

HAWAI'I COMMUNITY COLLEGE
ANNUAL PROGRAM REVIEW TEMPLATE

HAWAI'I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

Liberal Arts AA Degree

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Initiator: Guy Kimura
**Writer(s): Taupouri Tangaro, Trina Nahm-
Mijo, James Schumaker, Lou Zitnik,**

Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. For example, were suggestions valid? Were changes made as a result of the suggestions?

CERC Suggestion:

Part II.A.5 needs stronger evidence to support your goals and plans, particularly justification the additional 9 FTE faculty. Simply indicating the number of section and credits is not sufficient. The question to answer is this: Why can't you continue with lecturers?

Response: Aside from the high number of sections, faculty members are needed to coordinate/complete course assessment. There are many courses that lack faculty to provide the time and commitment to assess courses only taught by lecturers. Also, faculty members assist with department, college, and system activities. Departments such as HUM and Social Science lack faculty to cover all areas. LBRT faculty are also involved in grants, system-wide initiatives, service to the college and other activities that require assigned time. Lecturers mainly teach courses assigned and are not required to put in any extra time that supports the non-teaching activities.

CERC: The evaluator wondered if the non-cost item 1 in Part. B, Table 1 has already been accomplished.

Response: Yes.

CERC: Non-cost item 3 does not address a weakness or strength.

Response: Correct. This should be addressed in remedial English or Math Program Review.

CERC: Evaluators questioned why non-cost items 2 and 3 (assessment of course LO and PLO alignment and assessment of Remedial/DEV programs) would be listed as an action plan for program improvement when these two actions are required and ongoing?

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Response: Correct, they are ongoing and we need to continue to develop a working model and refine the assessment process to assure program improvement. Since 2006, the division has been challenged to come up with a process that adequately supports the structure of LBRT.

CERC: Evaluator noted high number of lecturers. Evaluators would have liked to know how one faculty position relates to the number of sections.

Response: Basic load is 4/5 or 27 teaching equivalency.

CERC: Is the transfer rate to UH 4-year really a strength? Are we transferring enough students? What about native Hawaiian and STEM majors; are they transferring? It is suggested that data be drilled down to determine what the numbers reflect.

Response: In the ARPD, LBRT is considered healthy in student transfer; the goal is to increase transfer by 3% and the program transferred 82%. Of the 231 degrees and certificates awarded AY 12-13, 78 degrees and certificates were awarded to Native Hawaiian. We are lacking in STEM transfer, thus the ASNS was created to boost STEM graduates.

CERC: Was West Hawaii considered in this review? It seems that Liberal Arts should be gathering evidence on a regular basis to determine the need for additional programs and /or faculty in West Hawaii.

Response: West Hawaii is part of the review and not considered separate. Demand will drive development. Instructional faculty members in West Hawaii report to the departments in East Hawaii.

CERC: The evaluator believed that LBRTS response to this question -- "What changes have been made based on assessment results?" – "lacked substance with no clear connections presented to demonstrate/describe how assessment result prompted the changes."

Response: The Program assessment provides more in depth assessment of the PLO's. Now that we are moving to assess courses, the impact on course improvement will be taken down to the course level and aligned to the Program and ILO's. Starting at the course level will be more meaningful to faculty and changes can start at the course level.

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves, and its accomplishments)

The LA Program offers a two-year Baccalaureate direct-transfer liberal arts degree consisting of 60 semester credits at the 100 and 200 levels. The Associate in Arts degree Program is designed for students who are preparing to transfer to a four-year college or university. Hawai'i Community College offers two Associate in Arts degrees: in Liberal Arts and Hawaiian Studies.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Program

Alignment with College Mission and ILOs

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's Mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Program Mission:

For the learner, general education 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.

Describe how this program supports the College's mission.

In the spirit of *E`Imi Pono*, the Associate in Arts Degree program supports the College's mission by offering a wide range of instructional courses designed to help students achieve course, program, and institutional learning outcomes.

The program is divided into four departments: English, Humanities, Math and Natural Science, and Social Science. The Department chairs meet regularly to coordinate efforts and to ensure that students are being prepared for success as continuing students, family members, employers, employees, and citizens of local and global communities.

