

HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Liberal Arts AA Degree

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Program/Unit Review at Hawaii 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.

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Program Description

(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe 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.

3yr Review Report Summary

(Advise of changes to the program in past 3 years; if additional funding was received since last 3yr review, state the results of the funding)

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).

CERC Comments and Feedback

April 2012 CERC Comments:

Although your document was easy to read, the College Effectiveness Review Committee has several questions and concerns/comments itemized below:

1. The narrative in Part II.A.1 needs to show more specific evidence as to how your program supports the ILOs, rather than simply repeating the Mission Statement.
2. In Part II.A.4 it is noted that 6 out of 8 positions were filled. This is a substantial accomplishment in light of current economic conditions.
3. Part II.A.5 needs stronger evidence to support your goals and plans, particularly justification for the additional 9 FTE faculty. Simply indicating the number of sections and credits are not sufficient. The question to answer is "why can't you continue with lecturers?"
4. The evaluators wondered if the non-cost item 1 in Part II.B. Table 1 has already been accomplished.
5. Non-cost item 3 does not address a weakness or strength.
6. Evaluators questioned why non-cost items 2 and 3 would be listed as an action plan for program improvement when these two actions are required and ongoing.
7. Noted high dependence on lecturers. Evaluators would have liked to know how one faculty position relates to the number of sections.
8. 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.
9. Justification for an English computer classroom is weak. This is a significant "ask" in light of the extremely tight space situation on campus. A much stronger case should be made for this room and only if it is critical to student success. Where should such a room be ideally located? Can existing facilities be used? There was no discussion about an English computer classroom in the narrative portion of the review.
10. Cost Item 3 was also a surprise! It does not seem to relate to any of the goals. Where did this come from and what is its purpose? A 15-passenger van probably would cost more than the \$30,000 you are asking and would need to be a campus-wide, shared vehicle.
11. Was West Hawai'i 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.

Overall, this document is considered weak since lacking specific supporting evidence and detailed explanations.

Section II.A.2.b "What changes have been made based on assessment results" lacked substance with no clear connections presented to demonstrate/describe how assessment results prompted the changes.

CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

3. 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.

4. Yes

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

6. 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.

7. Basic load is 4/5 or 27 teaching equivalency.

8. 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.

11. 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.

Section II.A.2.b:

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.

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

The following spreadsheet contains data from Program’s ARPD for the past three (3) years.

	2010-2011	2011-2012	2012-2013
Overall Program Health			
Demand Indicators			
Demand Health Call			
Number of Majors			
SSH in All Program Classes			
Efficiency Indicators			
Efficiency Health Call			
Average Class Size			
Fill Rate			
Number of Low-Enrolled (<10) Classes	Pre-populated by Path		
Effectiveness Indicators			
Effectiveness Health Call			
Successful Completion (Equivalent C or Higher)			
Withdrawals (Grade = W)			
Persistence (Fall to Spring)			
Unduplicated Degrees/Certificates Awarded			
Transfers to UH 4-yr			
Distance Education (DE): Completely On-Line Classes			
Number of DE Classes Taught			
Enrollment DE Classes			
Fill Rate			
Successful Completion (Equivalent C or Higher)			
Withdrawals (Grade = W)			

	2009-2010	2010-2011	2011-2012
Perkins IV Core Indicators Met or Not Met			
1P1 Technical Skills Attainment			
2P1 Completion	Pre-populated by Path		
3P1 Student Retention or Transfer			
4P1 Student Placement			
5P1 Nontraditional Participation			
5P2 Nontraditional Completion			

B. ARPD Data Analysis

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

Demand Health HEALTHY	Efficiency Health HEALTHY	Effectiveness Health HEALTHY
<p>Strength: Percent Change Majors from Prior Year is 6.4% which is above the 3% goal</p> <p>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)</p>	<p>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.</p> <p>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).</p> <p>The number of FTE program faculty decreased by 11% from AY 11-12 to AY 12-13. (Item 10).</p> <p>The number of majors per analytic faculty members increased by 1.9 from AY 11-12 to AY 12-13. (Item 12).</p> <p>Due to enrollment growth of majors, the cost per student semester hour is a value for the institution.</p> <p>HawCC's LBRT Program is the only CC with Healthy designation for Efficiency.</p>	<p>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).</p> <p>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).</p>

	<p>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).</p>	
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<p>Overall Health HEALTHY</p>

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

N/A

Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree)

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)

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)

C. Trends & 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.

LBRT Faculty is assigned students for advising to increase student persistence.

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.

Pathways to 4 year campuses (mainly to UHH) in high transfer areas such as Sociology, History, Art and Psychology are being explored.

Course linking and accelerated learning projects are being explored as a means to develop learning communities and decrease time to graduation.

LBRT is now attempting to implement a System requirement for lecturer assessment which will require additional workload for full-time faculty.

Part II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai'i Community College (HawCC) 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.

Information modified since previous 3 yr review

Describe how this Program supports the College's Mission

Last Modified on: 10-31-2014

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.

2) ILO Alignment

a) ILO1: Our graduates will be able to communicate effectively in a variety of situations.

Information modified since previous 3 yr review

Describe how this Program supports this ILO

Last Modified on: 10-31-2014

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.

b) ILO2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Information modified since previous 3 yr review

Describe how this Program supports this ILO

Last Modified on: 10-31-2014

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.

c) ILO3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Information modified since previous 3 yr review

Describe how this Program supports this ILO

Last Modified on: 10-31-2014

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.

B. Program Mission

(Official 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.

C. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	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

2)Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
W1. The persistence rate for fall to spring dipped slightly from 72.7% to 69.9%	<i>ARPD data: We are losing 30.1% of the students who start in the Fall.</i>	
W2: ARPD data: Demand for courses is increasing, which		

<p>increases the ratio of students to BOR appointed faculty, 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>	

Part III: Program Student Learning Outcomes and Assessment

Program Student Learning Outcomes

List the Program Learning Outcomes.

	Program Student Learning Outcomes	Applicable Courses
1	Speak and write to communicate information and ideas in professional, academic and personal settings.	
2	Critical Reading - Read critically to synthesize information to gain understanding.	
3	Critical Thinking - Make informed decisions through analyzing and evaluating information.	
4	Information Competency - Retrieve, evaluate, and utilize information.	
5	Technological Literacy - Employ computer technology to perform academic and professional tasks.	
6	Quantitative Reasoning - Apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate real-world problems in quantitative terms.	
7	Areas of Knowledge - Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and humanities.	
8	Self and Community - Engage in activities demonstrating understanding of one's relationship with one's communities and environments.	
9	Cultural Diversity - Articulate and demonstrate an awareness and sensitivity to cultural diversity.	
10	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. That 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

C. Courses Assessed - List the course(s) (Alpha/#) assessed during this 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).

