

HAWAI'I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW REPORT

Liberal Arts

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

Program Description

Please provide a brief description of your Program. Include your Program Mission statement.

The Liberal Arts Program offers a two-year transfer degree consisting of 60 semester credits at the 100 and 200 levels. The Associate in Arts in Liberal Arts degree program is designed for students who are preparing to transfer to a four-year college or university in a variety of fields of study. The Liberal Arts Program supports the College's mission by offering a wide range of courses designed to help students achieve course, program and institutional learning outcomes and to provide a quality general education experience that fosters self-awareness and that emphasizes the breadth and interrelatedness of knowledge. Students completing the Associate of Arts degree are considered to have met the general education requirements at other UH campuses and to be well prepared for continuing study at the undergraduate level.

Program Mission:

For the learner, the general education provided by the Liberal Arts program at Hawaii Community College fosters self-awareness; broadens the understanding of an individual's role within communities and environments; supports cultural understanding; emphasizes the breadth and interconnectedness of knowledge; and creates a foundation for continued personal, intellectual and professional development.

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 students are being prepared for success and progress toward completion. The program offers college-level courses designed to help students acquire the skills necessary to succeed in college and beyond. Additionally, faculty from the Liberal Arts areas of math and English instruct courses at the developmental level for students who do not place fully ready for college coursework. While these courses are not part of the AA degree per se, the curriculum and instruction in these courses are tied to preparation for success in college-level coursework and are offered by Liberal Arts faculty members and lecturers, impacting resources and assignments. The combination of required core courses and diversification of study across areas of content knowledge helps ensure that students acquire a broad base of understanding about themselves and the world through completion of the AA in Liberal Arts.

The degree requirements for the AA in Liberal Arts were changed substantially during the 2014-15 academic year, with a "slimmed down" AA enacted for fall 2015 based on recommendations of a Task Force convened in 2014. Under the new requirements, students have significantly more elective course options, fewer specifically required courses, and the core requirements for the degree now more closely align with those of other UHCC campuses. While deliberations about the changes to the degree requirements were lengthy and detailed, more work on refining details remains.

Part I. Review of Program Data

Go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your program.

<http://www.hawaii.edu/offices/cc/arpd/>

Part II. Analysis of the Program

Based on the ARPD data in Part 1, analyze the Program in terms of Demand, Efficiency, and Effectiveness. Include significant Program actions (e.g., new certificates, stop out, gain/loss of positions) and results of prior year's action plan. Include analysis of any Perkin's Core Indicator(s) for

which the Program's goal was not met. Also discuss any trends or other factors (internal/external) affecting the Program and analyze other Program changes or information not included elsewhere.

ARPD data indicate that overall program health is cautionary, in large part due to a significant loss in the number of program majors compared to previous years, close to 20%, a demand factor appropriately considered unhealthy. Demand indicators for Liberal Arts programs at all UHCC campuses were categorized as unhealthy for 2014-15, with 7.25% average decline in percent of majors. This is reflective of an overall enrollment decline at the system and college levels; however, the magnitude of the loss of Liberal Arts students exceeds that of the overall enrollment decline (down 19.3% v. 6.5% for fall 2014) for Hawaii CC specifically. SSH of program majors declined as well by 17.4% while SSH for non-majors increased slightly. This would seem to indicate courses in Liberal Arts departments that are required by other programs continue to maintain enrollment, though not filled by as many Liberal Arts degree-seeking students. Appropriately, the number of classes taught was fewer than the previous year by 6% and the average class size fell slightly from 20.2 to 19.8. There was a continuing trend of 33 low enrolled classes, down from 37 the previous year. These numbers, however, are far higher than previous historical data (in 2012-13 there were only 9 classes with fewer than 10 students enrolled.) Liberal Arts is the largest program by student count at Hawaii CC, and its decline in enrollment may be disproportional to other smaller, more specific, or skill related programs. Nevertheless, it is a significant concern.

In terms of Efficiency, the program is considered healthy. Fill rate for classes was 81.4%, down from previous years, while the FTE BOR-appointed faculty remained approximately the same at 26.7. Fill rate numbers for Hawaii CC for the current year are at the average for other UHCC campuses (81.15%), but down significantly from our own pattern which had run above 90% consistently for several recent years during the enrollment bulge. Current fill rates more closely parallel pre-2009 numbers. The number of majors to FTE BOR-appointed faculty has fallen from 51.5 to 40.7 over the past three years, a 21% decline. Majors to analytic FTE faculty fell less (from 28.5 to 25.2, an 11.5% decline) and the number of Analytic FTE faculty declined from 46.3 to 43, indicating the use of lecturers declined only slightly with the decreased student demand. We are not utilizing the full capacity of our instructional resources due to the decline in student enrollment that is disproportional to our distributed faculty resources.