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

To achieve these goals, the program offers college-level and remedial developmental in a seamless delivery of courses designed to help students acquire the skills necessary to succeed in college and their community.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Program supports ILO1:

The LBRT Program Learning Outcome #1 supports this ILO with course alignment.

For example, ENG 100, 204, 205 and 215, ART 101, 105B,C, 107,D, 108 111, 112, 113, AJ 101, AJ 210, and AJ 280, Haw 101, 102, 201,202, and other courses in History, Speech, Japanese, Anthropology, Dance, Economics, Early Childhood, Family Resources, and Geography, Human Services, Psychology, Philosophy, Religion and Social Sciences are aligned with and support ILO 1.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how this Program supports ILO 2.

LBRT Program Learning Outcome # 2, 3, 4, 5 , 6, and 7 support ILO#2 and LBRT courses, such as ENG 102, 103, BIOLC 241, CHEM 100L MATH 100, 110, 115, OCN 201, LING 235, ART 101, HIST 120, 151, 152,153, AJ, 101 ANTH 150, ED 105, FAMR 230, HSERV 110, IS 101 are aligned to support this outcome.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how this Program supports ILO 3:

LBRT Program Learning Outcome #8, 9, and 10 support ILO #3 and LBRT courses, such as ENG 105, 257a,e,ART 248,295, ASAN 120, 121, 122, HwSt 101`, 103, 104, 105, HUM 100, SpCo 231, 233, ECON 131, FAMR 230,Soc 290, SSci 150, 160,are aligned to support this outcome.

Annual Report of Program Data (ARPD)

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

Overall Health-- Healthy

Demand -- Healthy

Strength:

Percent Change Majors from Prior Year is 6.4% which is above the 3% goal

The demand for Liberal Arts classes continues to increase. From AY 11-12 to AY 12-13, the number of majors increased by 6% which continues to exceed the 3% growth per year goal set by UHCC System for all Liberal Arts programs. (Item 1)

Efficiency -- Healthy

Strength:

The program remains healthy with slight decreases in areas of fill rate, decrease in faculty/majors and average class size was 21.6 for this period.

The fill rate decreased from 92.7% in AY 11-12 to 87.3% in AY 12-13. This continues to be within the healthy indicator range of 75 to 100% in the UHCC APRD rubric(Item 9).

The number of FTE program faculty decreased by 11% from AY 11-12 to AY 12-13. (Item 10).

The number of majors per analytic faculty members increased by 1.9 from AY 11-12 to AY 12-13. (Item 12).

Due to enrollment growth of majors, the cost per student semester hour is a value for the institution.

HawCC's LBRT Program is the only CC with Healthy designation for Efficiency.

Weakness:

Efficiency was challenged by an increasing number of majors to FTE faculty ratio; the ratio of majors to FTE BOR faculty has increased from 42.8 to 1 to 51.5 to 1. (Item 11).

Effectiveness -- Healthy

Strength:

The number of associate degrees awarded increased by 26% from AY 11-12 to AY 12-13. (Item 19a)

Persistence rate remained high from 71.3% from fall 2011 to spring 2012 and 69.9% from fall 2012 to spring 2013. (Item 18).

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

Related to efficiency, the difference between the number of unduplicated associate degrees awarded and the goal for HawCC increased significantly by 44% from AY 10-11 to AY 11-12 followed by an increase of 77.6% from AY 11-12 to AY 12-13, which were greater than the 3% UHCC system goal (Item 19d).

The number of transfers has increased significantly. The difference in percentages between the number of transfers and UHCC's goal increased by 114%. (Item 20d).

Distance Education: Completely On-Line Classes

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

The number of courses (95) is slowly increasing, enrollments are steady at 2,237. Fill rate dipped just a little in AY12-13. Success rate seems flat at 65% but persistence rate is slowly climbing at 68%. Online classes continue to grow in demand. The Instructional Technology Support Office (ITSO) has improved online course offerings. The ITSO Office has standardized training, support, evaluation, and best practices.