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<i>Change 1:</i>	<i>Evaluation of Change 1:</i>
<i>Change 2:</i>	<i>Evaluation of Change 2:</i>
...	

D. Assessment Strateg(y/ies) & Instrument(s)

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.

Strategy/Instrument 2:

E. Results of Program Assessment - Provide a summary of assessment results.

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.
- 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 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>

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

G. Next Steps

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 a wider sampling.
- 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

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*

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.

Part IV Action Plan

A. Course Review

a) 5 year Course Review Schedule with completion dates

State which courses were reviewed, original scheduled and actual review date.

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Course Alpha Number	Course Title	Scheduled Review Date	Actual Review Date
ENG 18	READING ESSENTIALS	Last reviewed 8/2013	
ENG 19	WRITING ESSENTIALS	Last reviewed 3/2010	
ENG 20R	READING & LEARNING SKILLS	Last reviewed 8/2013	
ENG 20W	COLLEGE WRITING/GRAMMAR	Last reviewed 3/2010	
ENG 21	DEVELOPMENTAL READING	Last reviewed 4/2011	
ENG 22	INTRODUCTION TO EXPOSITORY WRITING	Last reviewed 3/2009	
ENG 100	COMPOSITION I	Last reviewed 6/2013	
ENG 102	COLLEGE READING SKILLS	Last reviewed 4/2011	
ENG 103	CRIT RDG/THNKG/PROB SOL	Last reviewed 4/2001	
ENG 105	READING FILM	Last reviewed 4/2003	
ENG 107 (197)	TECHNICAL ENGLISH FOR THE WORKPLACE		
ENG 204	CREATIVE WRITING	Last reviewed 2/2001	
ENG 205	NEWS WRITING	Last reviewed 3/2007	
ENG 215	RESEARCH WRITING FOR HUM/SOCSC	Last reviewed 3/2008	

ENG 255	SHORT STORY AND NOVEL	Last reviewed 2/2008	
ENG 256	POETRY AND DRAMA	Last reviewed 2/2008	
ENG 257A	THEMES IN LITERATURE: LITERATURE OF HAWAI'I	Last reviewed 8/2011	
ENG 257E	THEMES IN LITERATURE: MULTI-CULTURAL LITERATURE	Last reviewed 3/2009	
ESL 7	READING AND STUDY SKILLS I	Last reviewed 6/2009	
ESL 11	BASIC GRAMMAR AND WRITING	Last reviewed 6/2009	
ESL 20G	COLLEGE GRAMMAR (ESL)	Last reviewed 6/2014	
ESL 20R	READING AND LEARNING SKILLS (ESL)	Last reviewed 6/2014	
ESL 20W	COLLEGE WRITING (ESL)	Last reviewed 6/2014	
ESL 21	DEVELOPMENTAL READING (ESL)	Last reviewed 6/2014	
ESL 22G	GRAMMAR FOR EXPOSITORY WRITING (ESL)	Last reviewed 6/2014	
ESL 22W	INTRODUCTION TO EXPOSITORY WRITING (ESL)	Last reviewed 6/2014	
ESL 25	ACADEMIC LISTENING & SPEAKING	Last reviewed 1/2008	
JOUR 205	NEWS WRITING	Last reviewed 3/2007	
LSK 30	COLLEGE STUDY SKILLS	Last reviewed 3/2002	
LING 102	INTRODUCTION TO THE STUDY OF LANGUAGE	Last reviewed 12/1999	
LING 121	INTRODUCTION TO LANGUAGE	Last reviewed 2/2008	
LING 235	INTERMEDIATE LINGUISTIC ANALYSIS: REGIONAL SURVEY OF AUSTRONESIAN LANGUAGES	Last reviewed 3/2008	

HUMANITIES

Course Alpha Number	Course Title	Scheduled Review Date	Actual Review Date
ART 101	INTRODUCTION TO THE VISUAL ARTS	Last reviewed 5/2011	
ART 105B	INTRO CERAMICS-HANDBUILDING	Last reviewed 5/2011	
ART 105C	INTRO CERAMICS-WHEELTHROWING	Last reviewed 5/2011	
ART 108	ELEM STUDIO: DRAWING/PAINTING	Last reviewed 5/2011	
ART 111	INTRODUCTION TO WATERCOLOR PAINTING	Last reviewed 5/2011	
ART 113	FOUNDATION STUDIO: DRAWING	Last reviewed 5/2011	
ART 114	FOUNDATION STUDIO: COLOR	Last reviewed 5/2011	
ART 123	INTRODUCTION TO PAINTING	Last reviewed 6/2012	
ART 207	INTERMEDIATE PHOTOGRAPHY	Last reviewed 5/2011	
ART 211	INTERMEDIATE WATERCOLOR	Last reviewed 5/2011	
ART 214	INTRODUCTION TO LIFE DRAWING	Last reviewed 5/2011	
ART 217	SCREEN PRINTING	Last reviewed 5/2011	
ART 223	INTERMEDIATE PAINTING	Last reviewed 5/2011	
ART 227	ORIENTAL BRUSH PAINTING	Last reviewed 5/2011	
ART 230	TEXTILE DESIGN	Last reviewed 5/2011	
ART 243	INTERMED CERAMICS-HANDBUILDING	Last reviewed 5/2011	
ART 244	INTERMED CERAMICS-WHEELTHROW	Last reviewed 5/2011	