The striking rise in low enrolled courses in the past two years bears some additional scrutiny. Data for low-enrolled courses by term are as follows:

Fall 2012: Five low enrolled courses: 1 Hum, 4 MNS
Spring 2013: 4 Low enrolled courses: 1 Hum, 3 MNS
Fall 2013: 16 low enrolled courses: 4 Hum, 2 Eng, 1 SS, 8 MNS
Spring 2014: 21 low enrolled courses: 5 Hum, 1 Eng, 3 SS, 12 MNS
Fall 2014: 10 low enrolled courses: 1 Hum, 1 Eng, 2 SS, 6 MNS
Spring 2015: 23 low enrolled courses: 8 Hum, 2 Eng, 2 SS, 11 MNS

Patterns tend to show more unpredictability in fill rates for spring courses when student enrollment is lower. Patterns also tend to show more low enrolled courses at West Hawaii: West Hawaii had 17 low enrolled classes last year, versus only 7 two years ago; this is reflective of the desire to offer a full array of courses to a smaller student population. More recently, the number of low enrolled courses in East Hawaii has increased, while still a relatively small percent of overall class offerings.

The increase in low enrolled courses for 14-15, 33 total, represented 8% of all Liberal Arts classes offered (versus 2% in 12-13). West Hawaii accounted for 88% of low enrolled courses in 12-13 and for only 52% in 14-15.

Only 5 of all low enrolled courses were online courses over the past three years.

Clearly, one of the responses needed is closer attention to low enrolled courses at the beginning of each semester as well as to retention in those courses.

Not easily discernible is the pattern of low enrollment for courses within some departments more than others and any rationale for such a pattern. Elective status, level of difficulty of material, upper level course offerings, courses in programs where growth is a desired goal, and specific courses students need for graduation all might impact decisions on whether or not to cancel or run a course "on the bubble."

In terms of Effectiveness, the program is considered healthy. A 75% successful completion rate remains constant, among the highest such rates in the system. Fall to spring persistence remains high at 71.6%, comparable to other campuses in the system, with fall to fall persistence at 46.6%, relatively constant in recent years and comparable to other campuses in the system. Degree and certificate counts continue to exceed established goals by a wide margin. This seems to indicate that students who remain enrolled perform well in classes and make good progress toward completion. The number of transfer students declined from 140 to 126, reflective of the decline in student majors. Despite this decline, the total transfer number to UH campuses of 126 exceeds the goal by 85%.

In general, the Liberal Arts Program is adjusting to a smaller enrollment, more reflective of the enrollment in 2010 and earlier, but the rate of adjustment is such that inefficiencies may occur more frequently in order to maintain program offerings and assist students on their paths to completion. If the program continues to offer all of its approved required and elective courses to fewer students overall, the net effect will be a less efficient system than what was being offered at peak enrollment. However, despite an unhealthy rating in demand, the Liberal Arts Program has maintained healthy status in Efficiency and Effectiveness. The college personnel associated with the delivery of courses in the program of study have much more to do with these factors than they have control over demand.

Part III. Action Plan

Describe in detail the Program's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission and can lead to improvement(s) in student learning.

Include specific action plans to address any ARPD Health Call scores of "Cautionary" or "Unhealthy," and any Perkin's Core Indicator(s) for which the Program's Goal was not met.

To address the ARPD data that indicate overall program health as cautionary, due to a significant loss in the number of program majors based on decrease in enrollment, action steps are planned to implement program changes, increase program development, and closely monitor effectiveness as described in greater detail below.

Program Changes

The Liberal Arts faculty plan to implement the "slimmed down" AA degree over the next year. An increase in flexibility will allow more students to consider completing certificates within the context of the AA, and may allow more students the option to complete multiple degrees. Additionally, students

will have the option to pursue more elective courses that may align more directly with their four-year degree goals. Greater choice in courses applied to the degree should yield greater success in students achieving the requirements for their degree in a timely manner. This additional opportunity for students to select courses that may complete requirements for their four-year degree lends importance to the use of STAR as a tool for planning and monitoring four-year academic plans beginning at the community college. The new degree requirements need further definition. Implementation will be in effect in 2015.

Liberal Arts faculty will also consider whether or not to reduce the number of Program Learning Outcomes for the AA from the current ten to a smaller number that might be more easily and regularly assessed. That discussion has been occurring over the past two years, with support from the Department Chairs and faculty in department meetings. Liberal Arts faculty are planning to hold a vote on the proposed changes in AY 15-16.

Transfer

In terms of addressing the unhealthy status of demand, the faculty will continue to emphasize quality preparation for transfer and a broad array of course offerings, monitoring those for enrollment by semester. A subcommittee of the Student Success Committee devoted to transfer has been formed. Faculty members will continue conversations and plans with UHH about 2+2 programs that more clearly define pathways to completing the Bachelor's degree. Faculty members in some departments plan to offer concentrations designed to encourage students to complete a series of courses that better prepare them for transfer at full standing and able to complete their four-year degree in a specific major in a timely manner.