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

N/A

Performance Funding

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

The LBRT Program is implementing the General Education (GE) designation process that includes documentation of current course assignments and activities, current course outlines, assessment plans, and articulation that support student attainment of GE Learning Outcomes. (Graduation Remediation Work force, Student Transfer)

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

The College has created and continues to develop a HawCC GE website reporting on the GE designation process and what it means to the student, college and community. (Graduation Remediation Work force, Student Transfer)

The College has developed an AS NS degree. (STEM, Graduation Remediation Work force, Student Transfer)

The College supports the AA Degree in Hawaiian Studies. (Graduation Remediation Work force, Student Transfer)

The College continues to support and develop linked courses as learning communities to accelerate graduation rates in the number of degree and certificates, transfer and integrate Hawaiian culture into English offerings. (Graduation Remediation Work force, Student Transfer)

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

Program Actions	Progress Evaluation
21.1 Develop a new degree: Associate in Science (AS) in Natural Sciences with concentration in Environmental Sciences that articulates to UHH	ASNS was established as a provisional program; the focus for HawCC is Biological and Physical Sciences.
21.2 Seek Authorization to Plan from BOR for AS-NS degree	Delete, established
21.3 Review the HawCC AA degree looking at the number of GE credits required in comparison to the rest of	The LBRT program had two all-LBRT program meetings to discuss this. A follow up meeting is being planned in February. Initial comments indicate a desire to keep the AA degree as is but pathways and a possible reduction in

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

the UH system	GE credits are still being considered.
21.4 Identify funds and classrooms to provided English writing classes with computers, enabling writing classes to use technology as a means of achieving student success.	One classroom was transferred from BEaT to English in AY13. At least 1 more classroom, preferably 3, will be needed for English.
21.5 Adopt GE LOs and PLOs and institute alignment process	Delete - complete
21.6 Continue efforts to assess course learning outcomes to align with PLOs and ILOs	Alignment is complete; assessment needs to be done.
21.7 Utilize the program review process to evaluate developmental education enrollment and completion to determine effectiveness; meet once a year as program	This still need to done for Remedial/Developmental English and Math.
21.8 From AMP: LBRT is considering the development of pathways/concentrations/ AA Degrees which transfer to 4 year programs. Those being considered are Psychology, History, and Art	New - Conversations with UHH have been initiated

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. LBRT was given the task by Academic Senate to certify GE courses in Fall 12. In the Spring of 13 a new GE committee was created as it returned to Academic Senate.
2. The ASNS was granted provisional status to increase student participation in STEM fields
3. The AA in Hawaiian Studies was granted provisional status
4. The LBRT Program accelerated course assessment in its departments.
5. The LBRT program received 1.5 FTE Positions: Philosophy (1.0) and (.5) English (WH).

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

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Analysis of Strengths and Weaknesses

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Number of Majors continues to increase even with declining overall enrollment	ARPD data for demand indicator - LBRT continues to be a choice for student intending to transfer to a 4 year campus or who want a general education degree.
S2. Fill rate remains healthy	LBRTS continues to make maximum use of available resources (teachers/classrooms). To identify areas of concern, the program should compare fill rates at the UH Center to Hilo, both F2F and online.
S3. Significant increase in "Difference Between Unduplicated Awarded and Goal: 77.6 %. The goal was 130 degrees, but the Program awarded 231.	ARPR Effectiveness Indicator: LBRT has been consistently above the goal in the last three years which indicate program effectiveness

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. The persistence rate for fall to spring dipped slightly from 72.7% to 69.9%	ARPD data: We are losing 30.1% of the students who start in the Fall.
ARPD data: Demand for courses is increasing, which increases the ratio of students to BOR appointed faculty,	

**HAWAI'I COMMUNITY COLLEGE
ANNUAL PROGRAM REVIEW TEMPLATE**

<p>which eventually puts more strain on resources, such as faculty time available for advising, assessment, lecture evaluations, staff development and service to the college and community.</p>	
<p>W3. There is a lack of space for Office, meeting rooms and mobile electronic classrooms.</p>	<p>Office space, especially for lecturers, is limited and/or unavailable. LBRT needs two security carts and 35 laptops/iPads or equivalent per security cart for K-buildings.</p>