ASAN 120	JAPANESE CULTURE I	Last reviewed 5/2011	
ASAN 121	CHINESE CULTURE I	Last reviewed 5/2011	
ASAN 122	KOREAN CULTURE	Last reviewed 5/2011	
HIST 120	NATIONAL CINEMAS	Last reviewed 4/2011	
HIST 151	WORLD HISTORY TO 1500	Last reviewed 3/2014	
HIST 152	WORLD HISTORY SINCE 1500	Last reviewed 3/2014	
HIST 153	HAWAII AND THE WORLD I	Last reviewed 5/2011	
HIST 154	HAWAII AND THE WORLD II	Last reviewed 5/2011	
HIST 241	CIVILIZATION OF ASIA I	Last reviewed 5/2011	
HIST 242	CIVILIZATION OF ASIA II	Last reviewed 5/2011	
HIST 274	WRITING PERSONAL HISTORY	Last reviewed 5/2011	
HIST 281	INTRODUCTION- AMERICAN HIST I	Last reviewed 5/2011	
HIST 282	INTRODUCTION-AMERICAN HIST II	Last reviewed 5/2011	
HIST 284	HISTORY OF HAWAII	Last reviewed 5/2011	
HIST 288	SURVEY-PACIFIC ISLES HISTORY	Last reviewed 5/2011	
HUM 100	INTRODUCTION TO THE ARTS	Last reviewed 5/2011	
HUM 275	PSYCHOLOGY AND THE EXPRESSIVE ARTS	Last reviewed 3/2003	
JPNS 101	ELEMENTARY JAPANESE I	Last reviewed 5/2011	
JPNS 102	ELEMENTARY JAPANESE	Last reviewed	

		5/2011	
JPNS 121	ELEMENTARY JAPANESE CONVERSATION I	Last reviewed 5/2011	
JPNS 122	ELEMENTARY JAPANESE CONVERSATION II	Last reviewed 5/2011	
MUS 102	INTRO TO SOUND RECORDING	Last reviewed 5/2011	
REL 150	INTRO TO WORLD'S MAJ RELIGIONS	Last reviewed 2/2008	
REL 151	REL & MEANING OF EXIST	Last reviewed 2/2008	
REL 152	ASIAN RELIGIONS	Last reviewed 2/2008	
REL 153	WESTERN RELIGIONS	Last reviewed 2/2008	
SPCO 51	ORAL COMMUNICATION TECH		
SPCO 130	BUS & ORG COMMUNICATION	Last reviewed 5/2010	
SPCO 151	INTRODUCTION TO SPEECH & COMMUNICATION	Last reviewed 5/2011	
SPCO 231	ORAL INTERPRETATION OF LIT	Last reviewed 5/2011	
SPCO 233	ORAL TRADITIONS: STORY TELLING	Last reviewed 5/2011	
SPCO 251	PUBLIC SPEAKING	Last reviewed 5/2011	
SPCO 260	MEDIA & SOCIETY	Last reviewed 5/2011	

MATH & NATURAL SCIENCE

Course Alpha Number	Course Title	Scheduled Review Date	Actual Review Date
ASTR 110	SURVEY OF ASTRONOMY	Last reviewed 11/2007	

ASTR 281	ASTROBIOLOGY	Last reviewed 1/2008	
BIOC 241	FUND OF BIOCHEMISTRY	Last reviewed 3/1997	
BIOL 100	HUMAN BIOLOGY	Last reviewed 11/2007	
BIOL 100L	HUMAN BIOLOGY LAB	Last reviewed 1/1992	
BIOL 101	GENERAL BIOLOGY	Last reviewed 5/1990	
BIOL 101L	GENERAL BIOLOGY LAB	Last reviewed 9/1996	
BIOL 141	HUMAN ANATOMY AND PHYSIOLOGY I	Last reviewed 8/2013	
BIOL 141L	HUMAN ANATOMY AND PHYSIOLOGY I LAB	Last reviewed 5/1992	
BIOL 142	HUMAN ANATOMY AND PHYSIOLOGY II	Last reviewed 4/2002	
BIOL 142L	HUMAN ANATOMY AND PHYSIOLOGY II LAB	Last reviewed 5/1992	
BIOL 156 -	NATURAL HISTORY OF THE HAWAIIAN ISLANDS	Last reviewed 4/2001	
BIOL 156L	NATURAL HISTORY OF THE HAWAIIAN ISLANDS LAB	Last reviewed 4/2001	
BIOL 171	INTRODUCTORY BIOLOGY I	Last reviewed 6/2011	
BIOL 171L	INTRODUCTORY BIOLOGY I LAB	Last reviewed 1/2008	
BIOL 172	INTRODUCTORY BIOLOGY II	Last reviewed 6/2011	
BIOL 172L	INTRODUCTORY BIOLOGY II LAB	Last reviewed 1/2008	
BIOL 281	GENERAL ECOLOGY (NEW COURSE PROPOSAL)	Last reviewed 6/2014	
BOT 101	GENERAL BOTANY	Last reviewed 4/1997	
BOT 101L	GENERAL BOTANY LAB	Last reviewed	

		4/1997	
BOT 105	INTRODUCTION TO ETHNOBOTANY	Last reviewed 6/2008	
BOT 105L	INTRODUCTION TO ETHNOBOTANY LAB	Last reviewed 4/2010	
BOT 130	PLANTS IN HAWAIIAN ENVIRONMENT	Last reviewed 10/1996	
BOT 130L	PLANTS IN HAWAIIAN ENVIRONMENT LABORATORY	Last reviewed 3/1996	
CHEM 100	CHEMISTRY FOR NON-SCIENCE MAJORS	Last reviewed 9/1997	
CHEM 100L	CHEMISTRY NON-SCIENCE MAJORS LAB	Last reviewed 10/1994	
CHEM 151	ELEMENTARY SURVEY OF CHEMISTRY	Last reviewed 6/2008	
CHEM 151L	ELEMENTARY SURVEY OF CHEMISTRY LABORATORY	Last reviewed 10/1994	
CHEM 161	GENERAL CHEMISTRY I	Last reviewed 6/2009	
CHEM 161L	GENERAL CHEMISTRY I LABORATORY	Last reviewed 6/2009	
CHEM 162	GENERAL CHEMISTRY II	Last reviewed 6/2009	
CHEM 162L	GENERAL CHEMISTRY II LAB	Last reviewed 6/2009	
FSHN 185	NUTRITION	Last reviewed 3/1995	
GEOG 101	GEOGRAPHY AND THE NATURAL ENVIRONMENT	Last reviewed 4/2001	
GEOG 101L	GEOGRAPHY AND THE NATURAL ENVIRONMENT LAB	Last reviewed 4/2001	
GEOG 122	GEOGRAPHY OF HAWAII	Last reviewed 10/1993	
GG 101	INTRODUCTION TO GEOLOGY	Last reviewed 10/1994	
GG 101L	INTRO TO GEOLOGY LAB	Last reviewed 10/1994	