At the beginning of each semester, DCs make course cancellations based on enrollment patterns. Closer monitoring of low enrolled courses prior to the beginning of each term will determine cancellations as necessary, with an increased emphasis on combining low enrolled sections, or shifting students across available classes. Increased attention to the completion needs of students through availability of specific courses will become easier to assert given STAR Academic Planner and anticipated STAR Enrollment processes available in the near future, allowing faculty greater insight into the number of sections needed to meet student demand more efficiently. A Transfer Effectiveness Report being developed with our Institutional Effectiveness Office promises to help identify patterns that support the effectiveness of the preparation Hawaii CC students in Liberal Arts receive for success at the upper division level. Continuing conversations with UHH faculty and administration provide insight into how well Hawaii CC students do at upper division coursework once transferred.

Program Development

The new STEM Center will focus attention on students wishing to transfer to programs in math and science from the Liberal Arts Program as well as from the ASNS. It provides a "home" to STEM-related faculty and students, and offers additional classroom space for STEM courses, which were previously used by other programs. This also includes a video conferencing classroom. The STEM center will provide Liberal Arts students an additional opportunity for upper level courses. Tracking students in math and science courses in order to create cohesive STEM pathways is a critical next step. Providing opportunities for faculty to collaborate in the development of course and program changes is a priority.

DCs will become increasingly familiar with the needs of the new Palamanui Campus and will focus on providing a broader array of course offerings at the branch campus so that more students might

complete degrees entirely in their home communities. This Palamanui Campus Course Plan will be a critical action step in the next year. Some course or program specializations may be particularly appropriate to the campus based on community needs. As the campus gains its footing, more Liberal Arts courses may need to be offered there in greater number and variety in order to meet demand. This may impact the use of Distance Education technology and online course demand, as well as the need for more faculty and lecturer positions.

Increased Early College offerings attract students from area high schools who begin their study with Hawaii CC prior to high school completion. Despite the welcome enrollment these students represent, offering multiple classes in multiple disciplines at remote sites taxes the human resources of the departments, particularly in lecturer availability. Increasing the lecturer pool for a variety of content areas is a high priority.

Enhancing Effectiveness

Improvements in the assignment of Liberal Arts faculty as advisors to students will enhance the effectiveness of academic advising. We will be improving the Academic Advising assignment process to provide a better match of student interest to faculty expertise as opposed to the previous random assignments.

Instructors offering Liberal Arts courses online will be approved to do so based on demonstrated competency in utilizing distance education technology and pedagogy. This could impact the lower average course success rates for distance education courses versus in-person classes (65% v. 75%) within Liberal Arts courses.

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program.

Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. [HAWCC Strategic Plan](#)

Current resources devoted to Liberal Arts are sufficient only to maintain the status quo in terms of program. In fact, with reduced enrollment, B-budgets available to most departments will be smaller year to year. Previous staffing, renovation, and equipment needs requests expressed in recent Program Reviews have not materialized in large part due to budget pressures at campus, system and state levels, except in isolated instances. Three mobile computer labs were provided via grant funds, for example. A STEM Center was outfitted with summer session funds impacting science and math classroom availability and faculty office space.

Resources for Program Changes

To address action steps planned for the "slimmed down" AA degree, some resource changes may need further consideration. The reduction in required courses for all Liberal Arts students may alleviate some demand issues, as will the continuing downward trend in enrollment as those fewer students progress

toward completion. Where Area requirements have been reduced by 12 credits (3 in Humanities, 3 in Natural Sciences and 6 in Social Sciences), students will have more flexibility in replacing those courses with electives and with courses more focused on their transfer goals. The use of this flexibility in student options for additional electives will be difficult to predict until the reduced requirements have been in place for some time and trend data emerge. This is related to HGI Action Strategy 2 in scheduling and pathways.

Resources for Program Development

Increasing full-time faculty positions at Palamanui in particular is a desirable goal to help grow the programs offered there (largest is Liberal Arts). Overreliance on lecturers diminishes the capacity of the program and the campus for sustained growth. Though this is a personnel ask, the immediacy of the campus completion begs consideration of expanded teaching resources in the short term. The degree to which we can anticipate program and student enrollment needs and proactively meet them will determine in part how well and how quickly the new campus becomes a vibrant part of the educational community in the region. This ties to HGI Strategy 4 solidifying the foundations of Palamanui, as well as to 21CF Action Strategy 1 advocating for Palamanui facility needs. Estimated additional cost for two new faculty (Social Science and Physical Science) is \$160,000.

Office space for lecturers for all areas needs to be re-examined with the loss of portable building space on the UH Hilo upper campus. The renovation of the old gym and locker room area will impact the availability of lecturer office space in the short term. Plans must be made to address this need. This is a health and safety issue and relates to 21CF Action Strategy 3 in providing a safe and healthy environment for employees. Estimated cost for additional temporary office space is unknown and would need to be negotiated with UHH.

Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this program. Discuss any significant changes to the Program since the last comprehensive review that are not discussed elsewhere.

The last Comprehensive Review of the Liberal Arts Program was completed in 2011. It emphasized a need for additional faculty positions and for a streamlined assessment process. It highlighted five FTE positions that had been established since the 2007 Comprehensive Review, noting that three others requested had not materialized. At the time, enrollment was growing by 35% and the number of classes taught increased by 30% in a two-year period. Since the last Comprehensive Review, one FTE Science Position was added for West Hawaii specifically, and lab coordinator positions were established for both sides of the island. One FTE Philosophy position was also created, and a part-time position in English was converted to full-time for West Hawaii. In many areas of Liberal Arts, however, course offerings in the program remain highly lecturer-dependent.

Not envisioned at that time was the significant change to the degree requirements proposed by the 2014 AA Task Force. The Task Force recommended major changes to the requirements for the Liberal Arts degree, reducing the number of required courses and increasing the opportunity for electives. Also not envisioned at that time was the burgeoning need for science lab space. Not addressed at that time was the new campus at Palamanui and demand for program expansion in West Hawaii.

Significant progress has been made since the last Comprehensive Review in addressing course assessments and their alignment with PLOs and ILOs. An external funding source significantly expanded expectations for Early College and Running Start delivery resulting in a significant number of students taking college courses before completing high school.

The 2011 Comprehensive Review emphasized the growth in enrollment and concomitant course offerings island-wide, expanded developmental education courses at multiple levels, and cooperation with the DOE on curriculum alignment. It described considerable efforts to address assessment and alignment of course to program learning outcomes and highlighted as strengths the demand for classes, the transfer rate and the retention and graduation rates. It indicated as weaknesses the challenges of meeting increasing demand without a parallel increase in resources, high lecturer dependence, and a lack of facilities including lecturer office space. Key goals looking forward were continuing to expand faculty resources to reduce lecturer reliance and to address high demand courses, expanding learning outcomes work at all levels, and assessing the effectiveness of the remedial/developmental program offerings in meeting persistence, success and completion expectations.

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1):

http://hawaii.hawaii.edu/program-unit-review/docs/2011_lbrt_comprehensive_instructional_program_review.pdf

Part VI. Program Student Learning Outcomes

For all parts of this section, please provide information based on the PLOs (P-SLOs) that were assessed through PLO-aligned course assessments in AY 2014-15.

A) Evidence of Industry Validation (CTE Programs)

[General Pre-Professional Programs can skip industry validation.]

Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, you may submit evidence of the program's advisory committee's/board's recommendations for, approval of, and/or participation in assessment(s).

n/a

B) Expected Level of Achievement

For each Course assessed in AY 2014-15: Discuss the rubric(s) standards and the benchmark goal(s) for student success (e.g., "85% of students will achieve Excellent or Good ratings in the assessed activity" or "90% of students will score Meets or Exceeds Standards on the assessment rubric").

Liberal Arts DCs decided to assess the Communication PLO in 2014-15 by participating in a cross-disciplinary assessment of student writing samples rather than rely on a course-by-course CLO to PLO alignment approach. An assessment plan was created and samples of student work from both fall and spring were submitted in spring 2015 through Department Chairs from a total of 28 courses. The expectation was that 70% of artifacts scored would fall in the 3 or 4 level, and that 80% of artifacts from writing intensive courses would achieve a score of 3 or 4.

The DCs used a Written Communication Rubric (below) with four levels and four indices adopted from UH Hilo. The logic in so doing was that the majority of students enrolling in Liberal Arts are likely to transfer to UH Hilo and our work should involve preparing them for success there as transfer students. The rubric was modified to include a zero score if a student still registered for the course failed to turn in an assignment that was used for the sampling. For roster-numbered students no longer enrolled in the class, an alternative roster number was used for sample selection.