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

<p>LBRT Faculty is assigned students for advising to increase student persistence.</p> <p>LBRT is in the process of submitting courses for designation to the ad hoc GE committee to meet ACJCC standards. LBRT is also reviewing the AA Degree requirements as well as how the GELOs are mapped to the Degree.</p> <p>Pathways to 4 year campuses (mainly to UHH) in high transfer areas such as Sociology, History, Art and Psychology are being explored.</p> <p>Course linking and accelerated learning projects are being explored as a means to develop learning communities and decrease time to graduation.</p> <p>LBRT is now attempting to implement a System requirement for lecturer assessment which will require additional workload for full-time faculty.</p>

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)	UH System Collaboration	
			Performance Measure	Action Strategy	
Establish Positions: ANTH, ASAN, GEOG, BIOL, PHYS, CHEM, English Math, (in priority order)	Personnel	1	Goal D Investment in Faculty	b,c, UHCC ASNS	
		2	Goal D Investment in Faculty	b,c, UHCC ASNS	
		3	Goal D Investment in Faculty	b,c, UHCC ASNS	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. Need to hire more faculty to lessen the ratio of Program majors to BOR approve faculty

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

2.
3.

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

To support AMP priorities, the LBRT program needs to hire faculty to provide assistance in course assessment, GE designation, 20% course review, annual, and comprehensive program reviews, as well as for high enrolled, lecturer dependent courses. These positions support all three ILOs and program learning outcomes. To support the ASNS degree, Physics, Chemistry and Biology faculty are also needed. This program action meets strategic Goal D and Strategic Action Strategy "c" and performance based funding in the STEM area.

Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place
Example: Nursery design development Shade replacement Irrigation design and installation	September 2014 Fall 2014 Spring 2015
Propose to hire additional LBRT faculty	AY15 - AY16 as budget permits

Program Action 2		ILO Alignment <small>(select up to 3)</small>	Strategic Plan Alignment <small>(select best alignment; max 3)</small>	UH System Collaboration	

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

			Performance Measure	Action Strategy	
Create Physics Lab	Facility/Equipment	STEM Graduation Transfer	Goal B	3 b.	
Upgrade Chemistry Lab	equipment	STEM Graduation Transfer	Goal B	3b.	

Narrative of New Action Strategy for Strategic Plan:

1. Establish Physics Lab and upgrade Chemistry Lab for ASNS degree
2.
3.

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

Science laboratories would meet AMP priorities in STEM, Graduation Remediation Workforce and Student Transfer. This action supports ILO#2 and supports the System and College's Strategic Plan Goal B. 3.b. , increasing degrees and certificates in STEM field. The physics and chemistry laboratories directly support the newly created ASNS Associate Degree.

Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

Activity	When will the activity take place
Develop plan with administration.	AY15 or as College budget allows

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

Program Action 3		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)	UH System Collaboration	
			Performance Measure	Action Strategy	
Two security carts and 35 laptops/tablets each.	Equipment	Supports 1,2,3	Goal D	Invest in faculty environment	
Program Action 4					
Obtain space for offices, meeting rooms.	Facilities	Supports 1,2,3	Goal D	Invest in faculty environment	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Program Action 3** and **4** align to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

Computer carts, computers/tablets, and office space will assist students and faculty in reaching graduation and transfer goals while improving college environment.

Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3,4**

Activity	When will the activity take place
Review with administration space needs	AY15

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

(Program action 3 and 4)	
Request funds and purchase equipment	AY 14
Install equipment	AY 15

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place

Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best)	Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weaknesses	

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

			alignme nt; max 3)				
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Establish Positions: ANTH, ASAN, GEOG, BIOL, PHYS, CHEM, English, Math, (in priority order)	Personnel	55K@	D. /c.		AMP	W2	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

The ARPD indicates the ratio of BOR faculty to program majors is cautionary. Additional faculty are required to provide assistance in course assessment, GE designation, 20% course review, annual, and comprehensive program reviews. Lecturers teaching in these high demand areas are not required to do the above and existing faculty do not have the expertise in some of these areas to complete adequate reviews and course development. These positions support all three ILOs and Program Learning Outcomes. This cost item meets strategic Goal D.1. and item c., to develop our human resources and to fund positions recommended by CERC.