MATH 1A	BASIC MATHEMATICS A	Last reviewed 4/2008	
MATH 1B	BASIC MATHEMATICS B	Last reviewed 4/2012	
MATH 1C	BASIC MATHEMATICS C	Last reviewed 4/2008	
MATH 1D	BASIC MATHEMATICS D	Last reviewed 4/2008	
MATH 22	PRE-ALGEBRA MATHEMATICS	Last reviewed 5/2014	
MATH 24	ELEMENTARY ALGEBRA I	Last reviewed 5/2014	
MATH 25	ELEMENTARY ALGEBRA II	Last reviewed 5/2014	
MATH 26	ELEMENTARY ALGEBRA	Last reviewed 2/2009	
MATH 27	INTERMEDIATE ALGEBRA	Last reviewed 2/1999	
MATH 50	TECHNICAL MATHEMATICS I	Last reviewed 5/2006	
MATH 50H	TECHNICAL MATH: CULINARY ARTS	Last reviewed 4/2012	
MATH 51	ALGEBRA TOPICS FOR ELECTRICITY	Last reviewed 6/2009	
MATH 55	TECHNICAL MATHEMATICS II	Last reviewed 12/1972	
MATH 66	TRIG & ALGEBRAIC TOPICS FOR DRAFTING & ELECTRONICS	Last reviewed 2/1998	
MATH 100	SURVEY OF MATHEMATICS	Last reviewed 5/2010	
MATH 110	COLLEGE ALGEBRA		
MATH 115	STATISTICS	Last reviewed 4/2010	
MATH 120	TRIGONOMETRY FOR SURVEYING	Last reviewed 4/2001	
MATH 135	PRE-CALCULUS: ELEMENTARY FUNCTIONS	Last reviewed 5/2006	

MATH 140	PRE-CALCULUS: TRIGONOMETRY & ANALYTIC GEOMETRY	Last reviewed 5/2006	
MATH 205	CALCULUS I	Last reviewed 12/2006	
MATH 206	CALCULUS II	Last reviewed 12/1992	
MICR 130	MICROBIOLOGY	Last reviewed 12/1996	
MICR 130L	MICROBIOLOGY LAB	Last reviewed 12/1996	
OCN 201	SCIENCE OF THE SEA	Last reviewed 3/1992	
OCN 201L	INTRODUCTION TO OCEANOGRAPHY LABORATORY	Last reviewed 6/2014	
OCN 205	INTER OCEANOGRAPHY	Last reviewed 12/1985	
PHYS 50	TECHNICAL PHYSICS	Last reviewed 9/1996	
PHYS 100	CONCEPTS OF PHYSICS - A SURVEY	Last reviewed 4/2002	
PHYS 100L	SURVEY OF PHYSICS LAB	Last reviewed 10/1996	
PHYS 105	ENERGY SYSTEMS/SUSTAINABILITY	Last reviewed 4/2011	
PHYS 151	COLLEGE PHYSICS I (NEW COURSE PROPOSAL)	Last reviewed 7/2014	
PHYS 152	COLLEGE PHYSICS II (NEW COURSE PROPOSAL)	Last reviewed 7/2014	
PHYS 170	GENERAL PHYSICS I (NEW COURSE PROPOSAL)	Last reviewed 7/2014	
PHYS 170L	GENERAL PHYSICS I LAB (NEW COURSE PROPOSAL)	Last reviewed 7/2014	
PHYS 171	GENERAL PHYSICS II (NEW COURSE PROPOSAL)	Last reviewed 7/2014	
PHYS 171L	GENERAL PHYSICS II LAB (NEW COURSE PROPOSAL)	Last reviewed 7/2014	
SCI 20	INDIVIDUAL & ENVIRONMENT	Last reviewed	

		5/2001	
SCI 25	AN INTRODUCTION TO THE ENVIRONMENT THROUGH FILM	Last reviewed 4/2012	
SCI 51	BASIC SCIENCE FOR HEALTH OCCUPATIONS	Last reviewed 11/2007	
SCI 124	INTRODUCTION TO ENVIRONMENTAL SCIENCE LAB	Last reviewed 11/2007	
SCI 124L	INTRODUCTION TO ENVIRONMENTAL SCIENCE LAB	Last reviewed 11/2007	
ZOOL 101	PRINCIPLES OF ZOOLOGY	Last reviewed 11/2007	
ZOOL 101L	PRIN OF ZOOLOGY LAB	Last reviewed 10/1994	

SOCIAL SCIENCE

Course Alpha Number	Course Title	Scheduled Review Date	Actual Review Date
ANTH 121	INTRODUCTION TO LANGUAGE	Last reviewed 3/2003	
ANTH 150	HUMAN ADAPTATIONS	Last reviewed 2/2008	
ANTH 200	CULTURAL ANTHROPOLOGY	Last reviewed 2/2008	
ANTH 235	INTERMEDIATE LINGUISTIC ANALYSIS: REGIONAL SURVEY OF AUSTRONESIAN LANGUAGES	Last reviewed 3/2008	
DNCE 153	INTRODUCTION TO DANCE FORMS	Last reviewed 1/1992	
DNCE 185	MODERN JAZZ DANCE I	Last reviewed 1/2001	
DNCE 190V	AERIAL DANCE I	Last reviewed 1/2008	
DNCE 256	CREATIVE MOVEMENT	Last reviewed 4/2003	
DNCE 285	MODERN JAZZ DANCE II	Last reviewed 1/2001	

DNCE 290V	AERIAL DANCE II	Last reviewed 1/2008	
ECON 120	PRINCIPLES OF ECONOMICS	Last reviewed 1/1999	
ECON 130	MICROECONOMICS	Last reviewed 1/1999	
ECON 131	MACROECONOMICS	Last reviewed 10/1998	
FAMR 230	HUMAN DEVELOPMENT	Last reviewed 7/2014	
GEOG 102	WORLD REGIONAL GEOGRAPHY	Last reviewed 10/1993	
HD 234	AGING	Last reviewed 2/2008	
HPER 122	AEROBICS	Last reviewed 2/2008	
HPER 129	STEP AEROBICS	Last reviewed 2/2008	
HUM 160	MODES OF THOUGHT	Last reviewed 5/2011	
IS 101	BUILDING BRIDGES TO SELF, COLLEGE, AND THE COMMUNITY	Last reviewed 12/2008	
PHIL.100	INTRODUCTION TO PHILOSOPHY: SURVEY OF PROBLEMS	Last reviewed 10/1994	
PHIL 101	INTRODUCTION TO PHILOSOPHY: MORALS AND SOCIETY	Last reviewed 10/1994	
PHIL 102	INTRODUCTION TO PHILOSOPHY: ASIAN TRADITIONS	Last reviewed 2/1998	
PHIL 110	INTRODUCTION TO LOGIC	Last reviewed 5/2004	
PHIL 120	SCIENCE, TECHNOLOGY & VALUES	Last reviewed 2/1998	
PHIL 211	HISTORY OF WESTERN PHILOSOPHY I	Last reviewed 3/2006	
PHIL 213	HISTORY OF WESTERN PHILOS III	Last reviewed 3/2006	

