring circles for the assessment of 10 courses. This proved to be a viable way of dealing with a large number of individual courses being assessed. However, for the last three years, this practice was not repeated and only one course assessment has been done. Six assessments are scheduled for 2018-19.

It was decided by the assessment team for IS 101 that all sections would begin using common “Service Learning Project Reflection Paper Guidelines” and scoring rubric.

FAMR 230’s assessment led to instructor dialogue about the expectations for writing to be demonstrated and how to make this clearer to the students.

PART II: 3-YEAR ACTION PLAN & RESOURCE ALLOCATIONS

Resource Gap Analysis

Describe the program’s current resources and resource needs in each category below.

Science labs and materials, which are discussed below.

| Resource Category | Resources the program needs to operate effectively: | Resources the program already has: | What is the program’s resource gap? |
|--------------------------|---|---------------------------------------|---------------------------------------|
| A. Personnel | 9 FT HUM Faculty 9 FT SSCI Faculty | 5 FT HUM Faculty 7 FT SSCI Faculty | 4 FT HUM Faculty 2 FT SSCI Faculty |
| 1) Positions (Functions) | <p>HUM Faculty: Currently, Humanities has nine faculty members. Three of these positions are currently vacant and to be filled, hopefully by Fall 2020, and one is on long-term medical leave. Several of these positions are on a hiring hold. That leaves only 5 full-time working members in Humanities this year. The department employs 30+ lecturers per year to teach subjects under eight alphas (ART, ASAN, HAW, HWST, HIST, JPNS, PHIL, SPCO). A large number of courses (ASAN 120, 121, JPNS 100, PHIL 100, 101, SPCO 151, 251, 260) are taught only by lecturers, which creates a problem for assessment completion and maintenance of course rigor. Five lecturers teach Early College classes. 15-20 EC classes are offered each year through the HUM department. One of our greatest opportunities for growth is in providing EC courses, but it is preferable that they are taught by FT instructors instead of lecturers. Our conversion rate for EC students to become HawCC students is very low, and it is difficult to ensure the quality of EC classes taught by lecturers, because they are off campus at high schools around the island.</p> <p>SSCI Faculty: We are in a similar situation above with Social Science faculty. Currently, SSCI has seven faculty members, one of which is on long-term, part-time</p> | | |

| | | | |
|--|---|--|--|
| | <p>medical leave. The department employs 30+ lecturers per year to teach subjects under seven alphas (FAMR, HPER, HSER, IS, PSY, SOC, SSCI). Several courses (IS 101, PSY 100, SSCI 111) are taught only or primarily by lecturers, which, again, creates a problem for assessment completion and maintenance of course rigor. Six lecturers teach Early College classes. 15-20 EC classes are offered each year through the SSCI department.</p> | | |
| 2) Professional Development | | | |
| B. Operating Resources | | | |
| 1) Supplies | | | |
| 2) Contracts | | | |
| 3) Equipment | | | |
| 4) Space and Facilities | | | |
| C. Technology | | | |
| 1) Hardware | | | |
| 2) Apps or Software | | | |
| 3) Tech Support | | | |
| 4) Tech-related Professional Development | | | |
| 5) Tech labs / facilities | | | |

Action Plan

Where are you going? How are you going to get there?

Provide a brief narrative of your overall Action Plan for the next 3 years. Focus on how this Action Plan will help improve student success. Describe how this Action Plan can help the College achieve our Initiatives in the Strategic Directions 2015-2021 plan.

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

The Next Three Years

The number of low enrolled classes has continued to increase while enrollment decreases. This is an indicator that we have not been flexible enough in our scheduling practices, making the necessary changes in time with changing needs. Collecting and analyzing data on low enrolled

classes over the last three years will give us the information we need to conduct more efficient scheduling and develop practices that will allow us to respond more quickly to changing needs. This action applies to the following strategies, which should help us to improve outcomes for the Hawaii Graduation Initiative:

HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.

HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.

In response to the need for science funding to provide laboratory equipment and supplies, we will be submitting an NSF grant proposal in Fall 2019. There was a request to increase the science budget or instate laboratory fees for students in order to provide appropriate materials and lessons for our students. Without additional sources of funding, this situation has reached a high level of urgency. this action applies to the following strategy, which should help us to improve outcomes for the Hawaii Innovation Initiative:

HI2 Action Strategy 1: Sustain and advance the UH research enterprise.

HI2 Action Strategy 3: Continue to support programs that suit Hawai'i Island's location and environment as well as address critical gaps.

Action Items

Provide details below for each Action Item needed to accomplish this 3-Year Action Plan.

Action Item 1:

What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?

Collect and analyze data on low enrolled classes in order to increase efficiency in scheduling.

1. Request data analysis on low enrolled classes for the three-year period covering this report.
2. Discuss the data at LBRT DC meetings and determine what the data are telling us.
3. Agree upon scheduling practices that may lower the number of low-enrolled classes each semester.
4. Set department goals for decreasing the number of low-enrolled classes each semester.
5. Follow the trends over the next three-year period to determine if the scheduling changes have made a significant change.
6. Document these changes for future scheduling.
7. Train new DCs on scheduling practices.

How will implementing this Action Item help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs) over the next 3 years?

It is our hope that implementing this action item will lead to a decrease in low-enrolled classes, which may include more strategic offerings so that students know in advance which classes will be available in which semesters over the course of the degree, leading to better planning for degree completion.

More strategic scheduling should also lead to better practices regarding lecturers, whereby they have fewer cut classes each semester and longer lead times to prepare for classes. This could increase morale among lecturers and quality of courses. This also affects full-time instructors who should have fewer last-minute schedule changes, which cause frustration and stress.

We recognized that changing scheduling practices is challenging and will require a culture shift, but it should be a positive move in the long run that benefits students, instructors, lecturers, and the college.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*

Provide justification why this resource is necessary to accomplish this Action Item and the program’s Action Plan.

Include the total cost and timeline for purchase or re-allocation.

None

Action Item 2:

What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?

Submit grant proposal to National Science Foundation (NSF) in Fall 2019.

1. Summer 19: LBRT Dean to write draft based on input from meetings with NSCI and HLS faculty conducted in 2017-18.
2. August 19: Finalize Proposal with NSCI and HLS faculty input.
3. September 19: Submit budget to finance office for input and approval.
3. October 19: Submit proposal to NSF.

How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?

The science program serves approximately 2,600 students per academic year (about 23% of whom are on the Palamanui campus), accounting for approximately 6800 SSH. A number of students are unable to finish their NSCI degrees at HawaiiCC and must transfer to UH prior to graduation to complete their science classes.

Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*

Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.

Include the total cost and timeline for purchase or re-allocation.

We desperately need a physics lab and lab prep rooms, so even though we plan to apply for an NSF grant, this item needs to remain at the top of our college's priorities list, because NSF grants cannot be used to build new facilities, and special permission must be obtained to use funds for renovation. It would also help to have another BSL2 lab facility. At present we are unable to offer any physics labs, despite having six physics lectures on the books. In addition, the lack of dedicated prep rooms for all laboratory spaces (particularly in the BSL2 facility) decreases the number of labs we are able to offer (because lab prep and lab activities share the same space, labs cannot be run while preparation for the next lab is ongoing). The

majority of our science labs are conducted in the BSL2 laboratory facility and we are constrained in the number of courses that can be offered because we do not have the needed space. Unfortunately, it is impossible to estimate costs for these large capital projects or set timelines.