Cost Item 2	Type	Cost	Strate gic Plan Align ment (select best)	Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weaknes s	

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

			alignme nt; max 3)				
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Science lab for Physics	Facilities	570K	B.3,c.	Student Transfer Green Curricula Program Development	New Strategy		
Upgrade Chem lab	Equipme nt	100K	B.3,c.	Student Transfer Green Curricula Program Development	New Strategy		

Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

The newly created ASNS Degree needs a physics laboratory and an upgraded Chemistry Laboratory to support courses required to meet STEM fields.

Cost Item 3	Type	Cost	Strate gic Plan Align ment (select best alignme nt; max 3)	Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weaknes s	
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
Two mobile security carts and 35 laptops/tablets	Equipme nt	\$100K	E.1	AMP 21.4		W3	

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

each.							

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

LBRT needs two mobile security carts and 35 computers/tablets each to provide upper campus classrooms with computers, enabling students to use technology as a means of achieving student success.

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

	Check mark if Assessed this year	Program Student Learning Outcomes
1	<input type="checkbox"/>	Speak and write to communicate information and ideas in professional, academic and personal settings.
2	<input type="checkbox"/>	Critical Reading - Read critically to synthesize information to gain understanding.
3	<input type="checkbox"/>	Critical Thinking - Make informed decisions through analyzing and evaluating information.
4	<input type="checkbox"/>	Information Competency - Retrieve, evaluate, and utilize information.
5	<input type="checkbox"/>	Technological Literacy - Employ computer technology to perform academic and professional tasks.
6	<input type="checkbox"/>	Quantitative Reasoning - Apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate real-world problems in quantitative terms.
7	<input type="checkbox"/>	Areas of Knowledge - Utilize methods, perspectives and content of selected disciplines in

HAWAI'I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW TEMPLATE

		the natural sciences, social sciences, and humanities.
8	<input type="checkbox"/>	Self and Community - Engage in activities demonstrating understanding of one's relationship with one's communities and environments.
9	<input checked="" type="checkbox"/>	Cultural Diversity - Articulate and demonstrate an awareness and sensitivity to cultural diversity.
10	<input type="checkbox"/>	Ethics: Behave in an informed and principled manner

A) Evidence of Industry Validation for CTE Programs – 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, the recommendations for, approval of, and/or participation in, assessment by the program’s advisory council can be submitted. – Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.

N/A

B) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

LBRT set the Performance Rate at 70% of the artifacts assessed will meet expectation. A LIBERAL ARTS RUBRIC for PLO #9 Cultural Diversity was developed and departments used this as a template with wording to fit courses.: See full assessment report on the web <http://hawaii.hawaii.edu/assessment/reports/slorpt/2012-13/LBRT2012-13.pdf>.

C) List Course(s) Assessed – List the courses assessed during the reporting period. ANTHRO 200 (5 section), ASAN 120-3sec/121-1 sec/122-1sec (5 section total), HWST 107 (1 section), ENG 257E (1 section).

D) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

Selection Process: The Social Science, Humanities, and English Department will identify all classes sections in Departments that support GELO 9 - ANTHRO 200 (5 section), ASAN 120-3sec/121-1 sec/122-1sec (5 section total), HWST 107 (1 section), ENG 257E (1 section). Faculty teaching these sections will collect and copy artifacts prior to grading. The copies from each class will be placed in an envelope and labeled.

- Each applicable department of the AA Degree Program will use the AA Degree PLO table as appeared in the AA Degree Comprehensive Program Review, to identify 12 sections that support GELO 9.
- Designated faculty will collect student artifacts to assess GELO 9 beginning in Spring 2013.
- By April 1, 2013, faculty will identify the rubric components (select one) the artifact is designed to support. (With rubric component(s) identified, attach the rubric to the collected artifacts.)
- Copies of the selected artifacts will be collected and submitted to the Department Assessment Committee by April 1, 2013.
- The Department Assessment Team pulls a minimum of 5 artifacts from each section (or 20% if only one section is identified or the amount can be determined by Department Assessment Team) from each packet, assesses artifacts using the rubric, and submits report to Dept. Chair by May 1, 2013.