PHIL 255	COSMOLOGY	Last reviewed 1/2005	
POLS 110	INTRO TO POLITICAL SCI	Last reviewed 3/1992	
PSY 100	SURVEY OF PSYCHOLOGY (INTRODUCTORY)	Last reviewed 8/2013	
PSY 170	PSYCHOLOGY OF ADJUSTMENT	Last reviewed 3/1996	
PSY 213	STATISTICAL TECHNIQUES (NEW COURSE PROPOSAL)	Last reviewed 5/2014	
PSY 214	RESEARCH METHODOLOGY	Last reviewed 3/1996	
PSY 230	HUMAN SEXUALITY	Last reviewed 12/2002	
PSY 270	INTRO TO CLINICAL PSYCHOLOGY	Last reviewed 1/2005	
PSY 275	PSYCHOLOGY AND THE EXPRESSIVE ARTS	Last reviewed 3/2003	
SOC 100	SURVEY OF GENERAL SOCIOLOGY	Last reviewed 8/2013	
SOC 208	CRIMINOLOGY	Last reviewed 11/1997	
SOC 218	SOCIAL PROBLEMS & ISSUES	Last reviewed 10/1993	
SOC 251	INTRODUCTION TO SOCIOLOGY OF THE FAMILY	Last reviewed 3/1992	
SOC 265	COMMUNITY DEVELOPMENT	Last reviewed 5/2005	
SOC 289	SOCIOLOGY OF KNOWLEDGE	Last reviewed 12/2003	
SOC 290	HAWAII'S PEOPLE	Last reviewed 12/1985	
SSCI 111	HUMANITY, SOCIETY & TECHNOLOGY	Last reviewed 3/1998	
SSCI 150	ECOLOGY & SOCIETY	Last reviewed 5/1999	
SSCI 160	MODES OF THOUGHT	Last reviewed	

		11/1994	
SSCI 241	LABOR PROB/TRADE UNIONS		
SSCI 250	ENVIRONMENTAL ISSUES	Last reviewed 5/1999	
WS 151	INTRODUCTION TO WOMEN'S STUDIES	Last reviewed 3/1996	
WS 256	DOMESTIC VIOLENCE & CHILD ABUSE	Last reviewed 7/2006	

**b) Next 5 yr 20% Course Review Schedule
ENGLISH**

Course Alpha Number Title	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ENG 18 - READING ESSENTIALS				X	
ENG 19 - WRITING ESSENTIALS				X	
ENG 20R - READING & LEARNING SKILLS			X		
ENG 20W - COLLEGE WRITING/GRAMMAR			X		
ENG 21 - DEVELOPMENTAL READING	Fall				
ENG 22 - INTRODUCTION TO EXPOSITORY WRITING	Fall				
ENG 100 - COMPOSITION I					X
ENG 102 - COLLEGE READING SKILLS					X
ENG 103 - CRIT RDG/THNKG/PROB SOL		X			
ENG 105 - READING FILM		X			
ENG 107 (197) TECHNICAL ENGLISH FOR THE WORKPLACE	Spring				
ENG 204 - CREATIVE WRITING		X			
ENG 205 - NEWS WRITING					
ENG 215 - RESEARCH WRITING FOR HUM/SOCSC					
ENG 255 - SHORT STORY AND NOVEL		X			

ENG 256 - POETRY AND DRAMA		X			
ENG 257A - THEMES IN LITERATURE: LITERATURE OF HAWAII		X			
ENG 257E - THEMES IN LITERATURE: MULTI-CULTURAL LITERATURE		X			
ESL 7 - READING AND STUDY SKILLS I					
ESL 11 - BASIC GRAMMAR AND WRITING					
ESL 20G - COLLEGE GRAMMAR (ESL)				X	
ESL 20R - READING AND LEARNING SKILLS (ESL)		X			
ESL 20W - COLLEGE WRITING (ESL)	Fall 2013				
ESL 21 - DEVELOPMENTAL READING (ESL)			X		
ESL 22G - GRAMMAR FOR EXPOSITORY WRITING (ESL)					X
ESL 22W - INTRODUCTION TO EXPOSITORY WRITING (ESL)	Fall 2014				
ESL 25 - ACADEMIC LISTENING & SPEAKING					
JOUR 205 - NEWS WRITING					
LSK 30 - COLLEGE STUDY SKILLS					
LING 102 - INTRODUCTION TO THE STUDY OF LANGUAGE	Spring				
LING 121 - INTRODUCTION TO LANGUAGE		X			
LING 235 - INTERMEDIATE LINGUISTIC ANALYSIS: REGIONAL SURVEY OF AUSTRONESIAN LANGUAGES					

HUMANITIES

Course Alpha Number Title	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ART 101 - INTRODUCTION TO THE VISUAL ARTS	Fall			X	
ART 105B - INTRO CERAMICS- HANDBUILDING	Fall		X		X

ART 105C - INTRO CERAMICS- WHEELTHROWING		X			
ART 108 - ELEM STUDIO: DRAWING/PAINTING		X			
ART 111 - INTRODUCTION TO WATERCOLOR PAINTING		X			
ART 113 - FOUNDATION STUDIO: DRAWING	Spring				X
ART 114 - FOUNDATION STUDIO: COLOR		X			
ART 123 - INTRODUCTION TO PAINTING			X		
ART 207 - INTERMEDIATE PHOTOGRAPHY	To be deleted				
ART 211 - INTERMEDIATE WATERCOLOR	Not yet offered				
ART 214 - INTRODUCTION TO LIFE DRAWING			X		
ART 217 - SCREEN PRINTING	Spring				
ART 223 - INTERMEDIATE PAINTING				X	
ART 227 - ORIENTAL BRUSH PAINTING	May be deleted				
ART 230 - TEXTILE DESIGN				X	
ART 243 - INTERMED CERAMICS- HANDBUILDING			X		
ART 244 - INTERMED CERAMICS- WHEELTHROW				X	
ASAN 120 - JAPANESE CULTURE I	Spring				
ASAN 121 - CHINESE CULTURE I		X			
ASAN 122 - KOREAN CULTURE				X	
HIST 120 - NATIONAL CINEMAS					X
HIST 151 - WORLD HISTORY TO 1500	Spring			X	
HIST 152 - WORLD HISTORY SINCE 1500	Spring			X	
HIST 153 - HAWAI'I AND THE WORLD I				X	
HIST 154 - HAWAI'I AND THE WORLD II				X	