Rubric for Written Communication

	Line of Reasoning	Organization and Structure	Content	Language/Prose/Syntax
4 (Advanced)	<ul style="list-style-type: none"> Composes a well-defined thesis that is supported by coherent and relevant arguments. Argument is coherent and develops a clear line of logical reasoning. 	<ul style="list-style-type: none"> Organization of ideas/information is well-planned, and organized; structure enhances the message or argument. Paragraphs are well-developed, and paragraph breaks enhance the main points. 	<ul style="list-style-type: none"> Exhibits original insight into the content Content illuminates the argument and/or message 	Uses grammatically correct prose that is highly appropriate to the audience; paper successfully utilizes complex sentence structures; prose is articulate and sophisticated.
3 (Competent)	<ul style="list-style-type: none"> Constructs an identifiable thesis with some gaps or inconsistencies in reasoning. Minor gaps in logic but the overall argument is linear and coherent. 	<ul style="list-style-type: none"> Some organizational problems evident. Paragraphs are developed but exhibit a few inappropriate breaks, or transitions between paragraphs are awkward. 	<ul style="list-style-type: none"> Content is adequately addressed Content generally supports main argument. 	Minor problems with grammar or punctuation, but sentences generally make sense; sentence structure is simplistic; prose may be conversational or somewhat inappropriate for purpose of the assignment or the audience.
2 (Emerging)	<ul style="list-style-type: none"> Thesis is weak, unclear or too broad for assignment, but has some relevance to the body of essay or presentation. Paper utilizes only marginally coherent set of ideas; connections between some ideas and arguments are missing or underdeveloped. 	<ul style="list-style-type: none"> Some attempt at organizing ideas/information but reasoning for that ordering is not apparent. Paragraphs are underdeveloped or and/or transitions between them are problematic. 	<ul style="list-style-type: none"> Content is only superficially addressed. Content does not fully support main argument. 	Exhibits grammatical problems but overall meaning of sentences is not totally obscured; prose may not reflect an understanding of standard English; may lack an understanding of the purpose of the assignment or the audience.
1 (Beginning)	<ul style="list-style-type: none"> No discernible thesis (unable to construct an argument). The paper is a collection of unrelated ideas. 	<ul style="list-style-type: none"> Paragraphs are or appear non-existent. Transitions between paragraphs are non-existent. 	<ul style="list-style-type: none"> Content is not appropriate to the assignment or minimally used. Content does not relate to the argument being made. 	Prose is largely incomprehensible; major grammatical and punctuation problems; major syntax problems at the sentence level.

* This column is used to simultaneously assess critical thinking

COMMENTS:

C) Courses Assessed

List all Program Courses assessed during AY 2014-15. Also list Program Courses for which a follow-up “Closing the Loop” assessment was implemented in AY 2014-15.

The 28 courses from which student samples were drawn for the cross-disciplinary Written Communication assessment included the following:

ANTH 200	HUM/PSY 275W	PHIL 100	PHIL 102	PHIL 101W	PHIL 120W
PSY 100	PSY 100W	SOC 100	WS 151W	FAMR 230	ART 101
PSY 170	SOC 218	SOC 265	GEOG 102	GEOG 102W	ENG 100
ENG 197	ENG 204W	ENG 255W	ENG 257EW	HIST 151	HIST 152
BIO 156	CHEM 100	MICRO 130	MICRO 130L		

In addition to the courses listed above, the following courses completed their own assessment process and filed assessment reports:

Art 101*, ART 115*, ART 125*, ART 105B*, ART 202, ART 113, ECED 115, ASA 120, HAW 102, HAW 202, HIST 151*, HIST 152*, HWST 131, HWST 141*, HWST 151*, HWST 231*, HWST 100*, HWST 103*, HWST 104*, HWST 107, FIRE 207, FIRE 202, PHIL 100, PHIL 120 and ART 107*. (Asterisk indicates a closing the loop report was also filed.)

Additionally, the following courses were reported as assessed but without filing of reports: FAMR 230, HD 234W, PSY 100W, PSY 170, PSY 275W, SOC 265 and WS 151W.

Closing the loop reports were also produced for ENG 100 and ENG 102 in written report form, indicating the nature of the multi-year assessment process in which English faculty have been involved.

ENG 100 ASSESSMENT OVERVIEW: 2012-2015

The Writing faculty developed the assessment project as a means to 1) identify how well students were meeting Course Learning Outcomes in all section of ENG 100 at HawCC; 2) provide grade norming sessions for ENG 100 instructors, in order to ensure consistency of assessment across multiple sections of English 100; and 3) provide opportunities for writing instructors to discuss, share and improve course materials and teaching techniques.

The assessment project involved collaborative development of a key assignment and scoring rubric. The key assignment was designed to 1) address as many course learning outcomes as possible, 2) be thesis-based, and consist of at least 750 words, 3) use source material (selected by the student: i.e., researched) requiring citation, 4) be evaluated near the end of the course so that students have had the opportunity to acquire the skills that are the subject of the assessment, and 5) count for a significant portion of the grade. The scoring rubric was designed to reflect course outcomes and the characteristics of college level academic writing. Student artifacts were collected in 2012, were assessed, and discussed.

Resulting action items included a course modification to change course title, learning outcomes, course objectives, prerequisites, and recommended course preparation.

A follow-up assessment project was designed to assess two of the three new learning outcomes for ENG 100: (1) Compose college-level writing with a clear purpose, in a form appropriate to intended audiences, and (3) Document credible sources in accordance with an appropriate style guide—a particular area of weakness observed in the initial assessment. A key assignment was developed (a timed, text-based writing, done in class or online; administered sometime during the second half of the semester (week 8-to finals); worth a minimum of 10% of the course grade; length: 500-750 words) and artifacts were collected in Spring 2014.