E) Results of Program Assessment – The % of students who met the outcome(s) and at what level they met the outcome(s).

The following are the results of each department's assessment results.

ENGLISH

Strengths:

- Evaluators, even before discussing ratings with other members, entered similar overall scores, except for paper #11, indicating instructors' understanding and application of rating criteria.
- Three essays (42%) met or exceeded the outcomes; two more were approaching (28%); only two did not meet the outcomes.

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

- Even as a low-stakes homework assignment, 5 of the 7 papers (71%) had sufficient material to be considered as drafts for a longer and more complex essay. Even the two essays that fell below the "approaching" stage displayed enough content to be rated just one point below approaching.

Weaknesses:

- Four of seven essays fell below "meets" level.
- Limited pool of essays did not provide sufficient number to test outcome acquisition.
- Low-stakes assignment may not have provided sufficient incentive to student to ensure best effort.

SOCIAL SCIENCES

Scoring Results:

From the 2 section of Anth 200, 13 artifacts scored, 10 (77%) met or exceeded expectations as averaged by 3 raters (2.5 – 4.0). 2 (15%) scored in the Exceeds category (3.5 – 4.0) and 8 (62%) scored in the Meets category (2.5-3.4); and 3 (23%) scored in the Approaching category (1.5-2.4), and 0 (0%) scored in the Doesn't Meet category. 1.

This cohort scored 7% over the benchmark of 70%. Scoring team members felt the assignment was a good indicator of students grasping the concept of Diversity in the content delivered in the ANTH 200 class.

2 sections of ANTH. 200: Cultural Anthropology was sampled, including one Online section taught by Dr. Wolforth, and one section from Hilo campus.

Of a total number of _56__registered students in the 2 sections of ANTH. 200, 23% or 13 artifacts were assessed. Of the 56 registered students in the two classes, there were 33 submittals of the assignment (15/27 and 18/29).

The team immediately discussed agreed upon changes to the assignment to better get at the concept of diversity. See changes to the assignment appearing as Appendix C.

Weaknesses:

1. A strategy to obtain a "true picture" of student success in a class can be added to the

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

next cohort, by adding in “blank artifacts” representing the non-submitters of the target assignment in a class. Without this correction made to the sampling pool, it seems that the results could be skewed upwards.

- 1) As a result of the work of the LBRT GE committee, changes were made to the Scoring Rubric which will be followed in the next scoring round.

HUMANITIES: Hawaii Life Styles Courses:

100% of students scored “Approaches” or higher

92% “Meets or Exceeds”

27% (12) Exceeded

64% (29) Meets

9% (4) Approaches

0% (0) Did Not Meet

Weaknesses:

The only area of weakness demonstrated by the students in this assessment is in the area of component (a).

(a). Explain insights about your own cultural rules and biases and suspend judgment in valuing your interactions with different cultures.

The overall assessment of this particular component indicate that the students are not adept in relating the self within this assignment. The instructions for this assignment did ask the students to explain their own cultural rules and biases and suspend judgment. However, the students’ demonstration of this skill were minimal.

ASAN120/121

Results Note: Full Assessment report can be viewed on the Assessment web page under LBRT <http://hawaii.hawaii.edu/assessment/reports/slorpt/2012-13/LBRT2012-13.pdf>

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

Results: 46% of the samples were identified by at least one grader as developed or highly developed. 54% of the samples were at the initial or emerging levels.

Discussion about these results touched on a number of points:

- Because culture is a living thing, it is challenging to define the content of this class. However, some students were more able to articulate deeply what Japanese/Chinese culture is; these students went beyond simply describing traditions. This could reflect teaching expectations and breadth/depth of content students are taught.
- Courses without a pre-requisite (like ASAN 120) may attract students for whom this assessment activity was challenging.
- Knowing about the assessment at the beginning of the semester would have helped instructors to re-shape and re-focus the teaching.
- Students who wrote about certain elements as opposed to others might have lacked the opportunity to demonstrate as well critical thinking and integration.
- Preparing students by giving them more opportunities to practice this skill would help them to be more successful on this assessment.