HIST 241 - CIVILIZATION OF ASIA I	May be deleted				
HIST 242 - CIVILIZATION OF ASIA II	May be deleted				
HIST 274 - WRITING PERSONAL HISTORY	May be deleted				
HIST 281 - INTRODUCTION- AMERICAN HIST I	May be deleted				
HIST 282 - INTRODUCTION-AMERICAN HIST II	May be deleted				
HIST 284 - HISTORY OF HAWAI'I	May be deleted				
HIST 288 - SURVEY-PACIFIC ISLES HISTORY					X
HUM 100 - INTRODUCTION TO THE ARTS					
HUM 275 - PSYCHOLOGY AND THE EXPRESSIVE ARTS					
JPNS 101 - ELEMENTARY JAPANESE I		X			
JPNS 102 - ELEMENTARY JAPANESE			X		
JPNS 121 - ELEMENTARY JAPANESE CONVERSATION I					
JPNS 122 - ELEMENTARY JAPANESE CONVERSATION II					
MUS 102 - INTRO TO SOUND RECORDING					
REL 150 - INTRO TO WORLD'S MAJ RELIGIONS		X			
REL 151 - REL & MEANING OF EXIST			X		
REL 152 - ASIAN RELIGIONS				X	
REL 153 - WESTERN RELIGIONS					X
SPCO 51 - ORAL COMMUNICATION TECH					X
SPCO 130 - BUS & ORG COMMUNICATION				X	
SPCO 151 - INTRODUCTION TO SPEECH & COMMUNICATION		X			

SPCO 231 - ORAL INTERPRETATION OF LIT					
SPCO 233 - ORAL TRADITIONS: STORY TELLING				X	
SPCO 251 - PUBLIC SPEAKING			X		
SPCO 260 - MEDIA & SOCIETY					X

MATH & NATURAL SCIENCE

Course Alpha Number Title	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ASTR 110 - SURVEY OF ASTRONOMY					
ASTR 281 - ASTROBIOLOGY					
BIOC 241 - FUND OF BIOCHEMISTRY					
BIOL 100 - HUMAN BIOLOGY					
BIOL 100L - HUMAN BIOLOGY LAB					
BIOL 101 - GENERAL BIOLOGY					
BIOL 101L - GENERAL BIOLOGY LAB					
BIOL 141 - HUMAN ANATOMY AND PHYSIOLOGY I					
BIOL 141L - HUMAN ANATOMY AND PHYSIOLOGY I LAB					
BIOL 142 - HUMAN ANATOMY AND PHYSIOLOGY II					
BIOL 142L - HUMAN ANATOMY AND PHYSIOLOGY II LAB					
BIOL 156 - NATURAL HISTORY OF THE HAWAIIAN ISLANDS					
BIOL 156L - NATURAL HISTORY OF THE HAWAIIAN ISLANDS LAB					
BIOL 171 - INTRODUCTORY BIOLOGY I					
BIOL 171L - INTRODUCTORY BIOLOGY I LAB					
BIOL 172 - INTRODUCTORY BIOLOGY II					
BIOL 172L - INTRODUCTORY BIOLOGY II					

LAB					
BIOL 281 - GENERAL ECOLOGY (NEW COURSE PROPOSAL)					
BOT 101 - GENERAL BOTANY					
BOT 101L - GENERAL BOTANY LAB					
BOT 105 - INTRODUCTION TO ETHNOBOTANY					
BOT 105L - INTRODUCTION TO ETHNOBOTANY LAB					
BOT 130 - PLANTS IN HAWAIIAN ENVIRONMENT					
BOT 130L - PLANTS IN HAWAIIAN ENVIRONMENT LABORATORY					
CHEM 100 - CHEMISTRY FOR NON-SCIENCE MAJORS					
CHEM 100L - CHEMISTRY NON-SCIENCE MAJORS LAB					
CHEM 151 - ELEMENTARY SURVEY OF CHEMISTRY					
CHEM 151L - ELEMENTARY SURVEY OF CHEMISTRY LABORATORY					
CHEM 161 - GENERAL CHEMISTRY I					
CHEM 161L - GENERAL CHEMISTRY I LABORATORY					
CHEM 162 - GENERAL CHEMISTRY II					
CHEM 162L - GENERAL CHEMISTRY II LAB					
FSHN 185 - NUTRITION					
GEOG 101 - GEOGRAPHY AND THE NATURAL ENVIRONMENT					
GEOG 101L - GEOGRAPHY AND THE NATURAL ENVIRONMENT LAB					
GEOG 122 - GEOGRAPHY OF HAWAII					
GG 101 - INTRODUCTION TO GEOLOGY					

GG 101L - INTRO TO GEOLOGY LAB					
MATH 1A - BASIC MATHEMATICS A					
MATH 1B - BASIC MATHEMATICS B					
MATH 1C - BASIC MATHEMATICS C					
MATH 1D - BASIC MATHEMATICS D					
MATH 22 - PRE-ALGEBRA MATHEMATICS					
MATH 24 - ELEMENTARY ALGEBRA I					
MATH 25 - ELEMENTARY ALGEBRA II					
MATH 26 - ELEMENTARY ALGEBRA					
MATH 27 - INTERMEDIATE ALGEBRA					
MATH 50 - TECHNICAL MATHEMATICS I					
MATH 50H - TECHNICAL MATH: CULINARY ARTS					
MATH 51 - ALGEBRA TOPICS FOR ELECTRICITY					
MATH 55 - TECHNICAL MATHEMATICS II					
MATH 66 - TRIG & ALGEBRAIC TOPICS FOR DRAFTING & ELECTRONICS					
MATH 100 - SURVEY OF MATHEMATICS					
MATH 110 - COLLEGE ALGEBRA					
MATH 115 - STATISTICS					
MATH 120 - TRIGONOMETRY FOR SURVEYING					
MATH 135 - PRE-CALCULUS: ELEMENTARY FUNCTIONS					
MATH 140 - PRE-CALCULUS: TRIGONOMETRY & ANALYTIC GEOMETRY					
MATH 205 - CALCULUS I					
MATH 206 - CALCULUS II					
MICR 130 - MICROBIOLOGY					
MICR 130L - MICROBIOLOGY LAB					