Artifacts were assessed and discussed in Spring 2015, with new action items created to address the following issues: text integration, more reading-based writing assignments, collaboration with Reading instructors, rubric improvement, and assessment project article selection.

ENG 102 ASSESSMENT OVERVIEW: 2012-2015

Reading faculty developed the assessment project as a means to 1) identify how well students were meeting Course Learning Outcomes in all sections of ENG 102 at HawCC; 2) provide grade norming sessions for instructors, in order to ensure consistency of assessment across multiple sections; and 3) provide opportunities for Reading instructors to discuss, share and improve course materials and teaching techniques.

Faculty decided that an integrated study reading project administered toward the end of the semester would be a valuable measure of student skills related to the following CLOs: (1) Apply reading and study skills necessary for success in college level courses, (2) Distinguish between stated or implied main ideas and supporting details, (3) Analyze, organize, evaluate and synthesize ideas, and (4) Demonstrate increased proficiency (rate and comprehension) in reading college level materials. The students were presented with a college level article and asked to preview, formulate guide questions, annotate, and summarize the article. In order to successfully

complete the project, they had to understand the main ideas, supporting details, organization and purpose of the article. Artifacts were collected in Spring 2012, were assessed, and discussed.

Two identified areas of weakness (greatest numbers of students receiving *Does Not Meet proficiency*) were annotating and summary writing. Reading faculty wanted to see if one of the areas that students had trouble with on the initial assessment project—summary writing—would improve after instructors focused on this area by allotting more instructional time and assignments designed to improve students' ability to accurately summarize what they have read. Faculty selected an article and developed and distributed assignment guidelines. Artifacts were collected at the end of Fall 2013, and were assessed in Spring 2015.

Resulting action items included increased instructional emphasis on the following: accurate statement of main idea/overview of the text, paraphrasing, and differentiation between summary and personal commentary. A number of instructional strategies and techniques were shared in order to address summary writing concerns (Make bulleted lists for assignments; Read articles or texts to be summarized in advance and highlight main ideas. Check for understanding of difference between main ideas and specific supporting information; Annotate; Use sample annotated articles as models; Do guided or directed reading of longer, more complex articles; Identify and discuss patterns of organization in longer articles. Direct students to use the pattern of the article to organize their summary; Provide practice activities in paraphrasing and in successfully avoiding plagiarism; Dedicate more instructional time to identifying, understanding and using transitions; Explicitly state and contrast the difference between reaction paper and summary. Use two-part assignments to practice – one part summary (objective) and one part reactions/personal comments). In addition, revisions were made to the assessment project rubric.

D) Assessment Strategy/Instrument

For each Course assessed in AY 2014-15, provide a brief description of the assessment strategy, including the type of student work or activity assessed how and when the assessment was conducted, how and why assessed artefacts were selected, and how the artefacts were analyzed.

For the major PLO Assessment in Liberal Arts for 2014-15, and for the purposes of this Program Review, the DCs decided to focus on Written Communication. This decision was endorsed by the Assessment Coordinator as well.

The Liberal Arts DCs collected artifacts demonstrating writing proficiency from courses that were either undergoing assessment that semester or that represented a broad cross-section of high-enrolled courses that had CLOs related to the Written Communication PLO. The list of courses attempted to draw similar numbers of samples from each of the four departments, representing a broad cross-section of content disciplines.

The samples were taken from a major assignment given toward the end of the semester. With the exception of English 100, each of the selected classes was responsible for contributing three artifacts taken from randomly chosen students in each of these classes (students #4, #9 and #11 from instructor rosters). If these students had dropped out, then back-up numbers would be used (#2 for #4, #6 for #9 and #13 for #11). For English 100, only one sample was taken from each of the 16 sections of the class, from student #8 (back-up #10). (Because there are so many sections of English 100, fewer samples were necessary from each course.) Students on rosters who failed to submit assignments were awarded a zero score.

All samples were to be labeled on the back with the following:

Course Alpha, Number and CRN

When taught (Fall 2014 or Spring 2015)

Online (OL) or face-to-face (F2F)

Any reference to an instructor or student was blacked out, protecting anonymity. The scorer used clean copies, without faculty markings or grades.

These samples were read and scored by a team of six: four Liberal Arts DCs, the Dean of Liberal Arts and Public Services, and the Lead Faculty of UH Center, West Hawaii. The team was split in half (into two groups), as were the samples. Each artifact in the group was read and scored by each of the three group members according to the rubric.

The grading session began with norming two samples. Then each of the artifacts was read by three readers. The results of scoring were averaged or based on the majority decision of the three readers. For example, if two readers believed the sample should be a 2 (out of a four point scale, plus zero for no paper) and one gave it a 3, it was considered a 2. There was further discussion when there were broader differences.