We discussed the possibility of doing a different, non-written type of assessment (like a presentation or video or performance). The lecturers felt that what we had done was good for assessing learning, so we decided to do it one more time.

F) Other Comments – Include any information that will clarify the assessment process report.

G) Next Steps – Describe what the program will do to improve the results. “Next Steps” can include revision to syllabi, curriculum, teaching methods, student support, and other options.

The departments will take steps for improvement depending on assessment results, and the LBRT Program recommends that these courses seek GE designation for GELO 9.

ENGLISH

- Continue to collect ENG257E papers over at least three semesters to provide an adequate pool of artifacts. Consider including three sections (three semesters) of 257A to provide an wider sampling.

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

- Use a high-stake assignment, perhaps an in-class exam, collected near the end of the semester to provide a snapshot of student skills near course completion.
- Because some of the evaluators were unclear as to how to rate missing MLA citation material, instructor should provide students with specific requirements for in-text and works cited lists on next assessment project.
- Students seemed to be able to point out differences and similarities but did not seem to have a clear understanding of culture, so more class time could be spent on developing a working definition of culture.
- Instructor expressed her concern that even at the early stage (mid-March) students were struggling with workload; she will consider new reading material and assignments that might improve engagement with subject matter. She will consider using presentations and video production assignments.

Results of Actions for continuous program improvement

- To understand the experience of cross-cultural sharing, the instructor has enrolled in her second Hawaiian Studies course at HawCC.

SOCIAL SCIENCES

Plan of Action for AY 2013-2014

1. All lecturers of ANTH. 200 will pilot the new agreed upon assignment in the AY2013-2014 and set-up a scoring session for spring 2014, taking a 20% sampling.
2. Continue to administer the Assignment as a regular assessment of GELO #9 for ANTH. 200 classes.
3. For the next scoring session, blank artifacts for non-submitters will be added to the artifact pool to account for registered students who do not submit an assignment to give a "truer picture" of the total student population enrolled in classes.
4. Lecturers will also explore how to assist/motivate a higher number of students to submit the assignment.

HUMANITIES: Hawaii Life Styles:

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

A recommendation will be made to instructors of this course that exercises in understanding the individual's relationship to the research subject and including it in the written assignment should be incorporated into the course.

Results of Actions for continuous program improvement

The assessment team will meet with instructors to discuss suggested improvements to their course and measure the progress made through the school year. Instructors of other courses will also be included in the meetings to insure consistency in meeting the standards of assessment.

The assessment findings will be brought to both the HLS program meetings for input as well as to the HUM Department meeting for input.

It is recommended that GELO #9 be assessed again in Fall 2013 to ascertain if the recommendations above, to include exercises in first person reflections are reflected in the S.L.O

ASAN 120/121(Kate Sims, Randal McEndree, Shanti Devi, Sherry Shepherd)

CHANGES/MODIFICATIONS MADE AS A RESULT OF ASSESSMENT

The following modifications to course teaching were suggested:

- Teaching could be focused more deeply on different elements
- Students needed more opportunities to practice writing about content learning

The following modifications to course assessment were suggested:

- The assessment should take one hour, timed, with no restrictions on word count (though students would be given the wording in the prompt to make sure their samples were longer than 500 words)
- It would be done on the computer, if possible, to provide easier assessment reading and also it would make it easier to keep these papers anonymous
- For online classes, this would be a proctored activity in Lulima

HAWAI'I COMMUNITY COLLEGE

ANNUAL PROGRAM REVIEW TEMPLATE

Modification to the prompt:

Write an essay of 500 words or more in which you demonstrate what you learned from this course about Japanese/Chinese culture in at least three of the following: history, values, politics, social structure, communication styles, economy, beliefs and practices. Note: Make sure to identify which of these three elements you are focusing on. You will be graded on your ability to demonstrate broad and deep knowledge of these elements and on your ability to use details that are accurate and show insight. In the way you integrate specific details in your discussion of them, your instructor will be looking for critical thinking.