OCN 201 - SCIENCE OF THE SEA					
OCN 201L - INTRODUCTION TO OCEANOGRAPHY LABORATORY					
OCN 205 - INTER OCEANOGRAPHY					
PHYS 50 - TECHNICAL PHYSICS					
PHYS 100 - CONCEPTS OF PHYSICS - A SURVEY					
PHYS 100L - SURVEY OF PHYSICS LAB					
PHYS 105 - ENERGY SYSTEMS/SUSTAINABILITY					
PHYS 151 - COLLEGE PHYSICS I (NEW COURSE PROPOSAL)					
PHYS 152 - COLLEGE PHYSICS II (NEW COURSE PROPOSAL)					
PHYS 170 - GENERAL PHYSICS I (NEW COURSE PROPOSAL)					
PHYS 170L - GENERAL PHYSICS I LAB (NEW COURSE PROPOSAL)					
PHYS 171 - GENERAL PHYSICS II (NEW COURSE PROPOSAL)					
PHYS 171L - GENERAL PHYSICS II LAB (NEW COURSE PROPOSAL)					
SCI 20 - INDIVIDUAL & ENVIRONMENT					
SCI 25 - AN INTRODUCTION TO THE ENVIRONMENT THROUGH FILM					
SCI 51 - BASIC SCIENCE FOR HEALTH OCCUPATIONS					
SCI 124 - INTRODUCTION TO ENVIRONMENTAL SCIENCE LAB					
SCI 124L - INTRODUCTION TO ENVIRONMENTAL SCIENCE LAB					
ZOOL 101 - PRINCIPLES OF ZOOLOGY					
ZOOL 101L - PRIN OF ZOOLOGY LAB					

SOCIAL SCIENCE

Course Alpha Number Title	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ANTH 121 - INTRODUCTION TO LANGUAGE		X			
ANTH 150 - HUMAN ADAPTATIONS	Spring				
ANTH 200 - CULTURAL ANTHROPOLOGY	Fall				
ANTH 235 - INTERMEDIATE LINGUISTIC ANALYSIS: REGIONAL SURVEY OF AUSTRONESIAN LANGUAGES					
DNCE 153 - INTRODUCTION TO DANCE FORMS		X			
DNCE 185 - MODERN JAZZ DANCE I		X			
DNCE 190V - AERIAL DANCE I	Spring				
DNCE 256 - CREATIVE MOVEMENT					X
DNCE 285 - MODERN JAZZ DANCE II			X		
DNCE 290V - AERIAL DANCE II	Spring				
ECON 120 - PRINCIPLES OF ECONOMICS					
ECON 130 - MICROECONOMICS		X			
ECON 131 - MACROECONOMICS		X			
FAMR 230 - HUMAN DEVELOPMENT		X			
GEOG 102 - WORLD REGIONAL GEOGRAPHY	Spring				
HD 234 - AGING	Spring				
HPER 122 - AEROBICS	tb deleted				
HPER 129 - STEP AEROBICS	tb deleted				
HUM 160 - MODES OF THOUGHT			X		
IS 101 - BUILDING BRIDGES TO SELF, COLLEGE, AND THE COMMUNITY			X		
PHIL.100 - INTRODUCTION TO PHILOSOPHY: SURVEY OF PROBLEMS	Fall				
PHIL 101 - INTRODUCTION TO PHILOSOPHY: MORALS AND SOCIETY	Spring				

PHIL 102 - INTRODUCTION TO PHILOSOPHY: ASIAN TRADITIONS					
PHIL 110 - INTRODUCTION TO LOGIC		X			
PHIL 120 - SCIENCE, TECHNOLOGY & VALUES	Fall				
PHIL 211 - HISTORY OF WESTERN PHILOSOPHY I				X	
PHIL 213 - HISTORY OF WESTERN PHILOS III					X
PHIL 255 - COSMOLOGY	not taught				
POLS 110 - INTRO TO POLITICAL SCI				X	
PSY 100 - SURVEY OF PSYCHOLOGY (INTRODUCTORY)	Spring				
PSY 170 - PSYCHOLOGY OF ADJUSTMENT	Spring				
PSY 213 - STATISTICAL TECHNIQUES (NEW COURSE PROPOSAL)				X	
PSY 214 - RESEARCH METHODOLOGY				X	
PSY 230 - HUMAN SEXUALITY					
PSY 270 - INTRO TO CLINICAL PSYCHOLOGY					X
PSY 275 - PSYCHOLOGY AND THE EXPRESSIVE ARTS	Spring				
SOC 100 - SURVEY OF GENERAL SOCIOLOGY	Fall				
SOC 208 - CRIMINOLOGY		X			
SOC 218 - SOCIAL PROBLEMS & ISSUES	Spring				
SOC 251 - INTRODUCTION TO SOCIOLOGY OF THE FAMILY		X			
SOC 265 - COMMUNITY DEVELOPMENT	Spring				
SOC 289 - SOCIOLOGY OF KNOWLEDGE	not taught				
SOC 290 - HAWAII'S PEOPLE			X		
SSCI 111 - HUMANITY, SOCIETY & TECHNOLOGY					

SSCI 150 - ECOLOGY & SOCIETY				X	
SSCI 160 - MODES OF THOUGHT					
SSCI 241 - LABOR PROB/TRADE UNIONS					
SSCI 250 - ENVIRONMENTAL ISSUES				X	
WS 151 - INTRODUCTION TO WOMEN'S STUDIES		X			
WS 256 - DOMESTIC VIOLENCE & CHILD ABUSE					

B. Goals & Planning

List Program Goals and specify which goals addressed/completed during review period. Give a progress report for each goal and describe the degree to which the goal was achieved over the review period.

Goals	Progress Evaluation & Evidence of Achievement
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 UH system	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 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
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Additional Comments

Additional comments regarding previous goals
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C. New Goals and Alignment

State Goal 1

Goal 1
<i>Establish Positions: ANTH, ASAN, GEOG, BIOL, PHYS, CHEM, English Math, (in priority order)</i>

State ILO(s) Goal 1 aligns with and provide supporting reasoning
ILO 1
ILO 2
ILO 3

State Strategic Plan (SP) Reference(s) Goal 1 aligns to and provide supporting reasoning
D. Hawaii’s Educational Capital/Resources and Stewardship-Recognize and invest in human resources as the key to success and provide them with an inspiring work environment.