E) Results of Program Assessment

For each Course assessed in AY 2014-15, provide a summative description of the assessment results.

Discuss how these results collectively demonstrate achievement of the Program's Learning Outcomes and support the College's Mission.

The assessment team of six met on May 26, 2015, to read the samples and to analyze and document the quality of students' written communication throughout the college. In two teams, they read 147 samples of student writing chosen randomly from a wide variety of cross-disciplinary courses. Results included the following:

59% of all samples achieved a "meets" score. This meant they earned a 3 or 4 on a scale of 0-4.
70% of all WI samples achieved a "meets" score.

While these results were not what were expected, raters agreed that there were many more high level papers than expected. Other data noted in the report included the following:

The average score for the samples from non-WI classes was 2.4 (out of 4).

The average score for the samples from WI classes was 2.9.

The average score for samples coming from face-to-face classes was 2.5, for Vidcon/HITS was 2.7 and for online was 2.3.

One consideration that compromised the reliability of these results was that over 20% of the samples had suspected or demonstrated plagiarism in them, so it is possible that phrases or whole sentences taken from professional sources led to an impression of greater fluency in the writing and affected overall scoring in ways difficult to determine.

Certain assignments encouraged restating information rather than critical thinking. It was these assignments that were more prone to plagiarism. Assignments that asked students to write a non-thesis research paper on an event or person, for example, were more likely to contain writing that did not "sound" original.

Strengths of the assessment process included the following:

- The overall quality of grammar and punctuation was better than expected. While all samples had editing errors and oversights, the readability of this set of written assignments was relatively high.
- The samples were often lengthy and thoughtful; students had been asked to put considerable effort into their writing.
- Many assignments required critical thinking and research.
- As might be expected, WI classes produced higher quality writing.

There was an impressive willingness on the part of instructors in the Liberal Arts to participate in the assessment and to provide samples in a timely and helpful way.

Weaknesses noted included the following:

- The writing in these samples sometimes lacked thesis-driven focus, structure, and transitional words.
- The samples indicated inconsistent expectations about the quality of sources that should be used in college research, as well as problems with ethical use and acknowledgement of these sources.
- Samples from online classes were, on a whole, slightly weaker than ones from face-to-face classes.
- There were places in the rubric where there seemed too large a gap between levels, most particularly between levels 2 and 3 and between 1 and 2.

While the assessment of submitted artifacts did not meet the expected outcomes, there was agreement that there were many more high level papers than expected. One of the more significant findings was a concern for potential plagiarism in about 20% of the samples. This concern was raised by issues of poor citation, paraphrasing and attribution, and by a difficulty rating some very well written papers when the originality of the writing was in question due in part to the high quality of that writing. Concern was raised about common expectations by both students and instructors for proper attribution of source material, about the construction of assignments that may lead to inappropriate repetition of source material versus critical thinking and independent writing about major topics, and about instructional opportunities and tools such as Turnitin.com that can assist students and instructors in analyzing writing for potential plagiarism and for improving and encouraging the appropriate use of source material.

As a result of this assessment, efforts to improve writing quality in terms of thesis-driven, well-organized and plagiarism-free papers are recommended. These include consistent instruction about use of source material and professional development for Liberal Arts instructors about such expectations as they are taught to students. The assessment produced a recommendation that instructors consider the construction of assignments to encourage critical thinking about the topic rather than recall or repetition of information only. The rubric used for this particular assessment was also recommended for revision for future use to address appropriate use of source material and to provide additional differentiation between levels. A further recommendation was to consider the assessment of writing again when assessing critical thinking, information competency and ethical use of source material.

Specific recommendations for an action plan to address the assessment findings include the following:

- The Liberal Arts departments will work on helping students to improve in the quality of their writing so that it is thesis-driven, organized, and free of plagiarism. This includes online instructors, who may need further support to make their courses better vehicles for this kind of teaching and learning.
- Faculty members will provide further and more consistent instruction to students about what makes a source appropriate for a college assignment. Professional development or training for all Liberal Arts instructors could highlight how to do this.
- Liberal Arts instructors will be encouraged to build assignments that require critical thinking rather than simple reporting of information. This will help with the problem of plagiarism, as well as enhance critical thinking.
- The rubric for Written Communication will be revised to include use of source materials and will attempt to close the gaps between levels.
- Assessing writing necessitated consideration of critical thinking, information competency and ethical use of source material. Perhaps when assessing the PLOs related to these areas, writing could also be reassessed.

Based on the perceived success of an intentionally cross-disciplinary assessment of Written Communication artifacts from multiple courses conducted in spring 2015, the Liberal Arts faculty plan to conduct a similar sampling of artifacts from courses identifying CLO alignment with the PLO for Quantitative Reasoning and Oral Communication in AY 15-16. Until a sufficient number of faculty and lecturers are using the PATH-CARS system to input assessment activities and data, the Liberal Arts DCs prefer to assess PLOs for the program in a more holistic manner less dependent on a strict CLO to PLO alignment. That approach was not something the DCs found helpful in a last round of PLO assessment related to PLO 10 Ethics.

F) Other Comments

Because of the high volume of individual courses within departments comprising the Liberal Arts Program and because of the lack of a fully-functioning system for recording course level assessment activities over the past few years, the Liberal Arts PLO assessment of Written Communication was determined to be the most appropriate assessment activity to highlight in the 2015 Program Review. Its cross-disciplinary nature and the involvement of the department chairs in leading the assessment activity as a group was a first-time occurrence and one worth noting. With the multiple changes in assessment and LBRT leadership in recent years, and with a newly emerging system for tracking assessment activities, future reports about the impact of assessment activities on multiple courses within Liberal Arts departments should be more robust and informative and may meet original plans for PLO assessment developed and described in previous Program Reviews.

Not all Liberal Arts courses that conducted assessment activities may be included in the listing above. Reports of assessment activities may be in print in various offices, but not filed with the Assessment Coordinator, and not readily available for review and synopsis. Such was the nature of our assessment process during 2014-15.

Transition in the Dean's Office and in multiple Department Chairs over the past three years has diminished the implementation of plans for CLO and PLO assessment constructed under previous leadership and outlined in previous documents. Efforts to re-establish course assessments uniformly conducted according to schedule, and to submit assessment reports in a timely and prescribed format

for archiving in a central and accessible location are in order for the Liberal Arts Division and for inclusion in future Program Reviews.

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Program standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used.

Liberal Arts responders to the 2013 Graduate Leaver survey reported that they were Very Satisfied (38%) or Satisfied (57%) with the academic preparation they received in their program (combined satisfaction rating of 95%). This compares favorably with 80% satisfaction rates in 2008-09. Feedback from students completing their Liberal Arts degree at Hawaii CC indicates that they feel well-prepared for continuing coursework at the University level. Cooperative reporting on the performance of students who transfer to UH Hilo indicate that transfer students do as well as those students who enter the four-year campus as freshmen.

Liberal Arts faculty have taken seriously their professional responsibilities for assessment of student learning expressed as Course and Program Learning Outcomes. Significant evidence of sustained efforts to promote instructional improvement through the use of student data analysis is found across the departments. A more robust and consistent system for archiving the use of assessment to improve instruction promises better record-keeping and reporting of these efforts.

G) Next Steps

Based on the Program's overall AY 2014-15 assessment results, describe the Program's intended next steps to enhance instruction in order to improve student learning. Instructional changes may include, for example, revision to curriculum, teaching methods, learning outcome statements, student support, and other options. Please note here if proposed changes will involve Program and/or Course modifications requiring approval.

Specific recommendation for an action plan to address the Written Communication assessment findings include the following:

- The Liberal Arts departments will work on helping students to improve in the quality of their writing so that it is thesis-driven, organized, and free of plagiarism. This includes online instructors, who may need further support to make their courses better vehicles for this kind of teaching and learning.
- Faculty members will provide further and more consistent instruction to students about what makes a source appropriate for a college assignment. Professional development or training for all Liberal Arts instructors could highlight how to do this.
- Liberal Arts instructors will be encouraged to build assignments that require critical thinking rather than simple reporting of information. This will help with the problem of plagiarism, as well as enhance critical thinking.
- The rubric for Written Communication will be revised to include use of source materials and will attempt to close the gaps between levels.
- Assessing writing necessitated consideration of critical thinking, information competency and ethical use of source material. Perhaps when assessing the PLOs related to these areas, writing could also be reassessed.

Overall, the Liberal Arts Program will need to refine the changes recently made to the graduation requirements based on the AA Task Force’s recommendations. These involve regrouping science offerings, establishing a means by which to designate courses as meeting the Hawaiian–Asian–Pacific Cultures graduation requirement, and coordinating the designation of a sufficient number of General Education courses to meet Core, Graduation, and Content Area Knowledge requirements. Program Modifications will be necessary to accomplish this. Additionally, General Education designation for a sufficient array of content area courses will be required in order to implement the intent of having only GE-designated courses count in fulfillment of degree requirements in coming years.

We anticipate a growing interest in offering concentrations within the Liberal Arts degree that may assist students with transfer effectiveness and timely completion of bachelor’s degrees. Defining articulated pathways to assist transfer students to optimize their coursework at both the AA/AS and BA/BS levels will assist in meeting goals of the HGI and increase graduation and transfer success.

We also anticipate a growing demand for Liberal Arts course offerings at Palamanui, requiring a shift in resources to meet the demand for an expanded student population interested in the AA degree in West Hawaii. This will require greater coordination of schedules across campuses.

Part VII. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

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

Part VIII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam _____

Number passed _____

[If your program does not utilize external licensures, skip Part IX.]