Proposed New SP Action Strategy/Strategies (if applicable)
Need to hire more faculty to lessen the ratio of Program majors to BOR approve faculty

State Academic Master Plan Reference(s) Goal 1 aligns to and provide supporting reasoning
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.

Proposed New AMP Action Strategy/Strategies (if applicable)

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<i>Establish Positions: ANTH, ASAN, GEOG, BIOL, PHYS, CHEM, English Math, (in priority order)</i>						

UH System Collaboration (if applicable)

UHCC ASNS

Calendar of planned activities for Goal 1 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 1

Activity	When will the activity take place
Propose to hire additional LBRT faculty	AY15 - AY16 as budget permits

State Goal 2

Goal 2

Create Physics Lab & Upgrade Chemistry Lab

State ILO(s) Goal 2 aligns with and provide supporting reasoning

State Strategic Plan (SP) Reference(s) Goal 2 aligns to and provide supporting reasoning

B3.b. Develop an articulation agreement in a STEM field

Proposed New SP Action Strategy/Strategies (if applicable)

Establish Physics Lab and upgrade Chemistry Lab for ASNS degree

State Academic Master Plan Reference(s) Goal 2 aligns to and provide supporting reasoning

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.

Proposed New AMP Action Strategy/Strategies (if applicable)

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Create Physics Lab	X	X	X			

UH System Collaboration (if applicable)

Calendar of planned activities for Goal 2 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 2

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

Goal 3

Two security carts and 35 laptops/tablets each.

State ILO(s) Goal 3 aligns with and provide supporting reasoning

ILO1

ILO2
ILO3

State Strategic Plan (SP) Reference(s) Goal 3 aligns to and provide supporting reasoning

D. Hawaii’s Educational Capital/Resources and Stewardship-Recognize and invest in human resources as the key to success and provide them with an inspiring work environment.

Proposed New SP Action Strategy/Strategies (if applicable)

State Academic Master Plan Reference(s) Goal 3 aligns to and provide supporting reasoning

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

Proposed New AMP Action Strategy/Strategies (if applicable)

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

UH System Collaboration (if applicable)

Calendar of planned activities for Goal 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3

Activity	When will the activity take place
Review with administration space needs	AY15
Request funds and purchase equipment	AY 14
Install equipment	AY 15

Goal 4
Obtain space for offices, meeting rooms.

State ILO(s) Goal 4 aligns with and provide supporting reasoning
ILO1
ILO2
ILO3

State Strategic Plan (SP) Reference(s) Goal 4 aligns to and provide supporting reasoning
D. Hawaii's Educational Capital/Resources and Stewardship-Recognize and invest in human resources as the key to success and provide them with an inspiring work environment.

Proposed New SP Action Strategy/Strategies (if applicable)

State Academic Master Plan Reference(s) Goal 4 aligns to and provide supporting reasoning
Computer carts, computers/tablets, and office space will assist students and faculty in reaching graduation and transfer goals while improving college environment.

Proposed New AMP Action Strategy/Strategies (if applicable)						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

UH System Collaboration (if applicable)

Calendar of planned activities for Goal 4 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3

Activity	When will the activity take place
Review with administration space needs	AY15
Request funds and purchase equipment	AY 14
Install equipment	AY 15

D. Perkins Core Indicator Action Plans (For CTE)

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

Perkin's Indicator	Action Plans	When will the activity take place
1P1		
1P1		
1P1		
1P1		

Part V: Resource Implications

A. Cost Item 1

Description	Type	Cost
Establish Positions: ANTH, ASAN, GEOG, BIOL, PHYS, CHEM, English, Math, (in priority order)	Personnel	55K@

State Strategic Plan (SP) Reference(s) Cost Item 1 aligns to and provide supporting reasoning

State Academic Master Plan (AMP) Reference(s) Cost Item 1 aligns to and provide supporting reasoning

State Strength (From Part II. Section C) Cost Item 1 addresses and provide supporting reasoning

State Weakness (From Part II. Section C) Cost Item 1 addresses and provide supporting reasoning

W2 ARPD data: Demand for courses is increasing, which increases the ratio of students to BOR appointed faculty, 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.

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.

B. Cost Item 2

Description	Type	Cost
Science Lab for Physics	Facilities	570K

State Strategic Plan (SP) Reference(s) Cost Item 2 aligns to and provide supporting reasoning

B3.c. Provide the necessary academic and student support services focused on high risk students

State Academic Master Plan (AMP) Reference(s) Cost Item 2 aligns to and provide supporting reasoning

State Strength (From Part II. Section C) Cost Item 2 addresses and provide supporting reasoning

State Weakness (From Part II. Section C) Cost Item 2 addresses and provide supporting reasoning

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.

C. Cost Item 3

Description	Type	Cost
Upgrade Chem Lab	Equipment	100K

State Strategic Plan (SP) Reference(s) Cost Item 3 aligns to and provide supporting reasoning

B3.c. Provide the necessary academic and student support services focused on high risk students

State Academic Master Plan (AMP) Reference(s) Cost Item 3 aligns to and provide supporting reasoning

State Strength (From Part II. Section C) Cost Item 3 addresses and provide supporting reasoning

State Weakness (From Part II. Section C) Cost Item 3 addresses and provide supporting reasoning

Briefly explain why Cost Item 3 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.

C. Cost Item 4

Description	Type	Cost
Two mobile security carts and 35 laptops/tablets	Equipment	100K

State Strategic Plan (SP) Reference(s) Cost Item 4 aligns to and provide supporting reasoning
E1. Build and/or acquire appropriate facilities to deliver educational programs and services in underserved regions of the State, and identify repairs and maintenance requirements to properly maintain the facilities.

State Academic Master Plan (AMP) Reference(s) Cost Item 4 aligns to and provide supporting reasoning
AMP 21.4 Identify funds and classrooms to provide English writing classes with computers, enabling writing classes to use technology as a means of achieving student success.

State Strength (From Part II. Section C) Cost Item 4 addresses and provide supporting reasoning

State Weakness (From Part II. Section C) Cost Item 4 addresses and provide supporting reasoning

W3. There is a lack of space for Office, meeting rooms and mobile electronic classrooms.

Briefly explain why Cost Item 4 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 VI: Justification for Program Existence

Write a brief statement describing the value of this program to the College.

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors)

Need Example Here: